



Better Prepared for a Creative Future Framework

Progression Framework Drafted in Penryn Creativity Collaborative <https://penryn-college.cornwall.sch.uk/creativity-collaboratives/>

	Dialogue and Collaboration	Honing and Developing an Idea	Empowered Action	Being Imaginative and Playful	Generating New Ideas that Matter
FOUNDATION (EYFS) Age 4-5 Typically, by the end of the Foundation stage	Asking and responding to questions based on personal interests to find and solve problems, working collaboratively with highly structured support, to respond to others.	Exploring alternatives and sharing ideas, having persistence.	Taking ownership of creative actions with highly structured support through risk taking, being self-motivated and immersed in activity.	Going beyond the obvious with curiosity, asking what if and playing with possibilities.	Exploring and generating ideas that are new to them.
Key Stage 1 Age 5-7 Typically, by the end of Year 2	Asking and responding to questions based on personal interests and experiences of the world to find and solve problems, working individually and collaboratively with structured support, to respond to others.	Exploring alternatives, sharing ideas and developing a range of techniques, having persistence.	Taking ownership of creative actions with structured support through risk taking, being self-motivated and immersed in activity.	Going beyond the obvious with curiosity, asking what if and playing with possibilities to try new things out.	Exploring and generating ideas that are new for them and considering the impact of their creative actions.



<p>Key Stage 2 Age 7-11</p> <p>Typically, by the end of Year 6</p>	<p>Asking and responding to questions based on personal interests and experiences of the world to find and solve problems, working individually, collaboratively and within a community with support, responding to others to expand their knowledge about the world.</p>	<p>Exploring, evaluating and considering alternatives to develop ideas, developing techniques, reflecting to improve ideas and having persistence.</p>	<p>Taking ownership of creative actions with support, through risk taking, being self-motivated and immersed in activity.</p>	<p>Going beyond the obvious with curiosity, asking what if and playing with possibilities through improvisation and being open-ended to try new things out.</p>	<p>Exploring, generating and combining ideas that are new for them, considering the impact of their creative actions and how they matter.</p>
<p>Key Stage 3 Age 11-14</p> <p>Typically, by the end of Year 9</p>	<p>Posing and responding to questions to find and solve problems, working individually, collaboratively and within a community with selective support, negotiating difference and responding appropriately to others.</p>	<p>Analysing, evaluating and considering alternatives to develop and improve ideas, through reflection, understanding the rules, developing techniques, being persistent and tolerant.</p>	<p>Taking ownership of and acting on creative ideas with selective support through risk taking, making mistakes, being self-motivated and immersed in activity.</p>	<p>Going beyond an obvious understanding with curiosity, asking what might be, purposefully playing with possibilities within the context of different perspectives and trying new things out.</p>	<p>Exploring, generating and combining ideas that are new for them and perhaps their peers, considering the consequences and how they matter differently.</p>
<p>Key Stage 4 Age 14-16</p> <p>Typically, by the end of Year 11</p>	<p>Posing and responding to complex questions to find and solve problems, working individually, collaboratively and within a community with highly selective support, negotiating difference, responding appropriately to others' ideas.</p>	<p>Analysing, evaluating and considering alternatives to craft and improve ideas, through reflection, understanding the rules, developing techniques, being persistent and tolerant.</p>	<p>Taking ownership of and acting on creative ideas with highly selective support through risk taking, making mistakes and questioning to challenge assumptions, being self-motivated and immersed in activity.</p>	<p>Going beyond an obvious to an increasingly complex understanding with curiosity, asking what might be and purposefully playing with possibilities within the context of different perspectives and trying new things out.</p>	<p>Critically exploring, generating, connecting and combining ideas that are new for them and their peers, considering the ethical consequences and understanding diverse values.</p>