Planning for Impactful Social Emotional Learning and the Arts

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Director of Programs and Partnerships, ArtsEdSEL
One learning goal you bring to this workshop.
Arts Ed NJ works to create the proper conditions for arts learning to take place and is the unified voice on the educational benefits of learning in and through the arts.
1. Identify Challenging Emotions You Experienced this Week

2. Identify Positive Emotions You Experienced this Week

3. Record one (or more!) emotion(s) from each category on a strip of paper

4. If you choose, please add to the paper sculpture.

The Walk the Week thinking routine was developed by Project Zero, a research center at the Harvard Graduate School of Education.
LET’S EXPLORE

• OPENING REFLECTION
• ARTISTIC LITERACY/FLUENCY
• SEL GOALS – I, B, A
• ARTS ED SEL FRAMEWORK
• IN-PRACTICE
• CLOSING
CASEL’s Theory of Action | Systemic SEL

Implementation Focus Areas:
- Build Foundational Support and Plan
- Strengthen Adult SEL Competencies and Capacity
- Promote SEL for Students
- Practice Continuous Improvement

What and Where?

Why?

Student Outcomes:

Short-Term:
- Improved attitudes about self, others, and tasks
- Perceived classroom and school climate

Intermediate:
- Positive Social Behaviors and Relationships
- Academic Success
- Fewer Conduct Problems
- Less Emotional Distress
- Less Drug Use

Long-Term:
- High School Graduation
- College/Career Readiness
- Safe Sexual Behaviors
- Healthy Relationships
- Mental Health
- Reduced Criminal Behavior
- Civic Engagement

CASEL has also offered ten Indicators of Schoolwide SEL that outline components of systemic implementation to promote equitable learning conditions:

Source: ©2020 CASEL. All Rights Reserved.
“However, since the culture of each classroom consists of contributions and experiences from all its members, sustained youth empowerment requires honoring the identities and cultural realities and riches all the students bring with them.”

“In building an SEL-based learning environment we make spaces for culture(s) to live—which means spaces that nurture and sustain it like a plant with consistency through our routines, not through show and tell activities.”
2020 New Jersey Student Learning Standards
Visual and Performing Arts
Introduction to the New Standards

Visual and Performing Arts
Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which is essential to prepare New Jersey students for post-secondary success.

The New Jersey Student Learning Standards — Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

Mission
To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision
All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of different ethnic, racial, and cultural perspectives;
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The New Jersey Student Learning Standards for Visual and Performing Arts standards (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and
Focus group met to discuss and make recommendations to the NJ State Board of Education regarding the future iteration of NJCCCS for the Visual & Performing Arts

Revised arts standards were presented to the NJ State Board of Education

Standards adopted by the NJ State Board of Education
### Philosophical Foundation and Lifelong Goals

The conceptual framework that guided the creation of the National Core Arts Standards was designed to illuminate artistic literacy by expressing the overarching common values of the arts and expectations for learning in arts education across the five disciplines.

#### The Arts as Communication

<table>
<thead>
<tr>
<th>Philosophical Foundation</th>
<th>Lifelong Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>In today’s multimedia society, the arts are omnipresent, and provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).</td>
<td>Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.</td>
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</tbody>
</table>

#### The Arts as Creative Personal Realization

<table>
<thead>
<tr>
<th>Philosophical Foundation</th>
<th>Lifelong Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in the arts as creators, performers/presenters/producers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.</td>
<td>Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.</td>
</tr>
</tbody>
</table>

#### The Arts as Community Engagement

<table>
<thead>
<tr>
<th>Philosophical Foundation</th>
<th>Lifelong Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artwork that bring communities together.</td>
<td>Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.</td>
</tr>
</tbody>
</table>

#### The Arts as a Means to Well-Being

<table>
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</thead>
<tbody>
<tr>
<td>Participation in the arts as creators, performers/presenters/producers, and audience members (responders) enhances mental, physical, and emotional well-being.</td>
<td>Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.</td>
</tr>
</tbody>
</table>

#### The Arts as Culture, History, and Connectors

<table>
<thead>
<tr>
<th>Philosophical Foundation</th>
<th>Lifelong Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals but approaches them through distinct approaches and techniques. Understanding works of art provides insights into individuals’ own culture and society, as well as those of others’, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.</td>
<td>Artistically literate citizens know and understand works of art from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres. They also seek to understand relationships among the arts and cultivate habits of searching for and identifying patterns and relationships between the arts and other content.</td>
</tr>
</tbody>
</table>
Windows, mirrors, and sliding glass doors for teachers

By Kate Okeston with Amy Moran, Ph.D.

