

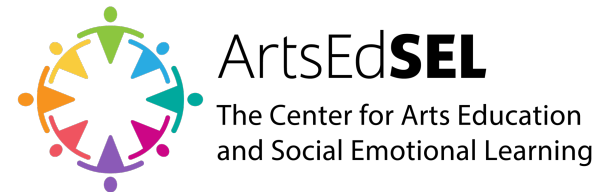
Planning for Impactful Social Emotional Learning and the Arts

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Please Share:

**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.



CREATIVE SPARK

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



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.

SUSTAINED STUDENT EMPOWERMENT

“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.”

Source:
Heart of the
Arts Brief

OCTOBER
2021



“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

JUNE 2020

2020 NJSLs-VPA Adopted by NJ State Board of Education

“Throughout time, ...”

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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

January 2014

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

December 2019

Standards adopted by the NJ State Board of Education

June 2020

New Jersey

Student Learning Standards

Visual and Performing Arts

Dance, Music, Theatre, Visual and Media Arts



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

Philosophical Foundation	Lifelong Goals
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).	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.

The Arts as Creative Personal Realization

Philosophical Foundation	Lifelong Goals
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.	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.

The Arts as Culture, History, and Connectors

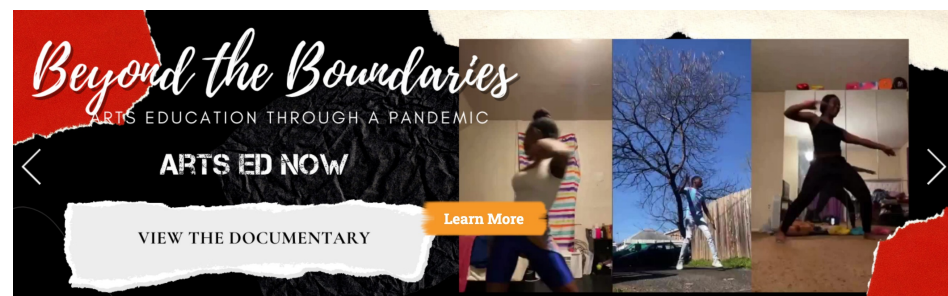
Philosophical Foundation	Lifelong Goals
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals but approaches them through distinct approaches and techniques. Understanding 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.	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.

The Arts as a Means to Well-Being

Philosophical Foundation	Lifelong Goals
Participation in the arts as creators, performers/presenters/producers, and audience members (responders) enhances mental, physical, and emotional well-being.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Philosophical Foundation	Lifelong Goals
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.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.



THE EXPANSION OF INCLUSIVE CURRICULA IN NEW JERSEY

BY KAITLYN DUNPHY, ESQ., CHRISTINE MILES, ED.D., AND GABRIEL TANGLAO

The state of New Jersey's efforts to expand school curricula to be more inclusive and equitable continue to broaden in scope as the state aims to widen students' education. In March of 2021, a bill that amended and strengthened the Amistad mandate was signed into law. It requires school districts to include diversity and inclusion in their K-12 curricula, and it took effect in this school year.

According to the law, district curricula must "highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance." Not only must curricula promote diversity, they must also examine the roles unconscious biases and economic disparities have played in society. An environment that is safe, welcoming, and inclusive must be created for students of all backgrounds.

Kaitlyn Dunphy is an associate director of NJEA Legal Services and Member Rights in the NJEA Executive Office. She can be reached at kdunphy@njea.org.

Christine Miles is an associate director in the NJEA Professional Development and Instructional Issues Division. She can be reached at cmiles@njea.org.

Gabriel Tanglao is an associate director in the NJEA Office of Human and Civil Rights, Equity and Governance. He can be reached at gtanglao@njea.org.

This new legislation joins the ranks of other state-supported diversity initiatives that have developed over the years. Currently, New Jersey requires instruction on the Holocaust and genocide, contributions of persons with disabilities, contributions from the LGBTQ+ community, and the recently updated Amistad mandate. The initiatives were first enacted in 1994, when the state required Holocaust and genocide instruction for elementary and secondary school students to teach that genocide is a consequence of prejudice and discrimination. The instruction shall "emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens."

In 2002, the Amistad Commission was formed to help create a curriculum that educated students about the trans-Atlantic trade of the enslaved, enslavement in America, the burdens and vestiges of enslavement in America that still exist, African American history, and the contributions of African Americans to the United States. In August 2018, NJEA convened a stakeholder task force to strengthen and deepen the impact of the Amistad curriculum inclusion law. This team provided key recommendations and priorities for the work, including providing professional learning, developing collaborative partnerships, creating the Amistad Award, conceptualizing the Amistad Journey, and reenvisioning the Amistad curriculum.

In the Summer of 2021, under the leadership of Dr. Christine Miles, NJEA engaged a team of member practitioners to develop an overview for

a reenvisioned Amistad curriculum. This team simultaneously conceptualized the framework for a National Education Association Great Public Schools grant application that, if successful, will result in the creation of the NJEA Consortium for Representative Curriculum Development. (For more information, please see Page 21).

Additionally, as of 2019, school instruction must also include the political, economic, and social contributions of both persons with disabilities and the LGBTQ+ community. This instructional requirement applies to middle and high school students and continues New Jersey's history of providing students with an inclusive, well-rounded education.

On Aug. 7, 2021 the NJEA Executive Committee requested "...a plan to address the current issues regarding race, equity and the LGBTQ inclusion." NJEA's new office of Human and Civil Rights, Equity and Governance coordinated a cross-divisional effort to develop a strategic framework to further support members as they navigate the rising tide of these violently racist, homophobic and transphobic times. Supplementing our "offensive strategy" created by the vital curriculum work, we have prepared a "defensive strategy" that will provide members with new opportunities for professional development, leadership training, organizing support, and advocacy tools to push back. If you are ready to get involved now to help grow our movement for racial equity, affirmation and literacy, then go to real-njea.org for more information. 🌈



NOVEMBER 2021 13

Source:
NJEA
Review
Nov 2021

Windows, mirrors, and sliding glass doors for teachers

By Kate Okeson with Amy Moran, Ph.D.

Several years ago, I started teaching an art history course in my high school. As a survey of all of art history, the texts and course syllabi recommended a few weeks in the middle of the year-long course be dedicated to "Art Outside the Western Tradition." I was shocked.

In my own studio art training, there were no requirements that limited the scope of human artistic expression to those from a sliver of the planet. As a contemporary art maker, my studies were largely about the interconnected nature of human creativity: our individual voices and lived experiences that together weave an incredibly complex history (and possibility for a vibrant and interconnected future).

As I was planning and writing lessons in line with the recommended curriculum, my inner voice began to get awfully loud. I questioned, "What was lost by following this narrow presentation of the human history of artmaking?" The exclusive nature of that particular survey of art history

failed to present a contextualized narrative that reflected artmaking by humans around the globe. The message was that if art wasn't from the European, European-American, and colonized North American canons, then those works weren't central in the scope of art history.

I'm not saying that the works weren't valuable to study, but the art historical nomenclature of "outside the European Tradition" gives undue influence to the works by a largely male, European, European-American, and (non-indigenous/settler) North American artists without context of the many histories that intersect around one object at one point in time.

The artwork in that original survey of art history was good, but the storytelling was flawed. And this is where it's important to understand the inextricable role of texts (including anything we construe as a text in the classroom) and access to these texts for not only students, but for teachers for educational planning and preparation.



MIRRORS, WINDOWS AND SLIDING GLASS DOORS

Rudine Sims Bishop, professor emerita at Ohio State University, gave the education world a lighthouse with her concept of "mirrors, windows, and sliding glass doors." Many of us are familiar with this idea that books connect us to images of ourselves (mirrors) and also can provide a view into other worlds (windows). Bishop extends the power of texts to also become sliding glass doors where we can enter this other world as well. She states, "that's the reason that diversity needs to go both ways. I mean it's not just children who have been underrepresented and marginalized who need these books." Here, Bishop reminds us that there is a whole world outside any limited syllabus or cluster of

preselected texts that we can explore.

How might educators use a critical lens to notice what's missing? An interview with Bishop from 2005 provides some insight to the role of diverse books and their connection to what we teach. She said, "So, I look at the end to see the bibliography. What were the books that they used? And so often there are no books from underrepresented groups that are a part of that project." That is not because such books don't exist. Rather, a bibliography is a collection of authors' explicit choices around what to include and what to exclude. Similarly, as we plan our units, we have the choice to survey district-provided resources for what is being included and what is being excluded—and to fill in the gaps with texts, resources, and student-centered activities where vital perspectives and experiences had been missing.

