



Welbourn C of E Primary School

'Believe, Excite, Succeed, Together'

Art and Design Long Term Plan

	Autumn		Spring		Summer	
Art POS	<p><b>EYFS Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><b>Key Stage 1</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>					
Key objectives	Year Reception / Year 1	Year 2/3	Year Reception / Year 1	Year 2/3	Year Reception / Y1	Year 2/3
To be able to manipulate materials to achieve a planned effect.  Constructs with a purpose in mind, using a variety of resources.	<p><b>Autumn 1 EYFS Skills</b> Portraits/Our bodies/ Fruit and vegetable still lives  Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p>	<p><b>Autumn 1 Year 2 Skills</b> No Art this half term  <b>Autumn 2- Prehistoric Art.</b> Clay work. <b>Year 2 Skills: Prehistoric Art</b> To use a sketchbook to</p>	<p><b>Spring 1 EYFS Skills</b> Observational Art of new and old toys  • To produce lines of different thickness and tone using a pencil.  • To start to produce different</p>	<p><b>Spring 1 Year 2 Skills</b> No Art this half term  <b>Spring 2- Art and design skills. Kapow- introduction to sketchbooks</b> <b>Year 2 skills</b></p>	<p><b>Summer 1 EYFS Skills</b> Fire of London Wall art-  Silhouette background/clay people/boats <b>EYFS</b> • To enjoy using a variety of malleable media such as</p>	<p><b>Summer 1</b> No Art this half term  <b>Summer 2-</b> Formal elements of art. Repeating patterns and drawings.  <b>Year 2 Skills</b></p>

<p>Uses simple tools and techniques competently and appropriately</p>	<ul style="list-style-type: none"> <li>Recognise and name the primary colours being used.</li> </ul> <p><b>Year 1 skills</b> Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <ul style="list-style-type: none"> <li>Explore techniques such as lightening and darkening paint without the use of black or white.</li> <li>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours</li> </ul> <p><b>Autumn 2 EYFS Skills Christmas Paper printing/Christmas Crafts</b> To use simple tools and techniques competently and appropriately.</p>	<p>plan and develop simple ideas.</p> <p>To continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p><b>Clay work</b> Use equipment and media with increasing confidence.</p> <ul style="list-style-type: none"> <li>Use clay, modroc or other malleable material to create an imaginary or realistic form - e.g. clay pot,</li> </ul>	<p>patterns and textures from observations, imagination and illustrations.</p> <ul style="list-style-type: none"> <li>To look and talk about what they have produced, describing simple techniques and media used.</li> </ul> <p><b>Year 1 skills</b></p> <ul style="list-style-type: none"> <li>To draw on different surfaces with a range of media</li> <li>To develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> <li>Look at and talk about own work and that of other artists and the techniques they had used</li> </ul>	<p>To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p><b>Year 3 skills</b> To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.</p> <p>Use a sketchbook to record media explorations and experimentations</p>	<p>clay, papier mache, salt dough. Impress and apply simple decoration</p> <ul style="list-style-type: none"> <li>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</li> </ul> <p><b>Year 1 skills</b></p> <ul style="list-style-type: none"> <li>To shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</li> <li>To continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>To use tools and equipment</li> </ul>	<p>To demonstrate experience in surface patterns/ textures and use them when appropriate</p> <ul style="list-style-type: none"> <li>To investigate textures and produce an expanding range of patterns</li> <li>To use line and tone in different media to consider shape, shade, pattern and texture.</li> <li>To use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</li> </ul> <p><b>Year 3 Skills</b> To create textures and patterns with a wide range of</p>
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	<p>To create simple pictures by printing from objects.</p> <ul style="list-style-type: none"> <li>To develop simple patterns by using objects.</li> </ul> <p><b>Year 1 skills</b> To explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <ul style="list-style-type: none"> <li>To experience impressed printing: e.g. printing from objects.</li> <li>To use equipment and media correctly and be able to produce a clean printed image.</li> </ul>	<p>figure, structure etc...</p> <p><b>Year 3 Skills: Prehistoric Art</b> To develop intricate patterns/ marks with a variety of media.</p> <ul style="list-style-type: none"> <li>To demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>To begin to indicate facial expressions in drawings</li> </ul> <p><b>Clay Work</b></p> <ul style="list-style-type: none"> <li>To join two parts successfully.</li> <li>To construct a simple base for extending and modelling other shapes.</li> <li>To use a sketchbook to plan, collect and develop ideas.</li> </ul> <p>To record media explorations and experimentations</p>	<p>expressing their likes and dislikes.</p> <p><b>Spring 2 African Art based on Tinka Tinka Tales</b></p> <p><b>EYFS Skills</b></p> <ul style="list-style-type: none"> <li>To enjoy playing with and using a variety of textiles and fabric.</li> <li>To decorate a piece of fabric. Show experience in simple stitch work.</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>To investigate textures by describing, naming, rubbing, copying.</li> <li>To produce an expanding range of patterns and textures.</li> <li>To explore the work of a range of artists, craft makers and designers, describing the</li> </ul>	<p>as well as try out ideas, plan colours and collect source material for future works.</p>	<p>safely and in the correct way.</p> <p><b>Summer 2</b> Henri Rousseau The Storm Art-shades and tints Jungle watercolour paintings</p> <p><b>EYFS Skills</b></p> <ul style="list-style-type: none"> <li>To recognise and name the primary colours being used.</li> <li>To mix and match colours to different artefacts and objects.</li> <li>To explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</li> </ul> <p><b>Year 1 Skills</b> To explore techniques such</p>	<p>drawing implements</p>
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as well as try out ideas.