Second person, a number of scholars have written about the importance of diversity in the classroom. In a survey of art teachers, the term "art of the global majority" was found to be used in 53% of the interviews. Art teachers who were engaged in the act of teaching and learning found that it connected them to their students. The inclusion of this perspective in the art classroom can lead to a greater understanding and appreciation of diverse cultures and traditions. However, it is important to remember that this perspective is not without its challenges. Teachers must be mindful of the potential for bias and privilege in their own experiences and how they may impact their teaching.

Source: NJEA Review Nov 2021
New Jersey
Student Learning Standards
Visual and Performing Arts

Learn About The Standards

Introduction To The New Standards

Create
- Anchor Standard 1: Conceptualizing and constructing ideas
- Anchor Standard 2: Developing and implementing ideas

Performing/Producing
- Anchor Standard 1: Sensing and interpreting ideas
- Anchor Standard 2: Conveying meaning through radiant Relationship.

Responding
- Anchor Standard 1: Synthesizing and relating ideas
- Anchor Standard 2: Evaluating and assessing products

Connecting
- Anchor Standard 1: Relating artistic ideas to works within historical and cultural contexts
- Anchor Standard 2: Understanding

Browse The Handbooks

https://selarts.org/
IMPACTFUL IMPLEMENTATION

“Artistic SEL rooted in culturally relevant practices will prepare students to think critically and creatively when addressing challenges; model multiple ways to envision solutions; offer constructive pathways for healing when faced with trauma; and build students’ aptitude to regard and express joy, curiosity, and wonder.”

Source: Heart of the Arts Brief
June 2021
COMPETENCY BUILDING

SELF → IDENTITY
OTHERS → BELONGING
DECISIONS → AGENCY

Translating

Identity, belonging, agency for arts education builds on self and others and highlights beliefs that have always unified us around the cultural necessity that is the arts.

Source:
Heart of the Arts Brief
May 2021
• *Identity* implies understandings and sensibilities associated with multifaceted personal and social group statuses (often discussed in terms of intersectionality and positionality). It suggests self-reflection and self-respect.

• *Agency* confers the wherewithal to impact positively on this psychological and social reality. It reflects hope and self-direction.

• *Belonging* suggests the sense of connectedness and trust needed to engage in co-constructing an equitable, thriving local community and vibrant civil society. It enhances self-worth.

Where/When do you feel a sense of belonging?
Dave Adams, Senior Director of Strategy at the Urban Assembly

“The arts are the experience of what it means to be human. The arts are a universally human experience.”

The Saracast: Conversations in Social Emotional Learning
Artistic Processes are the way the brain and body make art and define the link between art making and the learner.

- **Creating (Cr):** Conceiving and developing new artistic ideas and work.
- **Performing (Pr):** Realizing artistic ideas and work through interpretation and presentation.
- **Responding (Re):** Understanding and evaluating how the arts convey meaning.
- **Connecting (Cn):** Relating artistic ideas and work with personal meaning and external context.

New Jersey Student Learning Standards
Visual and Performing Arts
Dance, Music, Theatre, Visual and Media Arts

ARTS ED NJ
Many Partners. One Voice.
INTRODUCTION TO THE NEW STANDARDS

- The 2020 NJSLS are designed to promote lifelong artistic literacy and fluency

- Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society

- Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines (dance, music, theatre, visual arts, & media arts)
The **Artistic Processes** articulate cognitive and physical actions by which arts learning and making are realized. Instructional delivery is provided through the lens of the four Artistic Processes.