Many professional organizations have position statements on the necessity of diverse reading and text at the core of improving our connections to and outcomes for all of our youth. While we primarily focus on these outcomes related to LGBTQIA+ youth, we extend this to all content areas and all underrepresented communities. Because that is who we teach every day: many different young people who belong to all sorts of communities and hold many identities. Taking action and finding these diverse texts are the next steps.

We can do this in lots of ways:

- In PLCs with colleagues.
- As part of a PDP that we work on over the course of a school year.
- In our local independent bookstores.
- Online through compilations, such as book lists in the monthly "Rainbow Connection" QR code resource link.

And sometimes it's not just the new book, but it's a book that is organized in new ways, which is helpful in mitigating the impact of old, limiting narratives.

As an example, the Metropolitan Museum of Art published a new book called *Art =*, a catalog of about 800 works in their collection", which are

A term I've been using to counteract some of the familiar yet antiquated and biased language is 'art of the global majority.' This phrase, though simple, is expansive and far more accurate for our inclusive purposes.

Source:
NJEA
Review
Jan 2022

New Jersey

Student Learning Standards

Visual and Performing Arts



Dance, Music, Theatre, Visual and Media Arts

Learn About The Standards

Introduction To The New Standards

The New Jersey Student Learning Standards in Visual and Performing Arts (NISLS-VPAs) are designed to promote lifelong artistic literacy and fluency.

[Read More >>](#)

Cr

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Pr

Performing/ Presenting/ Producing

Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 5: Selecting, analyzing and interpreting work.

Anchor Standard 6: Conveying meaning through art.

Re

Responding

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Applying criteria to evaluate products.

Anchor Standard 9: Interpreting intent and meaning.

Cn

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Browse The Handbooks

<https://selarts.org/>

Arts & SEL Framework

Advocacy Resources

Resources & Reports

Build Your Own Custom Handbook



[National Core Arts Standards](#) • [Glossary](#) • [Credits](#)



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



EMBEDDED

Embedding SEL into the artistic process and product results in SEL instruction that is artistic, and advances SEL along with visual and performing arts objectives. When student artists' see themselves reflected in curriculum, scaffolded learning experiences in the arts become an invitation to explore identity, belonging, and agency in meaningful ways.

Intentional implementation of artistic SEL includes purposeful and thoughtful incorporation of SEL into the artistic process, and will influence both the creation and presentation of student artists' works. Intentional implementation will include common vocabulary coupled with relevant essential questions and enduring understandings. Explicitly naming SEL connections within the artistic process can help student artists to identify how SEL informs their artistry, and also help them to understand how social emotional competence developed through arts learning can be applied in other contexts as well.



SUSTAINED

Sustained artistic SEL requires progressive, sequential, and regular artistic SEL facilitation in the arts classrooms that builds both artistic and social emotional competencies. When arts educators make instructional choices that model artistic SEL, their instruction reflects the value of social emotional learning as an important element of art education, while accelerating students' social emotional development and affirming student voice.



COMPETENCY BUILDING

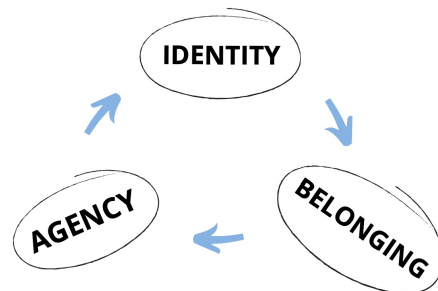
SELF → IDENTITY

OTHERS → BELONGING

DECISIONS → AGENCY

Translating

identity, belonging, agency for arts education builds on the following points highlighting beliefs that have always unified us around the cultural necessity that is the arts.



Source:
Heart of the
Arts Brief

May 2021



IDENTITY

The perseverance needed to dedicate oneself to artistic excellence fosters resilience both in and out of the arts classroom.

Artistic creation fosters self-awareness and allows for students to develop a greater sense of identity, autonomy, and emotional vocabulary.

Artists learn the necessity of personal goal-setting, self-assessment, and accountability as they develop high standards for artmaking and themselves.

The relationship built between arts teachers and students over multiple years of instruction fosters the caring environment necessary to help build school connectedness, foster empathy, and provide a sense of belonging.

Collaborative arts classrooms build connections between students, facilitate community engagement, and uplifts and celebrates the cultural assets of students.

Arts classrooms necessitate vulnerability and facilitate a space where students can explore, tinker, envision, and grow.



AGENCY

The collaborative community developed in the arts classroom welcomes discussions and an awareness of acceptance and embracing diversity, resulting in a greater sense of agency and affecting meaningful change.

Student voice is amplified through the artistic process facilitating an experience to develop efficacy.

The artistic process necessitates editing of the artistic product. This process builds student capacity to hone their beliefs and become flexible to represent themselves in true, concise, and meaningful ways.



SHARED UNDERSTANDING

Transformative Social and Emotional Learning

In Pursuit of Educational Equity and Excellence

By Robert J. Jagers, Alexandra Skoog-Hoffman, Bloodine Barthelus, Justina Schlund

- *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.

Retrieved from: https://www.aft.org/ae/summer2021/jagers_skoog-hoffman_barthelus_schlund

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."

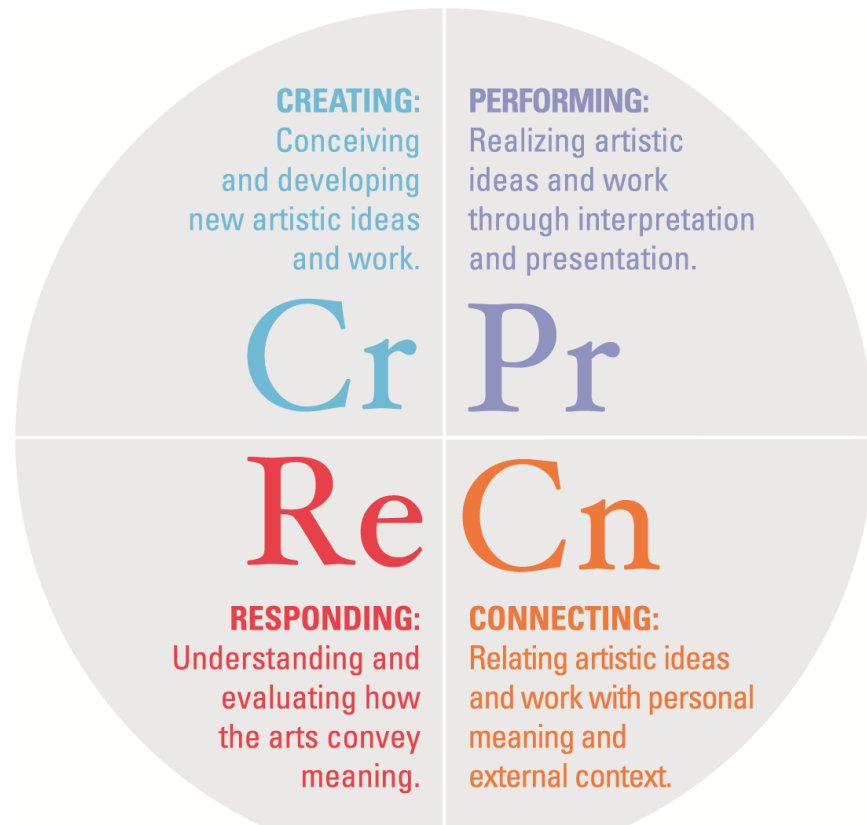
The Saracast: Conversations in Social Emotional Learning

@move_thisworld



Artistic Processes

are the way the brain and body make art and define the link between art making and the learner



New Jersey

Student Learning Standards

Visual and Performing Arts

Dance, Music, Theatre, Visual and Media Arts



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)