differences and similarities between different practices and disciplines, and making links to their own work.

as lightening and darkening paint without the use of black or white.

- To begin to show control over the types of marks made.

- To paint on different surfaces with a range of media.

- To name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.

- To explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different

					<p>practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> <li>To begin to understand how colours can link to moods and feelings in art.</li> </ul>	
Key vocabulary	See Glossary					

	Autumn			Spring		Summer
KS2 POS	<p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>to know about great artists, architects and designers in history.</li> </ul>					
Key objectives	Year 4/5/6	Year 4/5/6	Year 4/5/6	Year 4/5/6	Year 4/5/6	Year Y4/5/6
	<p><b>Autumn 1</b> No Art this half term</p> <p>Y4:</p> <p>Y5:</p> <p>Y6;</p>	<p><b>Autumn 2</b> No Art this half term</p> <p>Y4:</p> <p>Y5:</p> <p>Y6;</p>	<p><b>Spring 1-Space</b> Famous artists, architects and designers</p> <p><b>Art &amp; Design:</b> <b>Formal Elements:</b> <b>Architecture</b></p>	<p><b>Spring 2-</b> <b>Observational drawing</b></p> <p>Y4: To develop intricate patterns using different grades of pencil</p>	<p><b>Summer 1</b> <b>Painting skills</b></p> <p>Y4: To confidently control the types of marks made and experiment with different</p>	<p><b>Summer 2</b> No Art this half term</p>

			<p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• Begin to explore a range of great artists, architects and designers in history.</li> </ul> <p>To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</p> <ul style="list-style-type: none"> <li>• To express likes and dislikes through annotations</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>• To explore a range of great artists, architects and designers in history.</li> <li>• To compare different styles</li> </ul>	<p>and other implements to create lines and marks.</p> <ul style="list-style-type: none"> <li>α To draw for a sustained period of time at an appropriate level.</li> <li>α To experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</li> <li>α To have opportunities to develop further drawings featuring the third dimension and perspective</li> </ul> <p><b>Y5:</b></p> <p>To work in a sustained and independent way to create a detailed drawing.</p> <ul style="list-style-type: none"> <li>• To develop a key element of their work: line,</li> </ul>	<p>effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>α To start to develop a painting from a drawing.</li> <li>α To begin to choose appropriate media to work with.</li> <li>α To use light and dark within painting and show understanding of complimentary colours.</li> <li>α To mix colour, shades and tones with increasing confidence.</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>α To confidently control the types of marks made and experiment</li> </ul>	
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			<p>To use sketchbooks Plan a sculpture through drawing and other preparatory work.</p> <ul style="list-style-type: none"> <li>To use the sketch book to plan how to join parts of the sculpture.</li> <li>To keep notes which consider how a piece of work may be developed further</li> </ul> <p><b>Y6;</b></p> <ul style="list-style-type: none"> <li>To explore a range of great artists, architects and designers in history</li> </ul> <p>To use sketchbooks to collect and record visual information from different sources as well as planning and</p>	<p>tone, pattern, texture.</p> <ul style="list-style-type: none"> <li>To use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>To start to develop their own style using tonal contrast and mixed media.</li> <li>To have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> </ul> <p><b>Y6:</b></p> <p>To work in a sustained and independent way to develop their own style of drawing.</p> <ul style="list-style-type: none"> <li>This style may be through the development of:</li> </ul>	<p>with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>To mix and match colours to create atmosphere and light effects.</li> <li>To mix colour, shades and tones with confidence building on previous knowledge.</li> <li>To start to develop their own style using tonal contrast and mixed media</li> </ul> <p><b>Y6:</b></p> <p>To work in a sustained and independent way to develop their own style of painting. This style may be through the</p>	
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			<p>collecting source material.</p> <p>To annotate work in sketchbook.</p> <ul style="list-style-type: none"> <li>To use the sketch book to plan how to join parts of the sculpture.</li> </ul>	<p>line, tone, pattern, texture.</p> <ul style="list-style-type: none"> <li>To draw for a sustained period of time over a number of sessions working on one piece.</li> <li>To use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</li> <li>To develop their own style using tonal contrast and mixed media.</li> <li>To have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>To develop an awareness of composition, scale</li> </ul>	<p>development of: colour, tone and shade.</p> <ul style="list-style-type: none"> <li>To purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>To mix colour, shades and tones with confidence building on previous knowledge.</li> <li>To understand which works well in their work and why</li> </ul>	
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				and proportion in their paintings.		
Key vocabulary	See Glossary					