**Anchor Standards** describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy.
ARTISTIC PROCESSES

- Creating
- Performing/Presenting/Producing
- Responding
- Connecting
ANCHOR STANDARDS

Creating

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

New Jersey
Student Learning Standards
Visual and Performing Arts
Dance, Music, Theatre, Visual and Media Arts
Performing/Presenting/Producing

- Select, analyze and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
**ANCHOR STANDARDS**

**Responding**

- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
ANCHOR STANDARDS

Connecting

- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
- Synthesize and relate knowledge and personal experience to make art.

New Jersey
Student Learning Standards
Visual and Performing Arts
Dance, Music, Theatre, Visual and Media Arts
**ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS**

**Essential Questions** help educators direct student inquiry and give students an opportunity to exercise their critical thinking skills as they wrestle in their minds with open-ended questions that can be viewed and considered from different perspectives.

**Enduring Understandings** help teachers make sure that students take away from a unit key ideas, beliefs, values, and comprehension that they will be able to carry forward into their study of other topics and subjects.
Essential Questions
Are the drivers of deep inquiry. They are iterative in nature, and do not demand a single right answer.

Enduring Understandings
Statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area.
### New Jersey Social and Emotional Learning Competencies and Sub-Competencies

<table>
<thead>
<tr>
<th><strong>Self-Awareness</strong></th>
<th><strong>Self-Management</strong></th>
<th><strong>Social Awareness</strong></th>
<th><strong>Responsible Decision-Making</strong></th>
<th><strong>Relationship Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Recognize one’s feelings and thoughts</td>
<td>- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</td>
<td>- Recognize the impact of one’s feelings and thoughts on one’s own behavior</td>
<td>- Recognize the skills needed to establish and achieve personal and educational goals</td>
<td>- Recognize and identify the thoughts, feelings, and perspectives of others</td>
</tr>
<tr>
<td>- Recognize the impact of one’s feelings and thoughts on one’s own behavior</td>
<td></td>
<td>- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</td>
<td>- Demonstrate the need for mutual respect when viewpoints differ</td>
<td>- Demonstrate the consequences associated with one’s actions in order to make constructive choices</td>
</tr>
<tr>
<td>- Recognize one’s personal traits, strengths, and limitations</td>
<td>- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</td>
<td>- Demonstrate an understanding of the need for mutual respect when viewpoints differ</td>
<td>- Evaluate personal, ethical, safety, and civic impact of decisions</td>
<td>- Develop, implement, and model effective problem-solving and critical thinking skills</td>
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<tr>
<td>- Recognize the importance of self-confidence in handling daily tasks and challenges</td>
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<td>- Demonstrate an awareness of the expectations for social interactions in a variety of settings</td>
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<td>- Identify the ability to prevent and resolve interpersonal conflicts in constructive ways</td>
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</tbody>
</table>

*Adopted by the New Jersey State Board of Education in August 2017*
SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-making. Social-Emotional competencies are important for whole-student development and well-being.
SOCIAL & EMOTIONAL BENEFITS

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

- Collaboration
- Empathy
- Critical Thinking


ARTSEDNOW.org
SOCIAL & EMOTIONAL BENEFITS

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

1. Observing & Listening
2. Critique & Discussion
3. Practice & Rehearsal
4. Performance & Reflection

<table>
<thead>
<tr>
<th>SEL Competencies</th>
<th>Artistic Process</th>
</tr>
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<tbody>
<tr>
<td>Self-Awareness</td>
<td>Creating</td>
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<tr>
<td>Self-Management</td>
<td>Performing/Presenting/Producing</td>
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<tr>
<td>Social Awareness</td>
<td>Responding</td>
</tr>
<tr>
<td>Responsible Decision-Making</td>
<td>Connecting</td>
</tr>
<tr>
<td>Relationship Skills</td>
<td></td>
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</tbody>
</table>
Look for natural connections!

Eleven Anchor Standards

Creating
- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.

Performing/Presenting/Producing
- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.

Responding
- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.

Connecting
- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

New Jersey Social and Emotional Learning Competencies and Sub-Competencies

Self-Awareness
- 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

Self-Management
- 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

Social Awareness
- 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

Responsible Decision-Making
- 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

Relationship Skills
- 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

*Adopted by the New Jersey State Board of Education in August 2017*
Look for natural connections!