New Jersey

Student Learning Standards

Visual and Performing Arts

Dance, Music, Theatre, Visual and Media Arts



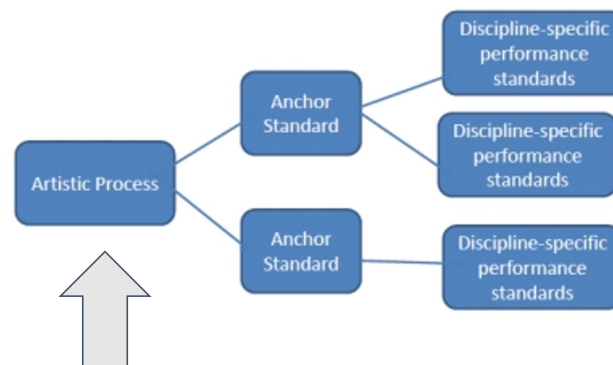
ARTISTIC PROCESSES & ANCHOR STANDARDS

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



New Jersey

Student Learning Standards

Visual and Performing Arts

Dance, Music, Theatre, Visual and Media Arts

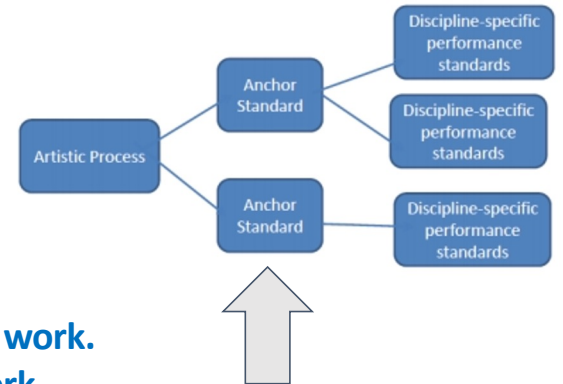
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ANCHOR STANDARDS

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

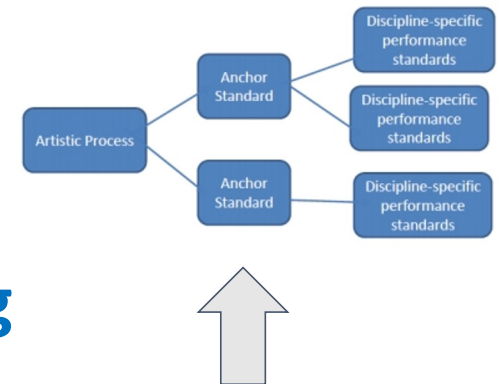
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ANCHOR STANDARDS



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.

New Jersey

Student Learning Standards

Visual and Performing Arts

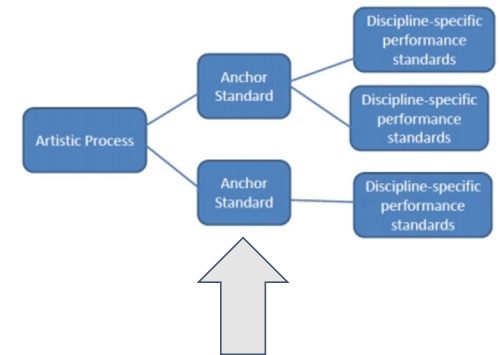
Dance, Music, Theatre, Visual and Media Arts



ANCHOR STANDARDS

Responding

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



New Jersey

Student Learning Standards

Visual and Performing Arts

Dance, Music, Theatre, Visual and Media Arts

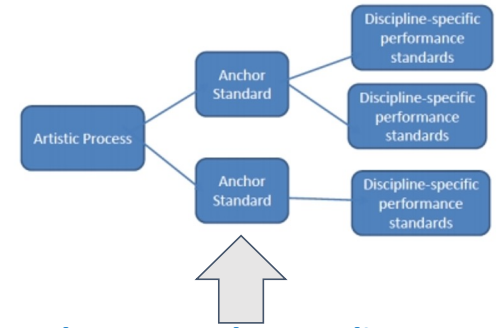
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ANCHOR STANDARDS

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

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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 & ENDURING UNDERSTANDINGS

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



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

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SEL COMPETENCIES

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

Source: Hardiman, M. M. (2016).
Education and the Arts: Educating
Every Child in the Spirit of Inquiry
and Joy. *Creative Education*, Vol. 7.

ARTS **ED** **NOW** .org

SOCIAL & EMOTIONAL BENEFITS

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



Source: Farberman, D., Wolf, D. P., & Sherlock, D. (2013). Advancing arts education through an expanded school day: Lessons from five schools. Boston, MA: National Center on Time & Learning.

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SEL Competencies

Self-Awareness

Self-Management

Social Awareness

Responsible Decision-Making

Relationship Skills

Artistic Process

Creating

Performing/Presenting/Producing

Responding

Connecting

Look for natural connections!

Eleven Anchor Standards

Cr	Pr	Re	Cn
Creating	Performing/ Presenting/ Producing	Responding	Connecting
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	Self-Management	Social Awareness	Responsible Decision-Making	Relationship Skills
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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!*

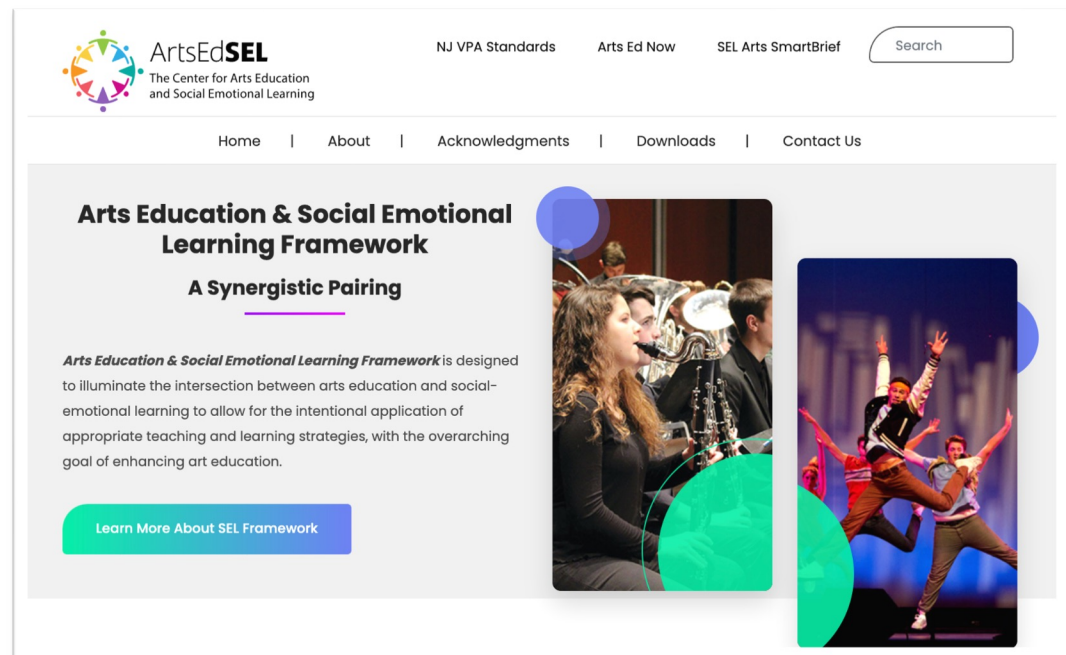
	CREATE	PERFORM/ PRESENT/PRODUCE	RESPOND	CONNECT
01 SELF-AWARENESS	CR/SeA	PR/SeA	RE/SeA	CN/SeA
02 SELF-MANAGEMENT	CR/SM	PR/SM	RE/SM	CN/SM
03 SOCIAL AWARENESS	CR/SoA	PR/SoA	RE/SoA	CN/SoA
04 RELATIONSHIP SKILLS	CR/RS	PR/RS	RE/RS	CN/RS
05 RESPONSIBLE DECISION-MAKING	CR/RDM	PR/RDM	RE/RDM	CN/RDM

