

CRAFT SKILLS PROGRESSION FRAMEWORK

The Crafts Council believes that every child should have the chance to discover their practical skills and develop their creative talents to become a maker of the future. To help embed craft skills into the creative curriculum we have devised a Craft Skills Progression Framework that maps craft skills progress from Early Years through to the end of Key Stage 2

Knowledge and Skills	Build craft skills through discover and play	Build craft skills through 2D making	Build craft skills through 3D making	Build craft skills by developing dexterity	Build craft skills through understanding materials	Build craft skills through innovation in making	Build craft skills through consideration of social and cultural context	Suggested craftperson – view the Crafts Council collections online for examples of work
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
	KS1			KS2				
Creative idea communication – Develop and share ideas	<p>Early learning goal:</p> <p>Communication and Language</p> <p>Use a variety of drawing tools</p> <p>Using drawing to communicate stories</p>	<p>Model ideas in card and paper</p> <p>Creative idea generation through exploration</p> <p>Describe ideas to others using drawings and words</p>	<p>Explore different methods and materials as ideas develop</p> <p>Use planning and creativity to shape ideas</p> <p>Demonstrate ideas using drawing, discussion and modelling in paper and card</p>	<p>Generate creative ideas based on research and understanding of materials</p> <p>Plan and develop ideas using discussion, drawing and modelling</p> <p>Use collage as a means of collecting ideas and information – extending the visual vocabulary</p>	<p>Suggest improvements to design work based on understanding of materials</p> <p>Plan, design and make models from observation or imagination</p> <p>Collect information, sketches and resources and use them to refine design process</p>	<p>Use the qualities of materials and contextual understanding to develop ideas</p> <p>Plan a 3D object through imaginative sketching and modelling</p> <p>Use mock-ups to communicate and test ideas</p>	<p>Considers culture and society in the communication of ideas</p> <p>Develop ideas through discussion, sketching and model making that is imaginative and has originality</p> <p>Produce ideas that are innovative, creative and / or functional</p>	Richard Slee
Ceramics	Exploring modelling clays through play	Creating 3D shapes from modelling clays	Creating pinch pots with clay and explore joining clay pieces	Exploring rolling and coiling to create 3D shapes	Experiment with surface patterns and textures	Shape, form, model and construct using different clay techniques, considering aesthetics	Use materials with confidence, creativity and imagination to produce a 3D object	
Selection and use of materials and media	<p>Early learning goal:</p> <p>Expressive arts and design</p> <p>Handle, choose and manipulate materials</p> <p>Create simple collages</p>	<p>Explore construction of shapes with a range of malleable materials</p> <p>Sort and arrange materials and fabrics</p> <p>Develop an understanding of characteristics of malleable materials through use</p>	<p>Use materials to make 3D craft artworks</p> <p>Sort and arrange materials by type, e.g. manmade, natural and recycled</p> <p>Experiment with constructing and joining modelling materials (clays, doughs, paper and card)</p>	<p>Use appropriate materials to construct craft objects</p> <p>Identify materials according to simple characteristics</p> <p>Experiment with constructing and joining recycled, natural and man-made materials for craft making</p>	<p>Consider the quality of the materials when making craft objects</p> <p>Explore combining materials, considering surface decoration and finish for craft making</p> <p>Select appropriate materials based on knowledge and understanding</p>	<p>Consider the aesthetic qualities of work when selecting materials</p> <p>Develop an understanding of materials and processes that allow addition and subtraction of materials</p> <p>Select materials and components that are suitable for the task considering finishing</p>	<p>Consider culture and society when selecting materials</p> <p>Consider aesthetic properties of materials</p> <p>Select from a range of sustainable materials and components that are suitable for craft making</p>	Grayson Perry
Selection and use of tools and equipment	<p>Early learning goal:</p> <p>Expressive arts and design</p> <p>Use simple tools to shape paper and card</p> <p>Assemble materials using glues</p>	<p>Use simple craft equipment during making</p> <p>Cut and shape materials and fabrics</p> <p>Assemble, join and combine materials as instructed</p>	<p>Identify appropriate craft tools for use with materials</p> <p>Use tools and equipment safely</p> <p>Select appropriate tools and equipment for joining and finishing work</p>	<p>Use tools and equipment accurately to cut, shape and finish a variety of materials</p> <p>Use craft equipment to add surface design/ finishing/ joining, e.g. sewing needles—cross stitch</p>	<p>Demonstrate a good level of expertise when using a range of tools and equipment</p> <p>Create a craft object using appropriate tools, considering finishing and surface design</p>	<p>Use a range of equipment expertly and safely</p> <p>Explore craft making through understanding of materials, tools and processes to create craft object</p>	<p>Be open to changing ways of making if needed</p> <p>Select and use tools with precision</p> <p>Explore craft making through understanding of materials, tools and processes to create a craft object</p>	Claire Curneen David Leach
3D construction	Use paper and card to create collages	Create 3D shapes using paper, card, straws and glue	Creating a 3D object with rigid materials.	Measure, mark out, cut, score and assemble components with more accuracy	Begin to use finishing techniques to strengthen and improve the appearance of what they produce	Accurately use tools to cut and form ridged materials including woods and plastics	Select and use tools accurately to cut and form ridge materials considering aesthetics	