<table>
<thead>
<tr>
<th></th>
<th>CREATE</th>
<th>PERFORM/ PRESENT/PRODUCE</th>
<th>RESPOND</th>
<th>CONNECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SELF-AWARENESS</td>
<td>CR/SeA</td>
<td>PR/SeA</td>
<td>RE/SeA</td>
</tr>
<tr>
<td></td>
<td>SELF-MANAGEMENT</td>
<td>CR/SM</td>
<td>PR/SM</td>
<td>RE/SM</td>
</tr>
<tr>
<td>2</td>
<td>SOCIAL AWARENESS</td>
<td>CR/SoA</td>
<td>PR/SoA</td>
<td>RE/SoA</td>
</tr>
<tr>
<td>3</td>
<td>RELATIONSHIP SKILLS</td>
<td>CR/RS</td>
<td>PR/RS</td>
<td>RE/RS</td>
</tr>
<tr>
<td>4</td>
<td>RESPONSIBLE DECISION-MAKING</td>
<td>CR/RDM</td>
<td>PR/RDM</td>
<td>RE/RDM</td>
</tr>
<tr>
<td><strong>Dimension</strong></td>
<td><strong>Sub-dimension</strong></td>
<td><strong>Indicators</strong></td>
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<tr>
<td></td>
<td><strong>Emotional and Social Competence</strong></td>
<td>- Emotional intelligence: understanding and managing one's own emotions. - Social skills: ability to make and maintain positive relationships. - Empathy: ability to understand and share the feelings of another.</td>
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<tr>
<td></td>
<td><strong>Physical and Cognitive Competence</strong></td>
<td>- Physical fitness: ability to engage in physical activity. - Intellectual skills: ability to solve problems and think critically. - Memory and learning skills: ability to remember and learn new information.</td>
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</tr>
<tr>
<td><strong>Others</strong></td>
<td><strong>Relational Competence</strong></td>
<td>- Communication skills: ability to express oneself clearly and listen actively. - Collaboration: ability to work effectively in a team. - Conflict resolution: ability to handle disagreements constructively.</td>
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<tr>
<td></td>
<td><strong>Cultural Awareness and Competence</strong></td>
<td>- Knowledge of different cultures and their values. - Respect for cultural diversity. - Cross-cultural communication skills.</td>
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</tr>
<tr>
<td><strong>Decision-Making</strong></td>
<td><strong>Critical Thinking</strong></td>
<td>- Ability to analyze and evaluate information. - Logical reasoning and problem-solving. - Decision-making skills: ability to make informed choices.</td>
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<td></td>
<td><strong>Integrative Competence</strong></td>
<td>- Ability to integrate different perspectives and approaches. - Collaboration across disciplines. - Innovation and creativity.</td>
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<tr>
<td><strong>Technology-Use</strong></td>
<td><strong>Digital Literacy</strong></td>
<td>- Proficiency in using digital tools and platforms. - Internet safety and privacy. - Digital citizenship.</td>
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<td></td>
<td><strong>Information Management</strong></td>
<td>- Ability to find, evaluate, and use information effectively. - Data analysis and interpretation skills. - Ability to organize and present information.</td>
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<td></td>
<td><strong>Online Learning and Collaboration</strong></td>
<td>- Ability to work effectively in online learning environments. - Collaboration and communication in virtual spaces. - Adaptability to technology-enhanced learning.</td>
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<tr>
<td><strong>Personal and Professional Development</strong></td>
<td><strong>Career Planning</strong></td>
<td>- Setting and achieving career goals. - Skill development and self-assessment. - Networking and professional growth.</td>
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<td></td>
<td><strong>Personal Development</strong></td>
<td>- Self-care and well-being. - Personal growth and self-reflection. - Goal-setting and motivation.</td>
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<td></td>
<td><strong>Community Engagement</strong></td>
<td>- Volunteering and service-learning. - Community leadership and activism. - Collaboration and contribution to community needs.</td>
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</tbody>
</table>
WHAT MIGHT THIS LOOK LIKE?
“Arts Educators often address different aspects of the SEL in their everyday practice either through individual or across multiple competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making).”