	NJ Visual and Performing Arts Standards and the New Jersey Social and Emotional Learning Competencies	Creating			Performing/ Presenting/Producing			Responding			Connecting	
		1. Generate and conceptualize artistic ideas and work.	2. Organize and develop artistic ideas and work.	3. Refine and complete artistic ideas and work.	4. Analyze, interpret and select artistic work for presentation.	5. Develop and refine artistic techniques and the presentation of artistic work.	6. Convey meaning through the presentation of artistic work.	7. Perceive and analyze artistic work.	8. Interpret intent and meaning in artistic work.	9. Apply criteria to evaluate artistic work.	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.
SELF	Self-Awareness	CONCULATED EU Creative ideas and inspiration can emerge from a variety of sources. Creativity is a skill that can be developed.	Artists organize and develop creative ideas by balancing what is known with what is new.	Refinement of artistic work is an iterative process that takes time, discipline, and collaboration.	Artists make strong choices in effectively using meaning through their understanding of content and expressive means.	Artists judge presentation/performance based on criteria that vary across time, place, and culture. The context and how work is presented influences the audience response.	When a presentation/performance is judged to be present? How do artists use a critique process and reflection to refine a work and decide if it's ready to be shared?	How do artists comprehend and process creative experiences in ways that impact their perception and responses to personal life experiences?	How does understanding in artistic expressive intent help in comprehending, interpreting, and personally relate to an artistic work.	How does understanding the quality, intent, and process of an audience member's synthesis and reaction to artistic work after knowing the creative process that supports the work?	How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?	Through the arts, personal experiences, ideas, knowledge, and contents are integrated to make meaning, and synthesized to interpret meaning. People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their understanding with an analysis of the arts.
		CONCULATED EQ How do artists generate creative ideas?	How do artists make creative decisions?	How do artists use a critique process and reflection to refine a work and decide if it's ready to be shared?	How do artists understand the quality, intent, and process of an audience member's synthesis and reaction to artistic work after knowing the creative process that supports the work?	How do artists judge the quality of their presentation/performance?	How do artists use a critique process and reflection to refine a work and decide if it's ready to be shared?	How do artists comprehend and process creative experiences in ways that impact their perception and responses to personal life experiences?	How does understanding in artistic expressive intent help in comprehending, interpreting, and personally relate to an artistic work.	How does understanding the quality, intent, and process of an audience member's synthesis and reaction to artistic work after knowing the creative process that supports the work?	How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?	Through the arts, personal experiences, ideas, knowledge, and contents are integrated to make meaning, and synthesized to interpret meaning. People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their understanding with an analysis of the arts.
SELF	Self-Management	1. Recognize one's feelings and thoughts	EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. EU: Recognizing the impact of one's feelings and thoughts on the creative process.	EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?	EU: Artists build self-confidence through selecting/engaging/refining artistic works for performance/presentation/production. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EU: Understanding an artist's work helps the viewer relate to their thoughts and feelings to artistic work.	EU: Awareness of one's thoughts and feelings, coupled with evaluation criteria, can help viewers respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic work? How can responding to artistic works inform one's awareness of their thoughts and feelings?	EQ: Why is it important to have self-confidence when responding to artistic works?	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
		2. Recognize the impact of one's feelings and thoughts on one's own behavior	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?	EU: Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration. EQ: How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?	EU: Artists build self-confidence through selecting/engaging/refining artistic works for performance/presentation/production. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EU: Understanding an artist's work helps the viewer relate to their thoughts and feelings to artistic work.	EU: Awareness of one's thoughts and feelings, coupled with evaluation criteria, can help viewers respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic work? How can responding to artistic works inform one's awareness of their thoughts and feelings?	EQ: Why is it important to have self-confidence when responding to artistic works?	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
OTHERS	Social Awareness	3. Recognize one's personal traits, strengths and limitations	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?	EU: Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration. EQ: How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?	EU: Artists build self-confidence through selecting/engaging/refining artistic works for performance/presentation/production. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EU: Understanding an artist's work helps the viewer relate to their thoughts and feelings to artistic work.	EU: Awareness of one's thoughts and feelings, coupled with evaluation criteria, can help viewers respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic work? How can responding to artistic works inform one's awareness of their thoughts and feelings?	EQ: Why is it important to have self-confidence when responding to artistic works?	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
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OTHERS	Relationship Skills	5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors	EU: Emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work. EU: Managing emotions, thoughts, and behaviors is an integral part of the generation, refinement, and completion of creative ideas. EQ: How do different strategies for managing one's emotions affect the creative process?	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?	EU: Artists build self-confidence through selecting/engaging/refining artistic works for performance/presentation/production. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EU: Understanding an artist's work helps the viewer relate to their thoughts and feelings to artistic work.	EU: Awareness of one's thoughts and feelings, coupled with evaluation criteria, can help viewers respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic work? How can responding to artistic works inform one's awareness of their thoughts and feelings?	EQ: Why is it important to have self-confidence when responding to artistic works?	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
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OTHERS	Relationship Skills	7. Identify and apply ways to overcome or overcome barriers through alternative methods to achieve one's goals	EU: The creative process is iterative and requires perseverance and strategies to overcome obstacles in order to successfully execute the artist's vision. EQ: How does overcoming obstacles during the creative process impact the refinement and completion of an artistic work? EQ: How does perseverance in addressing obstacles during the creative process impact an artist's creative decisions?	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?	EU: Artists build self-confidence through selecting/engaging/refining artistic works for performance/presentation/production. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EU: Understanding an artist's work helps the viewer relate to their thoughts and feelings to artistic work.	EU: Awareness of one's thoughts and feelings, coupled with evaluation criteria, can help viewers respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic work? How can responding to artistic works inform one's awareness of their thoughts and feelings?	EQ: Why is it important to have self-confidence when responding to artistic works?	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
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OTHERS	Relationship Skills	9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/performance/produce artistic work?	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?	EU: Artists build self-confidence through selecting/engaging/refining artistic works for performance/presentation/production. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EU: Understanding an artist's work helps the viewer relate to their thoughts and feelings to artistic work.	EU: Awareness of one's thoughts and feelings, coupled with evaluation criteria, can help viewers respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic work? How can responding to artistic works inform one's awareness of their thoughts and feelings?	EQ: Why is it important to have self-confidence when responding to artistic works?	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
		10. Demonstrate an understanding of the need for mutual respect when viewpoints differ	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/performance/produce artistic work?	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?	EU: Artists build self-confidence through selecting/engaging/refining artistic works for performance/presentation/production. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EU: Understanding an artist's work helps the viewer relate to their thoughts and feelings to artistic work.	EU: Awareness of one's thoughts and feelings, coupled with evaluation criteria, can help viewers respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic work? How can responding to artistic works inform one's awareness of their thoughts and feelings?	EQ: Why is it important to have self-confidence when responding to artistic works?	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
OTHERS	Relationship Skills	11. Demonstrate an awareness of the expectations for social interactions in a variety of settings	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/performance/produce artistic work?	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?	EU: Artists build self-confidence through selecting/engaging/refining artistic works for performance/presentation/production. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EU: Understanding an artist's work helps the viewer relate to their thoughts and feelings to artistic work.	EU: Awareness of one's thoughts and feelings, coupled with evaluation criteria, can help viewers respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic work? How can responding to artistic works inform one's awareness of their thoughts and feelings?	EQ: Why is it important to have self-confidence when responding to artistic works?	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
		12. Establish and maintain healthy relationships	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/performance/produce artistic work?	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?	EU: Artists build self-confidence through selecting/engaging/refining artistic works for performance/presentation/production. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EU: Understanding an artist's work helps the viewer relate to their thoughts and feelings to artistic work.	EU: Awareness of one's thoughts and feelings, coupled with evaluation criteria, can help viewers respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic work? How can responding to artistic works inform one's awareness of their thoughts and feelings?	EQ: Why is it important to have self-confidence when responding to artistic works?	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
OTHERS	Relationship Skills	13. Utilize positive communication and social skills to interact effectively with others	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/performance/produce artistic work?	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?	EU: Artists build self-confidence through selecting/engaging/refining artistic works for performance/presentation/production. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EU: Understanding an artist's work helps the viewer relate to their thoughts and feelings to artistic work.	EU: Awareness of one's thoughts and feelings, coupled with evaluation criteria, can help viewers respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic work? How can responding to artistic works inform one's awareness of their thoughts and feelings?	EQ: Why is it important to have self-confidence when responding to artistic works?	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
		14. Identify ways to resist inappropriate social pressure	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/performance/produce artistic work?	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?	EU: Artists build self-confidence through selecting/engaging/refining artistic works for performance/presentation/production. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EU: Understanding an artist's work helps the viewer relate to their thoughts and feelings to artistic work.	EU: Awareness of one's thoughts and feelings, coupled with evaluation criteria, can help viewers respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic work? How can responding to artistic works inform one's awareness of their thoughts and feelings?	EQ: Why is it important to have self-confidence when responding to artistic works?	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
OTHERS	Relationship Skills	15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/performance/produce artistic work?	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?	EU: Artists build self-confidence through selecting/engaging/refining artistic works for performance/presentation/production. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EU: Understanding an artist's work helps the viewer relate to their thoughts and feelings to artistic work.	EU: Awareness of one's thoughts and feelings, coupled with evaluation criteria, can help viewers respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic work? How can responding to artistic works inform one's awareness of their thoughts and feelings?	EQ: Why is it important to have self-confidence when responding to artistic works?	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
		16. Identify one's when, where, or how to seek help for oneself or others when needed	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/performance/produce artistic work?	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?	EU: Artists build self-confidence through selecting/engaging/refining artistic works for performance/presentation/production. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EU: Understanding an artist's work helps the viewer relate to their thoughts and feelings to artistic work.	EU: Awareness of one's thoughts and feelings, coupled with evaluation criteria, can help viewers respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic work? How can responding to artistic works inform one's awareness of their thoughts and feelings?	EQ: Why is it important to have self-confidence when responding to artistic works?	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
Decision-Making	Responsible Decision-Making	17. Develop, implement and model effective problem solving and critical thinking skills	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/performance/produce artistic work?	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?	EU: Artists build self-confidence through selecting/engaging/refining artistic works for performance/presentation/production. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EU: Understanding an artist's work helps the viewer relate to their thoughts and feelings to artistic work.	EU: Awareness of one's thoughts and feelings, coupled with evaluation criteria, can help viewers respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic work? How can responding to artistic works inform one's awareness of their thoughts and feelings?	EQ: Why is it important to have self-confidence when responding to artistic works?	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?	EU: An artist's ability to develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through understanding their own emotions, thoughts and behaviors. EU: Interaction with and analysis of the arts have one's own ability to manage emotions, thoughts and behaviors which are integral to understanding self and others. EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
		18. Identify the consequences associated with one's actions in order to make constructive choices	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/performance/produce artistic work?	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?	EU: Artists build self-confidence through selecting/engaging/refining artistic works for performance/presentation/production. EQ: How does the							

