

3-18 Creativity Skills: Progression Framework

Creative learners and creative thinkers are:

constructively inquisitive, by:

- being curious;
- registering patterns and anomalies;
- making use of previous knowledge, and
- researching productively; and
- formulating good questions.

open minded by:

- using lateral thinking;
- using divergent thinking;
- hypothesising;
- exploring multiple viewpoints, and
- being flexible, adaptable and functioning well with uncertainty.











able to harness imagination by:

















































































- exploring, synthesising and refining multiple options;
- generating and refining ideas, and
- Inventing.
























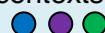






able to identify, solve problems by:

- understanding and defining problems;
- crafting, delivering and presenting solutions;
- demonstrating initiative, discipline, persistence and resilience;
- evaluating impact and success of solutions, and
- identifying and implementing next steps in refinement or development

able to apply creativity by: transferring creative processes to other situations, being motivated and ambitious for change, and confident in own views and opinions.

Entitlement	Early Level	First Level	Second Level	Third Level	Senior Phase
Children and young people can expect to develop as creative learners and creative thinkers with highly developed skills for learning, life and	I can recognise and describe visual and audio patterns and differences 	I can recognise patterns and anomalies and can make up my own patterns 	I can use my creativity and knowledge of different subjects to contribute ideas and make things on my own and in groups 	I can demonstrate my creativity and apply the skills I have learnt across the curriculum 	I can identify the skills I have learnt across the curriculum and can demonstrate my creativity appropriately in and out of school, during work placements and other work related learning 
	I can express myself through play and making things 	I can learn about the world through creative play and by making and presenting things 	I can manage my profile and can use it to discuss my interests in and out of school with my parents/carers and others 	I can identify my interests, strengths and skills and use them to make informed choices 	I can research productively and make good use of my skills and knowledge to make choices about learning, pathways and career options 

work.	I can sing and dance and I enjoy talking about my learning 	I can engage in different activities alone and with friends and can talk about my learning  	I can make links between my hobbies and interests and the things I learn in school   	I can choose a blend of subjects, courses and experiences that enable me to pursue my interests in and out of school and fulfil my career pathways   	I can work towards achieving qualifications which support me to achieve my future career and personal aspirations   
	I can describe what I like doing and learning  	I can set goals and work towards achieving them   	I can use my skills to set and achieve goals in and out of school that are ambitious for me    	I can confidently plan my learning and study and balance work with creative activities that I enjoy    	I can demonstrate that I understand and know how to apply my skills and knowledge in a wide range of work and other contexts    
Children and young people are entitled to develop creativity, entrepreneur skills and an ability to innovate in order to navigate a future in which a portfolio career or self employment is not unusual.	I can ask lots of questions about the world around me and am curious  	I can explore different viewpoints and like to ask questions about the world around me  	I can pose interesting questions and constructively challenge ideas that are presented to me   	I can think laterally and apply my creativity skills in a wide range of contexts    	I can demonstrate initiative, discipline, persistence and resilience  
	I can explore different jobs and roles in my community through play   	I can describe different jobs in my community and some of the skills needed  	I can discuss the relevance of creativity to the wider world and make connections between creativity skills and the world of work  	I can talk about the creativity skills that employers seek   	I can demonstrate that I possess and can apply the creativity I need to move into and through the world of work  
	I can engage well in creative play on my own and with my friends and family  	I can talk to adults and employers in the community about myself and their workplace  	I can explain my ambitions to others and look for ways to achieve them   	I can manage my profile, share it appropriately and justify my choice of evidence  	I can share, evaluate and evidence my skills for learning, life and work to help me make successful future choices and changes   
Children and young people can expect to learn to be job creators as well as job seekers in a	I can talk about my learning, my strengths and my next steps   	I can talk about my strengths, interests and skills and show evidence of my progress   	I can recognise the creativity skills I have and need for learning, life and work 	I can demonstrate diverse thinking when exploring learning opportunities in and out of school, and can match my interests to my chosen pathways    	I can consistently demonstrate the skills, attributes and behaviours needed to sustain and progress my career, even if situations change from what I planned and hoped   
	I can play independently and with friends	I can demonstrate numeracy, literacy and	I can explain that creativity and enterprise	I can identify a wide range of different professional	I can demonstrate that I possess entrepreneur and

<p>rapidly changing world.</p>		<p>creativity skills through play</p> 	<p>skills are needed in a wide range of different jobs</p> 	<p>opportunities within the creative economy, including non-artistic jobs</p> 	<p>creative skills and understand the opportunities and challenges employment and self-employment career options offer</p> 
<p>Children and young people can expect to enjoy learning, be supported to pursue their interests and develop as confident, creative and independent thinkers</p>	<p>I can develop ideas and take part in projects to make things</p> 	<p>I can describe my ideas and work towards success in making them real</p> 	<p>I can identify and engage in different types of enterprise opportunity where I can demonstrate my creativity</p> 	<p>I can investigate and discuss ethical issues in relation to creativity and enterprise</p> 	<p>I can describe the skills I am developing through hobbies and interests and can demonstrate their relevance to my future career and wellbeing</p> 
	<p>I believe I am creative</p> 	<p>I believe I am creative and can succeed in my choices</p> 	<p>I believe I have potential to be creative, enterprising and successful</p> 	<p>I can constructively challenge the status quo and am able to justify my ideas and suggestions</p> 	<p>I can demonstrate I am a well rounded young adult who can confidently navigate a changing world</p> 
	<p>I can generate lots of playful ideas to make up stories which I tell to other people</p> 	<p>I can generate and refine ideas</p> 	<p>I can make good use of earlier knowledge to generate ideas and solutions</p> 	<p>I can identify and evaluate risks when developing enterprise ideas and can justify my decisions and choices</p> 	<p>I can understand consequences of actions and decisions and can confidently stand by my choices</p> 
	<p>I can recognise problems and talk about solutions</p> 	<p>I can identify problems and enjoy finding solutions</p> 	<p>I can identify problems and research in different ways to find solutions including using online tools</p> 	<p>I can evaluate the impact and success of a wide variety of solutions in a range of different contexts</p> 	<p>I can identify and access support networks that will help me into a positive and sustained destination beyond school</p> 
	<p>I can manage my feelings if things do not go my way</p> 	<p>I can learn from failure and do not get upset if things do not go well the first time</p> 	<p>I can persist with things I find difficult because I know and understand the purpose</p> 	<p>I can increasingly function well with uncertainty and can adapt my plans if situations change</p> 	<p>I can function well with uncertainty and confidently adapt my plans if circumstances change</p> 

The I can Statements above can be used when planning and evaluating IDL and learning in any curriculum area. These I Can Statements are aligned with HGIOS?4 and the 3-18 Impact Review (Creativity Across Learning). This Framework was produced by the Arts and Creative Learning Team with help from colleagues across all sectors and with funding from the Creative Learning Networks (Education Scotland and Creative Scotland).