https://selarts.org/
### Five Social Emotional Learning Competencies

<table>
<thead>
<tr>
<th>Social-Emotional Learning Competencies</th>
<th>ARTISTIC PROCESS</th>
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<tbody>
<tr>
<td>01 Self-Awareness</td>
<td>CREATE</td>
</tr>
<tr>
<td></td>
<td>CR/SeA</td>
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<tr>
<td>02 Self-Management</td>
<td>PERFORM/PRESENT/PRODUCE</td>
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<td></td>
<td>PR/SeA</td>
</tr>
<tr>
<td>03 Social Awareness</td>
<td>RESPOND</td>
</tr>
<tr>
<td></td>
<td>RE/SeA</td>
</tr>
<tr>
<td>04 Relationship Skills</td>
<td>CONNECT</td>
</tr>
<tr>
<td></td>
<td>CN/SeA</td>
</tr>
<tr>
<td>05 Responsible Decision-Making</td>
<td>CREATE</td>
</tr>
<tr>
<td></td>
<td>CR/SeA</td>
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<td></td>
<td>PERFORM/PRESENT/PRODUCE</td>
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<td>RESPOND</td>
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<td>RE/SeA</td>
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<tr>
<td></td>
<td>CONNECT</td>
</tr>
<tr>
<td></td>
<td>CN/SeA</td>
</tr>
</tbody>
</table>

Legend:
- **CR/SeA**: Create Social Emotional Awareness
- **PR/SeA**: Perform/Present/Produce Social Emotional Awareness
- **RE/SeA**: Respond Social Emotional Awareness
- **CN/SeA**: Connect Social Emotional Awareness
- **CR/SM**: Create Social Management
- **PR/SM**: Perform/Present/Produce Social Management
- **RE/SM**: Respond Social Management
- **CN/SM**: Connect Social Management
- **CR/SoA**: Create Social Awareness
- **PR/SoA**: Perform/Present/Produce Social Awareness
- **RE/SoA**: Respond Social Awareness
- **CN/SoA**: Connect Social Awareness
- **CR/RS**: Create Relationship Skills
- **PR/RS**: Perform/Present/Produce Relationship Skills
- **RE/RS**: Respond Relationship Skills
- **CN/RS**: Connect Relationship Skills
- **CR/RDM**: Create Responsible Decision-Making
- **PR/RDM**: Perform/Present/Produce Responsible Decision-Making
- **RE/RDM**: Respond Responsible Decision-Making
- **CN/RDM**: Connect Responsible Decision-Making
Driving Inquiry Utilizing Essential Questions (EQ)

Arts Education and Social Emotional Learning Framework

https://selarts.org/

Enduring Understandings & Essential Questions

Enduring understandings and essential questions help educators and students organize information, skills, and experiences within content areas. The notion of enduring understandings and essential questions come from the work of Grant Wiggins and Jay McTighe and their educational framework, Understanding by Design®.

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area (“THE SO-WHAT” “THE BIG PICTURE”). Essential questions are the drivers of deep inquiry. They are iterative in nature, and do not demand a single right answer (“REFLECTION OPPORTUNITIES” “EXPLORATION”).

Student responses to the enduring understandings and essential questions are anticipated to be increasingly sophisticated and nuanced over the course of their school careers and beyond (NSLS-VPA, 2020).
### How Do You Utilize Essential Questions to Drive Learning?