WHAT MIGHT THIS
LOOK LIKE?

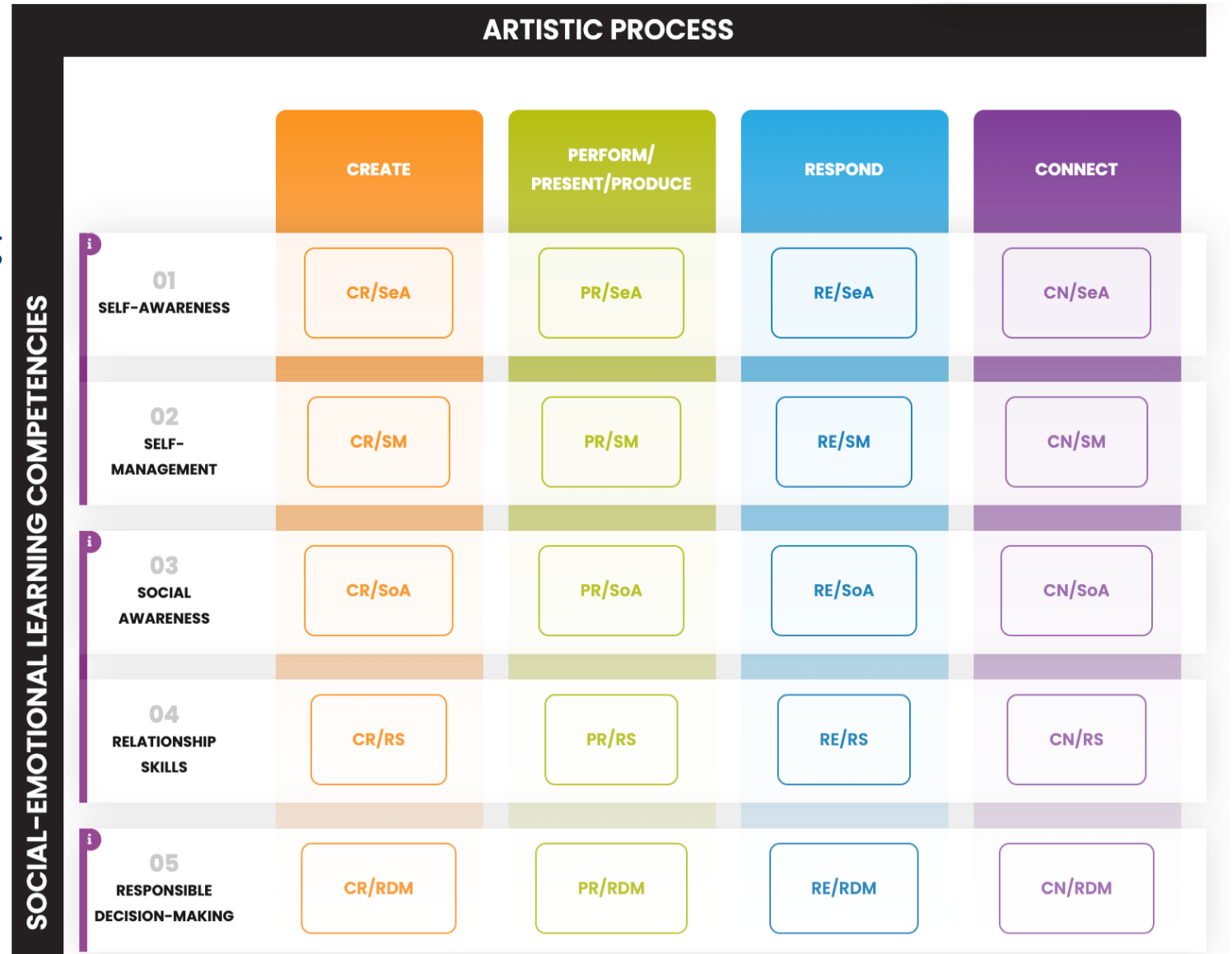
ARTS EDUCATION AND SOCIAL EMOTIONAL LEARNING FRAMEWORK

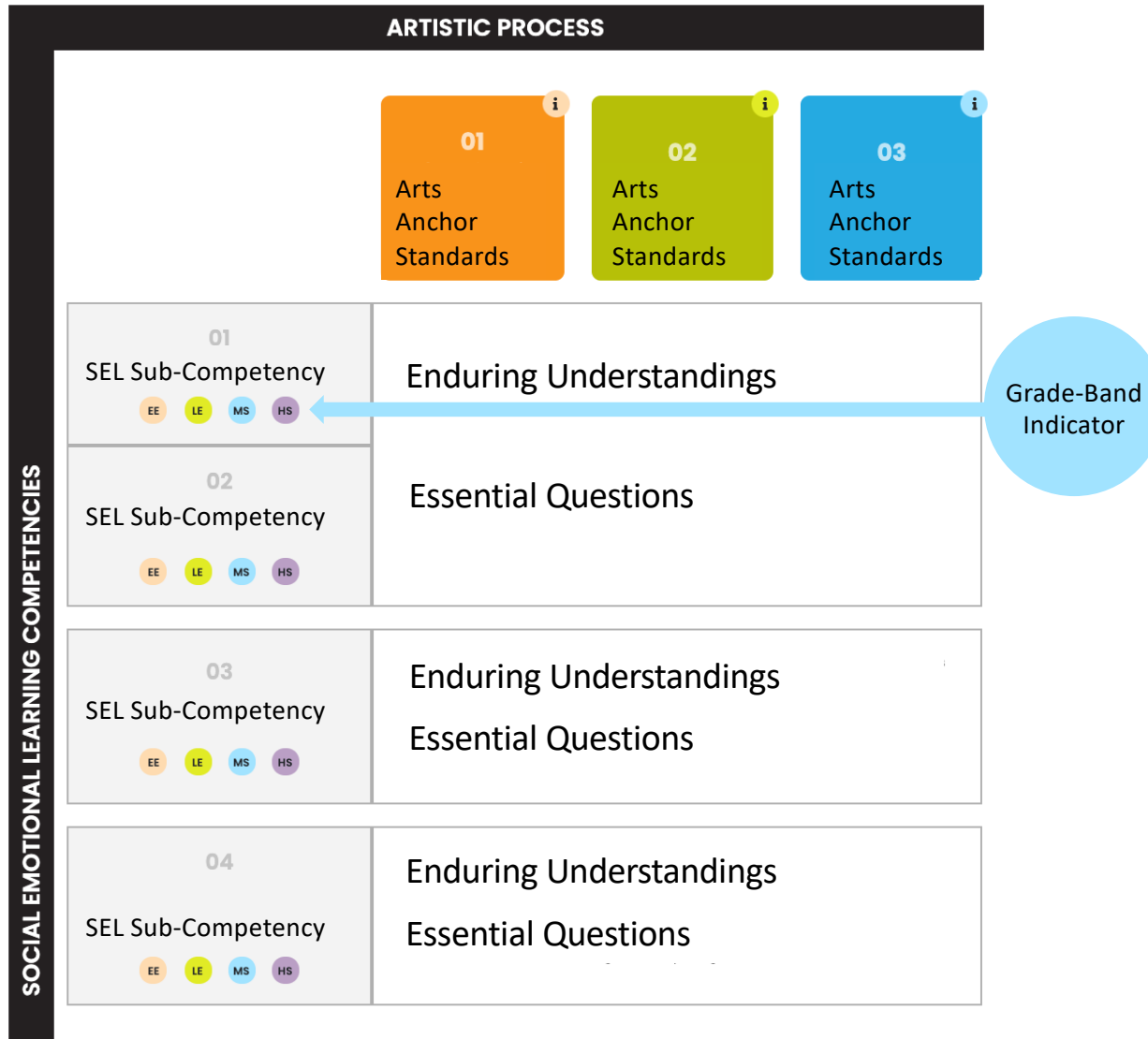
“Arts Educators often address different aspects of the SEL in their everyday practice either through individual or across multiple competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making).”