## The NSEAD glossary of terms supports the national curriculum for art and design

**Abstract Art-** A drawing, painting, print or sculpture that does not depict a recognizable picture, place, person or object in the real world. An abstract artist works with non-figurative symbols and marks.

**Acrylic paint-** Acrylic paint is fast drying paint containing pigment suspension in acrylic polymer emulsion. Acrylic paints can be diluted with water, but become water-resistant when dry and can destroy paintbrushes and remain on clothing. Depending on how much the paint is diluted (with water) or modified with acrylic gels, media, or pastes, the finished acrylic painting can resemble a watercolour or an oil painting, or have its own unique characteristics not attainable with other media

**Advertising-** The method by which products, processes, services and works of art, craft and design are promoted to potential customers, audiences, clients and users. Advertising depends strongly on disciplines such as graphics and illustration.

**Aesthetics-** A term used to explore and explain the look and sensual appeal of a work of art, craft or design. The term embraces aspects of beauty across all the senses; touch, taste, smell, sight and sound

**Air drying clay-** A type of modelling material that dries in fresh air and needs no firing. Once hard, more fresh clay can be successfully applied to whatever has been created.

**Animation**-Animation is the simulation of movement by the rapid display of a series of pictures or frames. Unlike video, which takes continuous movement and breaks it up into frames, animation starts with independent pictures and puts them together to create movement. Animation comes in a variety of practices, to include stop motion animation, 3D animation and cell animation

**Architect**- The profession of planning, designing and constructing buildings

**Artists**-People who are engaged in a broad spectrum of visually led ideas and activities aligned to the expressive arts

**Artistic movement**-A group of artists who have agreed to work together to a set of principles or who are perceived to be working collectively by curators, art historians and commentators. For example, Abstract Expressionism, Mannerism and Cubism

**Artistic style**-The visual outcome of an artistic movement, or an artist. For example, the style of Abstract Expressionism is manifest as large canvases with non-figurative and often chaotic imagery and application. The mature style of Piet Mondrian is geometric, with a white background, a black grid formation and primary colours.

**Art**-Art refers to a diverse range of human intellectual and expressive activities and the outcomes of those activities. Within this context art is further defined as visual art and includes painting, drawing, sculpture, printmaking, photography and work made using digital media.

**Assembling**-To gather items together in one place. Assemblage is an artistic process that usually refers to artists who make two or three dimensional art works out of found objects.

