ARTS ED NJ
Many Partners. One Voice.
The relevant question is not *if* an arts practice will affect a social-emotional competency, but *how* it will happen and what arts educators can do to improve the odds that the impact is positive.

*Arts Education and Social Emotional Learning Outcomes*
The expectation of the New Jersey arts standards is that all students communicate at a basic level in each of the four arts disciplines by the end of fifth grade, using the vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner.

Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations.

By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice.
Visual Art (94%) and Music (96%) are the most widely available in New Jersey schools.

Only 6% of schools offer all four arts disciplines as required by state policy.
NJ residents believe receiving an arts education is important:

- **90%** during the school day
- **89%** through cultural organizations in their community
- **93%** through before- or after-school programs

Source: Rutgers-Eagleton Poll, 2017
ACCESS for ALL in 2019
Collective Impact Victories!

#1
NJ Becomes 1st State in the U.S. to Provide Universal Access to Arts Education for ALL Students

NJ Governor Phil Murphy Visited Paramus High School to Announce Universal Access to Arts Ed for all NJ Students
Students Benefit!

81% of NJ Students Now Participate in Arts Education

65% in 2006

= 1.1 MILLION STUDENTS

ARTS ED NJ

250,000 MORE than 2006

Closing the Gap

Access for ALL

8,362

20,001

77,075

NJ Students with No Access to Arts Education
Foundations for Young Adult Success: A Developmental Framework

Developmental Experiences + Developmental Relationships
What is SEL

SEL is a construct being implemented across the globe intended to provide students with the SKILLS to confront their challenges by being self-aware, socially-aware, and to make responsible decisions. Broad instruction often takes the form of reflection, discussion, and lecture.

For SEL to be most effective, it needs to be embedded in curriculum.

Arts Educators can do this in an authentic way—through the arts disciplines.
Social and Emotional Learning
New Jersey SEL Competencies and Sub-Competencies

Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
Recognize and identify the thoughts, feelings and perspectives of others
Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds
Demonstrate an understanding of the need for mutual respect when viewpoints differ
Demonstrate an awareness of the expectations for social interactions in a variety of settings

Develop, implement and model effective problem solving and critical thinking skills
Identify the consequences associated with one’s actions in order to make constructive choices
Evaluate personal, ethical, safety and civic impact of decisions

Establish and maintain healthy relationships
Utilize positive communication and social skills to interact effectively with others
Identify ways to resist inappropriate social pressure
Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
Identify who, when, where, or how to seek help for oneself or others when needed

http://www.nj.gov/education/students/safety/sandp/sel
National Core Arts Standards (NCAS)

4 Artistic Processes

- Creating (Cr)
- Performing/Presenting/Producing (Pr)
- Responding (Re)
- Connecting (Cn)
National Core Arts Standards (NCAS)

Creating: Conceiving and developing new artistic ideas and work.

Anchor Standards found in Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.
National Core Arts Standards (NCAS)

Performing (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.
Presenting (visual arts): Interpreting and sharing artistic work.
Producing (media arts): Realizing and presenting artistic ideas and work.

Anchor Standards found in Performing/Presenting/Producing

4. Select, analyze and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.
National Core Arts Standards (NCAS)

Understanding and evaluating how the arts convey meaning.

Anchor Standards found in Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.
National Core Arts Standards (NCAS)

Relating artistic ideas and work with personal meaning and external context.

Anchor Standards found in Connecting

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
What’s New?

Conceptual Framework

The what **and** the why.

Developing SEL skills can be intentional and built into the classroom culture **AND** the curriculum.
SEL Competencies

Self Awareness
Self Management
Social Awareness
Relationship Skills
Responsible Decision-making

Artistic Process

Creating
Performing
Responding
Connecting
<table>
  <thead>
    <tr>
      <th>SEL/Arts Education Matrix</th>
      <th>Creating</th>
      <th>Performing/ Presenting/Producing</th>
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Let’s do the Math!

11 Anchor Standards
  X
5 Arts Disciplines
  =
55 Units
  X
19 Sub Competencies
  =
1045 EUs, EQs and Narrative Statements
Step One

CR1.1. Generate and conceptualize artistic ideas and work.

Consolidated Enduring Understanding:

- Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.

Consolidated Essential Question:

- How do artists generate creative ideas?
Step Two

CR1.1. Generate and conceptualize artistic ideas and work.

Consolidated Enduring Understanding and Essential Questions:

- EU - The creative ideas, concepts, and feelings that influence an artists’ work emerge from a variety of sources.

- EQ - How do artists generate creative ideas?

Self Awareness Enduring Understanding (1, 2, 3)

- One’s feelings, thoughts, personal traits, strengths and limitations influence the creative process.

- Recognizing the impact of one’s feelings and thoughts may influence the creative process.

Self Awareness Essential Question:

- How does the awareness of one’s strengths, limitations, feelings, and thoughts influence the generation of creative ideas?
Narrative Statement

When an artist generates and conceptualizes artistic ideas and works, they must understand that their creative ideas, concepts, and feelings emerge from a variety of sources. However, artists, and especially students, must also recognize that their feelings, thoughts, strengths and limitations will also impact their own creative process.
Next Steps

- Final Approval of New VPA Standards
- Completion of the SEL/Arts Crosswalk to coincide with the release and implementation of the new standards (Jan 2020)
- Professional development to support implementation (2020)
How May Students Develop SEL Skills through the arts?

We can help our students develop SEL skills by:

- Encouraging students to set their own artistic goals
- Devising solutions for individual or group errors (instead of educators always giving the answers)
- Navigating performance anxiety understanding the power of the arts for social change

For this to be effective it has to be intentional and natural
Examples from the Classroom

- **Self-Awareness** Recognize the importance of self-confidence in handling daily tasks and challenges.
- **Self-Management** Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one’s goals.
- **Social Awareness** Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- **Responsible Decision-Making** Identify the consequence associated with one’s actions in order to make constructive choices.
- **Relationship Skills** Utilize positive communication and social skills to interact with others.
SOCIAL & EMOTIONAL BENEFITS

Participation in the arts is associated with a host of benefits, including non-academic skills such as:

COLLABORATION
EMPATHY
CRITICAL THINKING


LET'S DO MORE!

ARTSEDNOW.org

SOCIAL & EMOTIONAL BENEFITS

The arts fuel individual development because they involve students in sustained processes that unfold over time.

Observing & Listening
Critique & Discussion
Practice & Rehearsal
Performance & Reflection

LET'S DO MORE!

ARTSEDNOW.org

Resources

SEL and the Arts Reference
1. Developing Curricula for SEL and the Arts: https://edut.to/2ZocXHS
4. Music Education and Social Emotional Learning (Scott Edgar)

Broader SEL Reference
Foundations for Young Adult Success: A Developmental Framework

Developmental Experiences

+ Developmental Relationships
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