<https://selarts.org/>

Five Social Emotional Learning Competencies





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 (NJSLS-VPA, 2020).



Source:
Heart of the
Arts Brief

JULY 2021

HOW DO YOU UTILIZE ESSENTIAL QUESTIONS TO DRIVE LEARNING?

CREATE		
NJ Social and Emotional Learning Competencies	01 Generate and conceptualize artistic ideas and work.	02 Organize and develop artistic ideas and work.
	CONSOLIDATED EU Creative Ideas and Inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.	CONSOLIDATED EU Artists organize and develop creative ideas by balancing what is known with what is new
	CONSOLIDATED EQ How do artists generate creative ideas?	CONSOLIDATED EQ How do artists make creative decisions?
Self-Awareness	01 Recognize one's feelings and thoughts	EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. EU: Recognizing the impact of one's feelings and thoughts on the creative process.
	02 Recognize the impact of one's feelings and thoughts on one's own behavior	EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?
	03 Recognize one's personal traits, strengths and limitations	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?
	04 Recognize the importance of self-confidence in handling daily tasks and challenges	EU: Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration EQ: How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?

WHAT MIGHT THIS
LOOK LIKE?



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The Center for Arts Education
and Social Emotional Learning

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Welcome to ArtsEd**SEL**

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

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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

SOCIAL AND EMOTIONAL LEARNING

Developing Curricula for SEL and the Arts

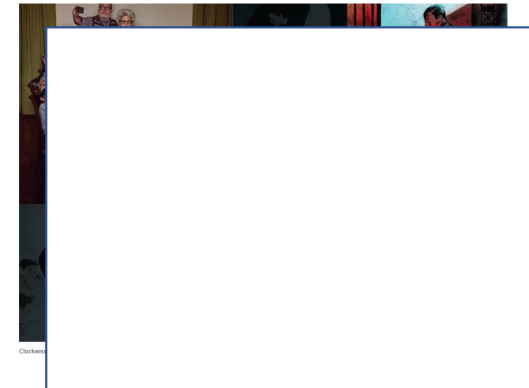
Educators are working to encourage the development of social and emotional learning competencies through arts education.

By [Maurice J. Elias](#)

April 19, 2019

"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."

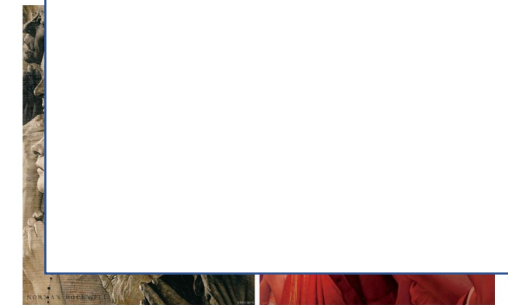
Source: <https://www.edutopia.org/article/developing-curricula-sel-and-arts>



In this new, more diverse America, it's harder to imagine a single figure linking multiple works of patriotic art—or even, for that matter, a single painter who could capture our increasingly complicated ideas of freedom. To celebrate the 75th anniversary of Rockwell's indelible works, *Smithsonian* asked four artists to reconsider the "Four Freedoms" for 2018.

As Rockwell did in 1940s New England, the artists started with what they knew. Tim O'Brien, updating *Freedom of Worship*, painted people of different backgrounds and religions like those he sees every day in his Brooklyn neighborhood. Ryan Schude

photo
The
pair
toget



Freedom of Worship by Tim O'Brien, When the realistic oil painter looked at Rockwell's "Four Freedoms," he did not see the diverse America he knows today. "In the original *Freedom of Worship*, the five figures in the center are all white. The fringes are people of color," O'Brien says. "That's what institutional racism is, when you fail to notice things like that." Curtis Licensing / Norman Rockwell Art Collection Trust

Source: <https://www.smithsonianmag.com/arts-culture/21st-century-reimagining-norman-rockwells-four-freedoms-180968086/>

SOCIAL AND EMOTIONAL LEARNING

Developing Curricula for SEL and the Arts

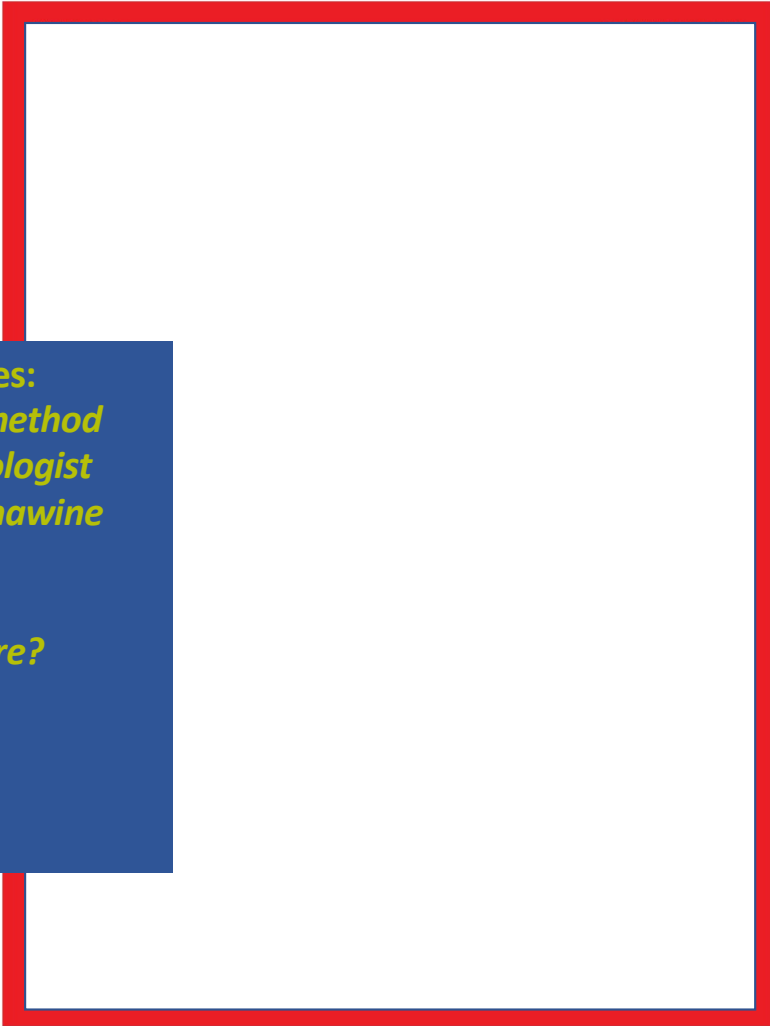
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Visual Thinking Strategies:
*an inquiry-based teaching method
created by cognitive psychologist
Abigail House and Philip Yenawine*

- 1. What's going on in this picture?*
- 2. What more do you see?*
- 3. What more can we find?*