<table>
<thead>
<tr>
<th>CREATE</th>
<th>CREATIVITY</th>
<th>CONSOLIDATED EU</th>
<th>CONSOLIDATED EQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Generate and conceptualize artistic ideas and work.</td>
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<tr>
<td></td>
<td>How do artists generate creative ideas?</td>
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<tr>
<td>02</td>
<td>Organize and develop artistic ideas and work.</td>
<td></td>
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<tr>
<td></td>
<td>How do artists make creative decisions?</td>
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<tr>
<td>03</td>
<td>Refine and complete artistic ideas and work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How do artists use a critique process and reflection to refine a work and decide if it's ready to be shared?</td>
<td></td>
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</tr>
</tbody>
</table>

#### Self-Awareness

<table>
<thead>
<tr>
<th>01</th>
<th>Recognize one's feelings and thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.</td>
</tr>
<tr>
<td></td>
<td>EQ: Recognizing the impact of one's feelings and thoughts on the creative process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>02</th>
<th>Recognize the impact of one's feelings and thoughts on one's own behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</td>
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<table>
<thead>
<tr>
<th>03</th>
<th>Recognize one's personal traits, strengths and limitations</th>
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<tr>
<td></td>
<td>EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges.</td>
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<td>EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?</td>
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<table>
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<tr>
<th>04</th>
<th>Recognize the importance of self-confidence in handling daily tasks and challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EU: Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration</td>
</tr>
<tr>
<td></td>
<td>EQ: How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?</td>
</tr>
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WHAT MIGHT THIS LOOK LIKE?
Welcome to ArtsEdSEL

Dedicated to illuminating the intersection between arts education and social emotional learning to facilitate the embedded, intentional, and sustained application of SEL-informed arts education.

Photo credit: Drexel Dance Ensemble, Johanna Austin, photographer

https://artsedsel.org/
Welcome to ArtsEdSEL

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https://artsedsel.org/
LET’S EXPLORE

• WELCOME / OPENING REFLECTION

• LITERACY/FLUENCY & SEL GOALS – I, B, A

• ARTS ED SEL FRAMEWORK

• IN PRACTICE

• Q & A / CLOSING
IMPACTFUL IMPLEMENTATION

- Embedded
- Intentional
- Sustained
“For the assessment part of this lesson, students create their own contemporary Four Freedoms representations. Students might do this through collage, photography, spoken word, or even dance. Arts educators can greatly deepen students’ ability to analyze the paintings as the students plan their own artistic representations.”
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Source: https://www.edutopia.org/article/developing-curricula-sel-and-arts
1. What’s going on in this picture?
2. What more do you see?
3. What more can we find?
CONNECT & RESPONSIBLE DECISION-MAKING

<table>
<thead>
<tr>
<th>17</th>
<th>Develop, implement and model effective problem solving and critical thinking skills</th>
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<td>EQ: How does engagement in the arts help identify consequences and the impact of decisions associated with one’s actions in order to make constructive decisions?</td>
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<td>EQ: How can artists make art based on knowledge (personal, societal, cultural, ethical, and historical) to impact their social context?</td>
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<th>Identify the consequences associated with one’s actions in order to make constructive choices</th>
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<table>
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<tr>
<th>19</th>
<th>Evaluate personal, ethical, safety and civic impact of decisions</th>
</tr>
</thead>
</table>

**i**

**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.
Currents, Watercolor And Colored Pencil, 2020

It has been a tumultuous year but underlying currents of positive action are surfacing rapidly. Currents depicts a critical grouping of global climate data dictating our present and future action. The reality of this data may be frightening, but there are messages of hope within. This year the impact of the novel coronavirus will lead to a reduction in global CO2 emissions, and renewable energy consumption will continue to increase. It is critical we leverage these trajectories as a sign of our collective potential to support local environmental action for global change today. This includes addressing the disproportionate effects of climate change on marginalized peoples.

The title Currents refers to time and change. The currents in our worlds, oceans are literally shifting as our climate changes. But so too is the collective action we are taking. The data shows this passage of time and why we need to act now for ourselves and our world.

https://www.jillpelto.com/currents
## CONNECT & RESPONSIBLE DECISION-MAKING

### 17
Develop, implement and model effective problem solving and critical thinking skills

<table>
<thead>
<tr>
<th>EE</th>
<th>LE</th>
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### 18
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https://www.jillpelto.com/currents

*Currents*, Watercolor And Colored Pencil, 2020
EMBEDDING THE FRAMEWORK

“The Framework is a tool that can help educators shape learning experiences and ensure that specific social emotional skills are intentionally being addressed at a developmentally appropriate level, thereby enriching and deepening the arts learning.”