**Basket making**-Basket making or basket weaving is undergoing a revival of interest. Basket makers often grow or source their own natural materials, such as willow and reed, or recycle materials such as plastic and wire. As well as traditional basket makers there are many makers and artists working with basket making techniques in a contemporary context

**Beadwork**-A craft form that involves the threading, stitching and attaching of beads to one another and to cloth or another support by thread or wire. Beadwork can be decorative, as a part of clothing or jewellery, or as part of a wall hanging or sculpture

**Blend**-To combine or mix materials so they become indistinguishable from each other

**Ceramics**-the collective word for the discipline of working with and producing artworks and functional items with fired clay

**Charcoal**-Wood that has been heated without oxygen and turned into a mixture of carbon and ash. It can be bought in chunks, sticks or powder, is used as a drawing tool, and requires fixative after use or it will smudge

**Chalk Pastels**-An art medium in the form of a stick of coloured pigment mixed with a binder, in this case chalk. Chalk pastels can come in a variety of soft or hard forms, and are dry and dusty to use. You will need to use fixative to preserve any images as they will continue to smudge

**Clay**-Natural clay is a type of soil. Its characteristics include malleability and the ability to harden when subjected to intense heat, in an oven or kiln. Clay comes in different types, which when fired produce earthen ware, stone ware or porcelain. Clay products can be coloured with slips and glazes.

**Composition**-The combination of a selection of distinct elements to work towards creating a whole image or form. The arrangement of shapes, colours, textures, marks and lines in a painting.

**Conceptual art**-Conceptual art describes an art form where the ideas take a precedent over material and/or aesthetic concerns. Arguably anyone can make a piece of conceptual art by simply following the instructions of the artist

**Collograph**-A printmaking process involving a variety of materials, such as twigs, fabrics or leaves that are glued onto a flat board. The board and collage are then covered with a thin layer of ink. A sheet of paper is placed over the inked collage, and then lifted off to reveal a print on the face down side.

**Colour Mixing**-The procedure for mixing colours together to effect changes of colour. Colour mixing can happen with pigment (paint, crayons pastels) or light. Colours can be initially categorised as primary: red, yellow and blue. Secondary: green, orange and purple. Mixing primary colours together will create secondary colours. Red and blue make purple. Blue and yellow make green. Red and yellow make orange

**Collage**-A technique of producing an artwork by gluing or fixing different, often found or discarded materials onto a 2 dimensional or 3 dimensional surface. The materials can include wrappers, cardboard, packaging, different papers and scraps of fabric, leaves, twigs and ribbons. The term collage comes from the French word 'coller' meaning to glue.

**Craft Form**-The disciplines chosen by craftspeople, to include jewellery, basket making, knitting, weaving, tapestry, studio pottery, toy making, weaving, gold smithing, silver smithing and paper making

**Cranked clay**-A clay that includes grog, or ground up fired clay. Rough on the hands but particularly good for slabbing and hand building.

**Design**-Design shapes ideas to become practical solutions and propositions for customers and users. Design is all around us, everything man made has been designed. The majority of designers work in teams, following a design brief and a process towards realising a commercially driven product, building, system or service

**Digital Drawing**-Drawing on or with digital technologies, creating images with pixels on tablets or computers

**Digital installation**-Digital art describes art works and practices that use digital technologies as part or all of the creative process and presentation. A digital installation can include video, laser light and film projections against walls, buildings and into the sky. Digital installations are often site specific

**2 dimensions**-Two dimensional space is on the same plane, and is essentially flat, having two characteristics, length and width

**3 dimensions**-Three dimensional space is in the 'round', and has a combination of three characteristics from the following five terms; length, width, height, depth and breadth. We live in a three dimensional world

**Drawing**-The art of representing object and forms on a surface chiefly with the use of line and with pencils, crayons, pens and a variety of mark making instruments. Drawing can be further defined to include figure or life drawing, perspective drawing, orthographical drawing and isometric drawing

**Etching**-A printmaking process that uses an acid to bite into a metal surface to create an indentation that holds ink. After printing, the marks created by the acid create the finished image

**Fabric Collage**-Using a range of fabrics with differing colours, shapes and textures to create an image by fixing the fabrics purposefully on a surface

**Form**-The shape or visual appearance, structure or constitution of an object.

**Frottage**-The technique of placing a sheet of paper over an object, and rubbing the paper with crayon or pencil to create a textured surface from that object

**Glaze**-A glaze in ceramics means a coating of a substance applied to a ceramic piece before firing in a kiln. When fired, the glaze will provide a decorative, colourful and protective surface to the ceramic piece. In painting, a glaze means a thin transparent layer of colour spread over an opaque layer of colour to give the effect of glowing e.g. looking at a white wall through a sheet of coloured cellophane.