CONNECT & RESPONSIBLE DECISION-MAKING

10 

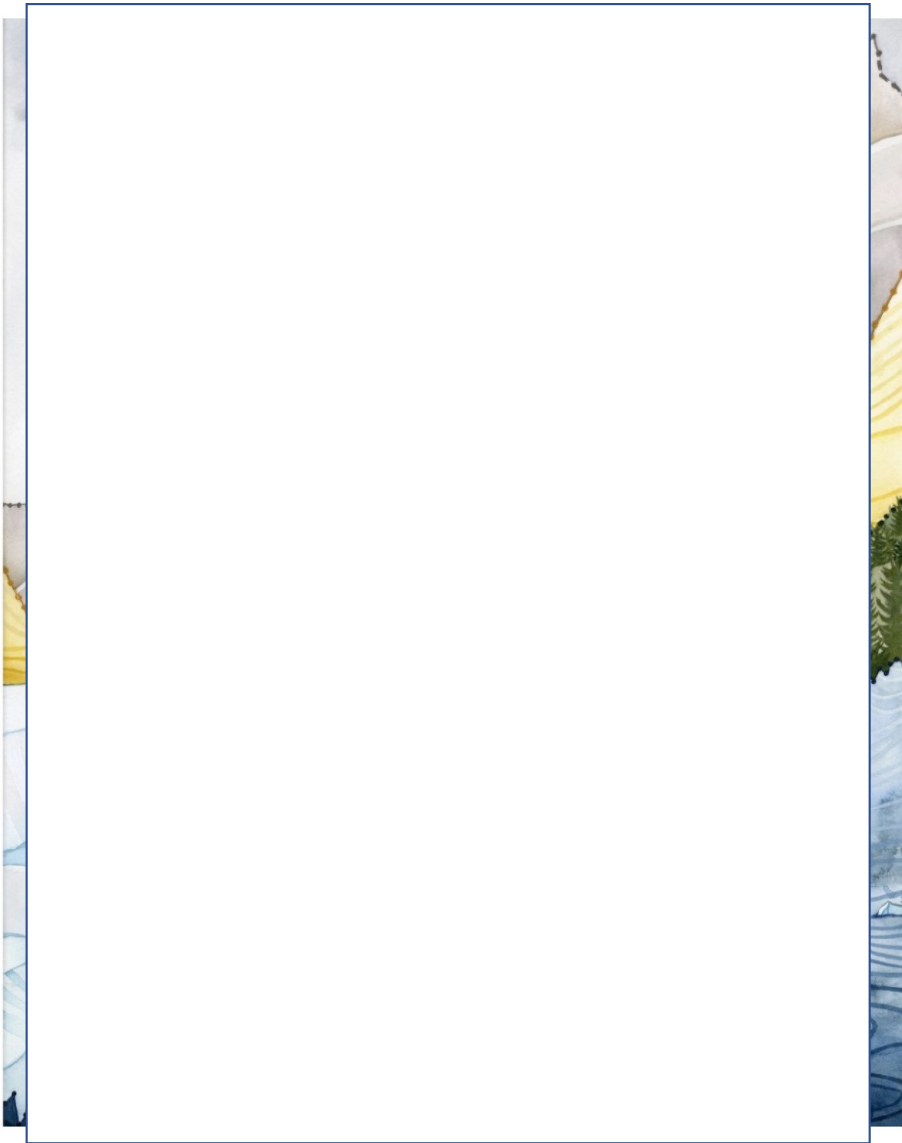
Synthesize and relate knowledge and personal experiences to make art.

11 

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

<p>17</p> <p>Develop, implement and model effective problem solving and critical thinking skills</p> <p>EE LE MS HS</p>	<p>EU: Knowledge and personal experiences in the arts can be used to implement and model effective problem solving and critical thinking skills.</p> <p>EU: Societal, cultural and historical exposure and analysis in the arts can be used as a conduit to implement and model effective problem solving and critical thinking skills.</p> <p>EU: How artists synthesize their knowledge (personal, societal, cultural, ethical, and historical) has social impact.</p> <p>EQ: How does engagement in, and the analysis of, the arts develop problem solving and critical thinking skills?</p> <p>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?</p> <p>EQ: How can artists make art based on knowledge (personal, societal, cultural, ethical, and historical) to impact their social context?</p>
<p>18</p> <p>Identify the consequences associated with one's actions in order to make constructive choices</p> <p>EE LE MS HS</p>	
<p>19</p> <p>Evaluate personal, ethical, safety and civic impact of decisions</p> <p>EE LE MS HS</p>	






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

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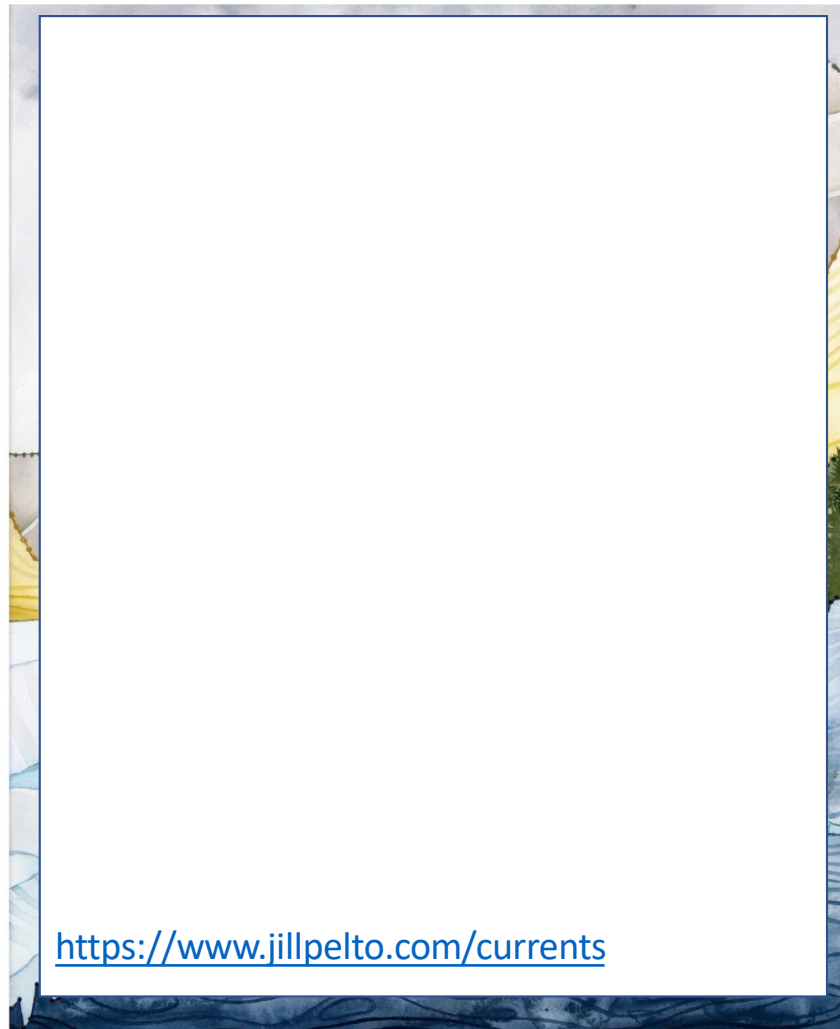
Synthesize and relate knowledge and personal experiences to make art.

11 

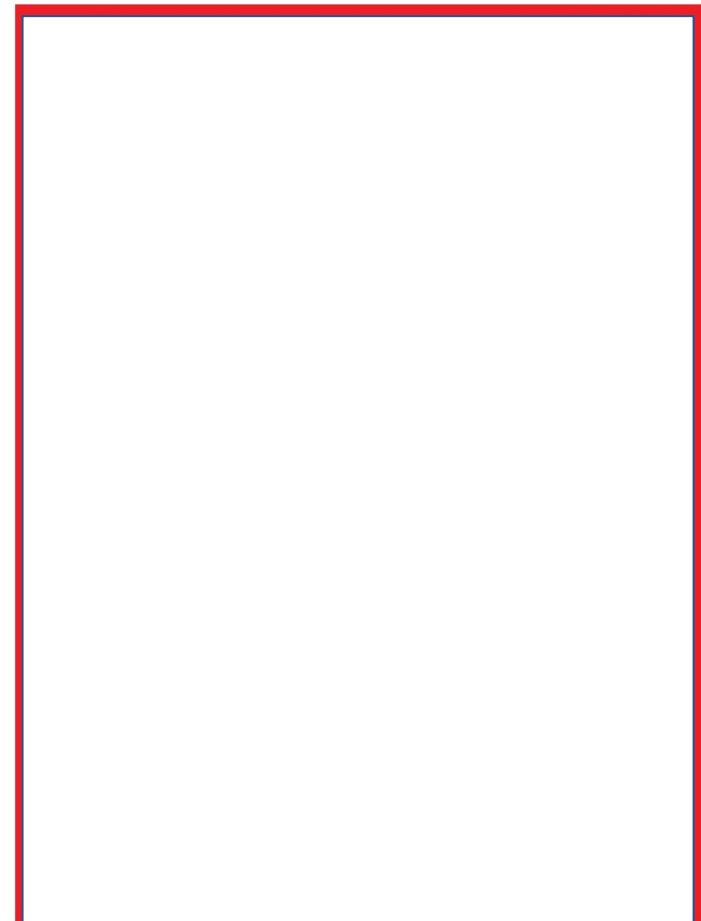
Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