Source: Heart of the Arts Brief
July 2021

**Sample Lesson Plan Template Utilizing the Framework**

<table>
<thead>
<tr>
<th>Lesson Outline 1: 2nd grade, Theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts Standard/Performance Expectation:</strong></td>
</tr>
<tr>
<td>TH:Cr1.1.2.b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
</tr>
<tr>
<td><strong>Grade-Band SEL Competency:</strong></td>
</tr>
<tr>
<td>Relationship Skills: Utilize “active listening” skills.</td>
</tr>
<tr>
<td><strong>Student Learning Objective:</strong></td>
</tr>
<tr>
<td>Students are learning to employ active listening skills while they collaborate to visualize scenery pieces for a story drama. OR I can show my classmates that I am listening to them while we work together to imagine the setting of our story drama.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>Observation: Active listening (e.g., building rapport, eye contact, nodding, asking relevant questions, avoiding interrupting, verbal affirmations). AND Performance Task: Contributing to the collective envisioning of scenery for the story drama.</td>
</tr>
<tr>
<td><strong>Enduring Understanding:</strong></td>
</tr>
<tr>
<td>Theatre: Theatre artists rely on intuition, curiosity, and critical inquiry. Arts &amp; SEL: Artists conceptualize and generate ideas and works in relation to others.</td>
</tr>
<tr>
<td><strong>Essential Question:</strong></td>
</tr>
<tr>
<td>Theatre: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? Arts &amp; SEL: How do social skills, social norms, and maintaining healthy relationships influence the creative process?</td>
</tr>
</tbody>
</table>
WHAT MIGHT THIS LOOK LIKE?

**Grade-Band SEL Competency:**
Self-Awareness: Recognize one's feelings and thoughts.

**Student Learning Objectives:**
- Know how to use the senses as a tool for inspiration.
- Demonstrate the role of the senses in visual art & synthetic principles through drawing to music and critical analysis.
- Create 5 drawings focusing on how a piece of music makes them feel and what colors/lines/kinesthetic response are made through drawing.

**Assessments:**
Discussion and Analysis: Students answer discussion prompts connecting their emotional response to the music and how that inspires their visual art creations.
AND
Performance Task: Create kinesthetic drawings while actively listening to five pieces of music in contrasting styles and with 5 different emotional responses.

In this lesson, students created kinesthetic drawings based on five very different songs in terms of tempo, style, and emotional response. Seeing the students move with the music as they drew and made specific choices in the crayons they would use tied to their emotional response was a powerful experience. And, it's not just about listening and drawing. The true connections between SEL, Music, and Visual Art in this lesson occurred when the students explained their choices (REFLECTION). Their discussions included various elements of music that they heard, the emotions that they felt, and various elements of visual art through the lines and colors they chose. This highly effective, authentic lesson can also be adapted for other arts disciplines. Students could show their emotional response through movement (dance) and/or improvisation (theatre).
### Arts Standard/Performance Expectation:

1.1.2 prof. Gr.10a - Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.

### Grade-Band SEL Competency:

**Self-Management:** Understand and practice strategies for managing one’s own emotions, thoughts and behaviors

- Differentiates between thoughts, feelings, and behaviors and learn how thoughts affect feelings and behaviors
- Identify strategies for dealing with areas of personal discomfort
- Describe strategies for releasing negative feelings and managing negative moods
- Utilize strategies for coping with and overcoming feelings of rejection, social isolation and stress

### Student Learning Objective:

Students are learning to use lived and embodied experience as a primary source for generating expressive ideas. Additionally, they are developing personal identity, grounded by their cultural/heritage and lived experience, and discovering ways in which personal narrative can be communicated and/or valued in their own work and that of others.

**OR**

I can create a short dance that is spawned through reflection on my social, political, historical, cultural and familial heritage in a manner that capitalizes on my social capital and empowers an empathetic response to my expressive vision or creative intent.

### Assessment:

**Performance Task / Close Observation & Analysis:** View and analyze the dance Moat, by Atlanta-based choreographer George Staal (performed by his company StaalDance) to determine if the ideas expressed by the choreographer about cultural identity, crossing borders, and experiences of assimilation.