Dexterity skills	<p>Early learning goal:</p> <p>Physical Development</p> <p>Constructing</p> <p>Shaping and modelling with malleable materials</p>	<p>Explore simple flat material construction (eg weaving), selecting materials based on texture and thickness</p> <p>Make patterns on a variety of surfaces</p> <p>Make simple joins in malleable materials</p>	<p>Exploring construction of 3D objects using modelling media</p> <p>Use a combination of shapes, including lines and textures in 3D modelling</p> <p>Experiment with constructing and joining materials (weaving / adhesives / sewing / coiling)</p>	<p>Shape, form, model and construct from malleable and rigid materials</p> <p>Create recognisable forms from a range of craft materials</p> <p>Using appropriate equipment to explore ways to join materials (sewing needles / running stitch / rolling / coiling of clay)</p>	<p>Shape, form, model and construct from malleable and rigid materials considering aesthetics</p> <p>Create forms that use craft skills and imagination</p> <p>Use tools and materials accurately to create craft objects</p>	<p>Explore multiple construction techniques to achieve best results for final outcomes</p> <p>Shape, form, model and construct from malleable and rigid materials considering aesthetics</p> <p>Work with high level of attention to detail when making a craft object</p>	<p>Explore and combine multiple construction techniques to achieve best results for final outcomes</p> <p>Show precision in techniques and choice of techniques for making</p> <p>Demonstrate fine motor skills when using tools and equipment</p>	Ron Fuller Paul Spooner
Textiles	Exploring weaving – producing paper woven sample	Learning how to sew simple stitches—straight stitch	Experiment with stitching as surface decoration – running stitch and cross stitch.	Joining materials through sewing	Experiment with dyes and applique as surface decoration	Creating simple 3D shapes from textiles	Creating 3D objects from textiles	
Risk taking, failure and resilience	<p>Early learning goal:</p> <p>Personal, social and emotional development</p> <p>Building and destroying simple models</p> <p>Learning through play and discovery</p> <p>Working and playing with others</p>	<p>Explore making with others</p> <p>Explore unfamiliar materials</p> <p>Build structures with reusable construction materials</p>	<p>Explore craft making in collaboration with others</p> <p>Exploring alternative ideas</p> <p>Viewing craft work of peers and offering feedback</p>	<p>Work collaboratively to produce a piece of craft work</p> <p>Explore making through craft challenges</p> <p>Give and receive feedback with peers</p>	<p>Take on different roles in group work</p> <p>Explore craft making with unfamiliar materials and processes</p> <p>Listen to and act on feedback from peers</p>	<p>Seek out opportunities to work with others outside of friendship group</p> <p>Experiment with open briefs and undefined outcomes.</p> <p>Use feedback to improve work</p>	<p>Be open to changing ways of making if needed</p> <p>Take risks to innovate outcomes in craft making</p> <p>Seek out feedback independently</p>	Junko Mori
Using colour, texture and surface design	<p>Early learning goal:</p> <p>Expressive arts and design</p> <p>Add colour and texture to 2D drawings</p> <p>Create repeat patterns</p> <p>Print with block colours</p> <p>Understanding patterns</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterns</p> <p>Experiment with mark making in a variety of mediums</p> <p>Mixing of colours</p> <p>Apply colour with a range of tools</p>	<p>Explore pattern making as surface design, considering repeat, regular and irregular patterns</p> <p>Experiment with mark making in a variety of mediums considering finish</p> <p>Use colour on a large scale</p> <p>Apply colour with range of mediums and tools</p>	<p>Explore patterns in the environment</p> <p>Explore different mark making on 3D surfaces</p> <p>Use colour on large scale and small-scale craft objects</p> <p>Apply colour using dotting, scratching, splashing</p>	<p>Develop understanding of pattern making through tessellation</p> <p>Select and use mark making to add finish to craft objects</p> <p>Explore the use of colour to reflect mood</p> <p>Experiment with creating mood, feeling and movements</p>	<p>Explore the use of texture in colour and colour for purpose. Use tessellation in the building of structures— test through destruction</p> <p>Use mark making to create mood, feeling and movement</p> <p>Use stories and poems as stimuli for experiments with colour and to reflect mood</p>	<p>Create own abstract patterns to reflect personal experience and expression</p> <p>Use mark making and colour considering aesthetics, originality and innovation</p> <p>Apply knowledge of different techniques to add expression and feeling to craft objects using colour</p> <p>Explore hue, tint, shade and mood</p>	Ann Sutton
Printing	Impressions and rubbings	Simple relief printing and pattern creation	Exploring ways to generate patterns through printing.	Relief and impressed printing and colour mixing through overlapping colour prints	Creating blocks for printing and combine prints for repeating patterns	Creating stencils for printing.	Create prints using fine detail using a range of visual elements	
Empathy	<p>Early learning goal:</p> <p>Understanding the World</p> <p>Learning through play and discovery</p>	Develop curiosity through creative exploration	Expression of personal experience and ideas	Collaboration with others in creative tasks	Use creativity to reflect personal beliefs	Use creative curiosity to develop awareness and respect for diversity	Develop well-informed understanding of societies and cultures that is reflected in creative practice	Mabel Packenham-Walsh

Key to Colour-Coded Text:

Early Learning Goal
Emerging
Secure
Exceeding Expectations



Cross Curricular Link	Science	Maths	History	Cultural Capital
Icon				