**Gouache**-A water soluble paint that is characteristically opaque

**Illustration**-A discipline that seeks to explain a place, idea, product or object, or help to tell a story through figurative imagery

**Installation**-Installation art describes an artistic genre of site-specific, three-dimensional works designed to transform the perception or shape of a space

**Linocut**-Lino for printmaking is essentially different from lino as flooring. Printmaking lino comes in soft sheets and can be cut into with a variety of special lino cutters. Once the image has been created, using the cutters as a pencil, the lino is inked up using a roller. After printing onto a sheet of paper, the uncarved areas hold the printing ink and the carved areas remain white

**Malleable**-The ability of a material to be hammered bent or reshaped to the needs or wishes of the artist, craftsperson or designer

**Media**-Different materials used by artists, such as paint, charcoal, clay and thread.

**Mixed media art works**-Art works that can be contemporary or traditional and embrace combinations of materials in the same work to include paint, ink, chalk, pencil etc. Not the same as multi-media works which refer to works that include sound art, dance, light and moving image

**Monoprint**-A method of creating a one off print by rolling ink onto a flat or textured surface and placing a sheet of paper over the surface. A drawing created on the paper will reveal a fuzzy impression on the reverse side when the paper is lifted away from the inked surface.

**Mod roc**- Modroc is plaster of Paris in the form of a bandage. It can be cut into lengths and soaked in water then moulded into shape and sets hard when dry

**Mosaic**-A picture or pattern produced by arranging small pieces of coloured hard metal, stone, clay or glass and fixing them onto a surface

**Optical colour mixing**-Colour perception that results from the combination of adjacent colour areas by the eye/brain. Pointillism is an example.

**Observed sketches**-Quick or informal drawings attempting to make a representation of something seen

**Oil pastel**-Sticks of coloured pigment bound by oil. Oil pastels can be greasy and sticky to use and need fixing or they will smear

**Proportion**-The relative sizes and shapes in an image or art work

**Pattern making**-The repetition of elements, shapes, images or symbols that will evolve into a regular, overall surface image

**Papier mâché**-A modelling substance made from a mixture of torn paper and liquid glue that can be moulded and dried into a specific shape or object, to include sculpture and jewellery

**Perspective**-The art of drawing solid objects on a two-dimensional surface so as to give the right impression of their height, width and depth. A picture drawn in such a way, appearing to enlarge or extend the actual space, or to give the effect of distance

**Palette knives**-A blunt tool used for mixing or applying paint, with a flexible steel blade. It is primarily used for mixing paint colours. The word 'palette' in the name is a reference to an artist's palette which is used for mixing oil paint and acrylic paints. Palette knives come in two types: a 'putty' knife with a round tip, suited for mixing paints on the palette and a painting knife with a pointed tip lowered like a trowel, suitable for painting on canvas

**Prototype**-The final, often hand made model of a product ready for consumer testing before going into mass production. Rapid prototyping can also be used, utilising CAM technologies to test the qualities and attributes of a product before manufacture

**Repeat printing**-Repeating the same pattern or image over and over again to make a single surface design or image

**Sculpture**-The process of creating a work of art that can be seen in the round or as a relief



**Sketch**-A rough, first, or quick drawing or painting to assist in exploring and planning a more finished art work. A means of information gathering

**Sketchbook**-A vehicle for exploring and containing visual or written prompts ideas and sketches, a means of information gathering, traditionally in a specific book with blank sheets of paper. Sketchbooks can be virtual, they can be handmade, and creative works of art in their own right

**Scale**-The relative size of an object or art work in relation to its surroundings and to itself

**Wash**-A painting technique in which a paintbrush is loaded with watery paint and passed loosely over a surface to make a continuous transparent area with little evidence of brushwork

**Weaving**-A process of fabric production whereby two distinct sets of yarns are interlocked at right angles to each other. The longitudinal yarn is known as warp and the lateral yarn is known as weft. The main tool for weaving is a loom.

**Wood working**-The process of making products, sculptures and artefacts from wood, using specific tools such as chisels and saws and techniques such as carving, chiselling and planing, and working with specific procedures such as joints.

**Yarn**-A long and continuous length of interlocking fibres, often wool or cotton, suitable for the creation of textiles to include knitting, weaving, crocheting and embroidery.