After viewing the work on Vimeo at [http://vimeo.com/101000001], write a brief (750-words) essay explaining how the perspectives expressed by the choreographer were impacted by his personal life. Consider how personal background and experiences influence responses to dance works. Include examples from the dance that communicated aspects of the narrative that expressed the choreographer's positionality and/or that metaphorically represented the narrative.

Additionally, choose a topic for choreographic exploration that you could conduct, based on your own lived experience, socio-political, historical, economic, and familial history, that leverages your social capital that calls attention to a "big idea" that has universal import. Briefly describe the topic of your dance, and in which your cultural identity influences and can be expressed through your dance (150 words).

### Enduring Understanding:

**EU:** Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

**EU:** People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.
## Artistic Processes & Process Components/Practices

| CREATE | Anchor Standard 1  
Generate and conceptualize artistic ideas and work. | Anchor Standard 2  
Organize and develop artistic ideas and work. | Anchor Standard 3  
Refine and complete artistic work. |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Creating:</td>
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</tr>
<tr>
<td></td>
<td>● Explore</td>
<td>● Imagine</td>
<td>● Imagine, Envision</td>
</tr>
<tr>
<td></td>
<td>● Plan</td>
<td>● Plan, Make</td>
<td>● Plan, Construct</td>
</tr>
<tr>
<td></td>
<td>● Revise</td>
<td>● Evaluate, Refine</td>
<td>● Evaluate, Clarify, Realize</td>
</tr>
</tbody>
</table>
| PERFORM| Anchor Standard 4  
Select, analyze and interpret artistic work for presentation. | Anchor Standard 5  
Develop and refine artistic techniques and work for presentation. | Anchor Standard 6  
Convey meaning through the presentation of artistic work. |
|        | Performing:                                       |                                                   |                                  |
|        | ● Embody, Execute                                 | ● Rehearse, Evaluate, Refine                      | ● Establish, Analyze             |
|        | ● Express                                         | ● Select, Analyze, Interpret                      | ● Choose, Rehearse               |
|        | ● Present                                        | ● Present                                        | ● Share                          |
| RESPOND| Anchor Standard 7  
Perceive and analyze artistic work. | Anchor Standard 8  
Interpret intent and meaning in artistic work. | Anchor Standard 9  
Apply criteria to evaluate artistic work. |
|        | Responding:                                       |                                                   |                                  |
|        | ● Analyze                                         | ● Select, Analyze                                 | ● Perceive                       |
|        | ● Critique                                       | ● Evaluate                                       | ● Analyze                        |
|        | ● Interpret                                      | ● Interpret                                      | ● Evaluate                       |
| CONNECT| Anchor Standard 10  
Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. | Anchor Standard 11  
Synthesize and relate knowledge and personal experience to make art. |                                                   |
|        | Connecting:                                       |                                                   |                                  |
|        | ● Synthesize                                      | ● Interconnect                                    | ● Synthesize                     |
|        | ● Relate                                          |                                                   | ● Relate                         |

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. Source: Introduction to the 2020 NJSLS-VPA.
Where do you see connections between arts education (Create, Perform, Respond, Connect) and the broad goals of deepening of students’ understanding of Identity, Belonging, and Agency (through the five SEL Competencies)?
STAY CONNECTED!

Get Social!

https://artsednow.org/

@ARTSEDNJ
SAVE THE DATE!
Exploring 2020 NJSLS-VPA
Part 2: A Closer Look
8.16.22 | 10am-11:30am | No fee

Co-sponsored by NJPSA/FEA
and Arts Ed NJ

Registration:
THANK YOU!
Resources:

https://njartsstandards.org/
https://artsedsel.org/
https://selarts.org/
https://artsednow.org/

https://www.aft.org/ae/summer2021/jagers_skoog-hoffman_barthelus_schlund
https://www.savethemusic.org/resources/sel-webinar/  (Ep. 6--David Adams/Adrienne Hill)

WALK THE WEEK:
http://www.pz.harvard.edu/node/773310

PAPER SCULPTURE:
https://www.yanjep.org/artist/kate-marie-sclavi/