<p>17</p> <p>Develop, implement and model effective problem solving and critical thinking skills</p> <p>EE LE MS HS</p>	<p>EU: Knowledge and personal experiences in the arts can be used to implement and model effective problem solving and critical thinking skills.</p> <p>EU: Societal, cultural and historical exposure and analysis in the arts can be used as a conduit to implement and model effective problem solving and critical thinking skills.</p> <p>EU: How artists synthesize their knowledge (personal, societal, cultural, ethical, and historical) has social impact.</p> <p>EQ: How does engagement in, and the analysis of, the arts develop problem solving and critical thinking skills?</p> <p>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?</p> <p>EQ: How can artists make art based on knowledge (personal, societal, cultural, ethical, and historical) to impact their social context?</p>
<p>18</p> <p>Identify the consequences associated with one's actions in order to make constructive choices</p> <p>EE LE MS HS</p>	
<p>19</p> <p>Evaluate personal, ethical, safety and civic impact of decisions</p> <p>EE LE MS HS</p>	





Currents, Watercolor And Colored Pencil, 2020



***“The currents in our worlds, oceans are
literally shifting as our climate changes.
But so too is the collective action we are
taking.”***

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

Lesson Outline 1: 2nd grade, Theatre

Arts Standard/Performance Expectation:	TH:Cr1.1.2.b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
Grade-Band SEL Competency:	Relationship Skills: Utilize "active listening" skills.
Student Learning Objective:	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.
Assessment:	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.
Enduring Understanding:	Theatre: Theatre artists rely on intuition, curiosity, and critical inquiry. Arts & SEL: Artists conceptualize and generate ideas and works in relation to others.
Essential Question:	Theatre: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? Arts & SEL: How do social skills, social norms, and maintaining healthy relationships influence the creative process?

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 answers to 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.

Source:
Heart of the
Arts Brief

August 2021

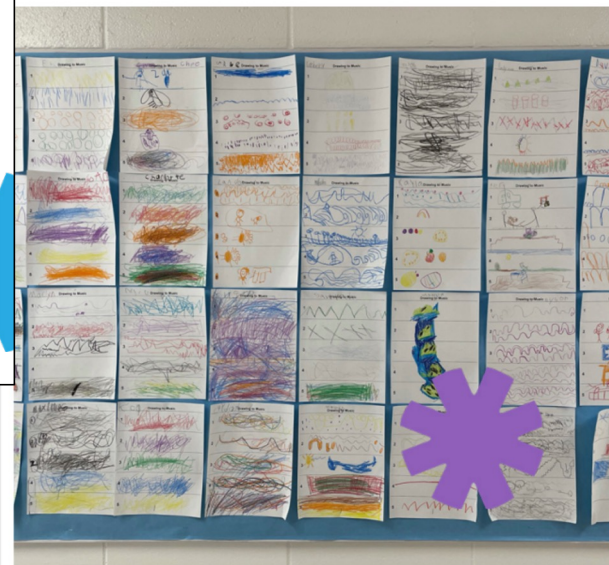
✿ Embedding SEL Into the Arts Classroom

One example of an SEL lesson that was planned ahead of time and linked to the Arts Education and SEL Framework can be found in the following plan. This lesson was inspired by a TeachRock lesson and can be found in its original state at: <https://teachrock.org/lesson/drawing-music-hearing-colors-seeing-sounds/>

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).

✿ Student Examples of Kinesthetic Drawings



EMBEDDING THE FRAMEWORK

GRADE BAND INDICATORS


Dance (HS Proficient): Connecting & Self-Management

Arts Standard/ Performance Expectation:	1.1.12prof.Cn10a - 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:	<p>Self-Management: Understand and practice strategies for managing one's own emotions, thoughts and behaviors High School</p> <ul style="list-style-type: none"> Differentiate 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:	<p>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.</p> <p>OR</p> <p>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.</p>
Assessment:	<p>Performance Task / Close Observation & Analysis: View and analyze the dance <i>Moat</i>, by Atlanta-based choreographer, George Staib (performed by his company <i>Staibdance</i>) to determine the ideas expressed by the choreographer about cultural identity, crossing borders, and experiences of assimilation.</p> <p>After viewing the work on Vimeo at http://www.staibdance.com/work#/moat/, write a brief (750 word) 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 choreographers positionality and/or that metaphorically represented the narrative.</p> <p>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).</p>
Enduring Understanding:	<p>EU: Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p> <p>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.</p>

Artistic Processes & Process Components/Practices

		DANCE	MUSIC	THEATRE	VISUAL ART	MEDIA ARTS
C R E A T E	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.	Creating: <ul style="list-style-type: none"> Explore Plan Revise 	Creating: <ul style="list-style-type: none"> Imagine Plan, Make Evaluate, Refine 	Creating: <ul style="list-style-type: none"> Imagine, Envision Plan, Construct Evaluate, Clarify, Realize 	Creating: <ul style="list-style-type: none"> Explore Investigate Reflect, Refine, Continue 	Creating: <ul style="list-style-type: none"> Conceive Develop Construct
P E R F O R M	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: <ul style="list-style-type: none"> Embody, Execute Express Present 	Performing: <ul style="list-style-type: none"> Rehearse, Evaluate, Refine Select, Analyze, Interpret Present 	Performing: <ul style="list-style-type: none"> Establish, Analyze Choose, Rehearse Share 	Performing: <ul style="list-style-type: none"> Select Analyze Share 	Performing: <ul style="list-style-type: none"> Integrate Practice Present
R E S P O N D	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: <ul style="list-style-type: none"> Analyze Critique Interpret 	Responding: <ul style="list-style-type: none"> Select, Analyze Evaluate Interpret 	Responding: <ul style="list-style-type: none"> Examine, Discern Critique Interpret 	Responding: <ul style="list-style-type: none"> Perceive Analyze Interpret 	Responding: <ul style="list-style-type: none"> Perceive Evaluate Interpret
C O N N E C T	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: <ul style="list-style-type: none"> Synthesize Relate 	Connecting: <ul style="list-style-type: none"> Interconnect 	Connecting: <ul style="list-style-type: none"> Incorporate Affect, Expand 	Connecting: <ul style="list-style-type: none"> Synthesize Relate 	Connecting: <ul style="list-style-type: none"> Synthesize 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.

The background of the slide features a series of stylized, colorful hands reaching upwards. The hands are rendered in a low-poly, geometric style with a color gradient ranging from dark green on the left, through yellow, orange, red, and purple, to light green on the right. They are positioned as if they are all reaching towards the center of the slide.

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)?

Reflection

STAY CONNECTED!



Skills & Practice to Activate Your Inspired Ideas!

You have the passion and the know-how to advance your arts education programs – you might just need more skills and hands-on practice to become the best champion you can be!

4-Part Workshop Series



Get the App. Stay Active!



Get Social!



@ARTSEDNJ

<https://artsednow.org/>

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:

<https://portal.njpsa.org/store/events/registration.aspx?event=PDS1657>



A graphic featuring a collection of stylized, colorful hands raised in a gesture of gratitude. The hands are rendered in a low-poly, geometric style with a variety of colors including shades of green, yellow, orange, red, pink, purple, and blue. They are arranged in a dense, overlapping cluster. A central purple banner with the text "THANK YOU!" in white, bold, sans-serif capital letters is superimposed over the hands.

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://artsedsel.org/wp-content/uploads/October-2021_HotA_Final-for-web.pdf

https://artsedsel.org/wp-content/uploads/AUGUST-2021_HotA_Final-for-Web.pdf

https://artsedsel.org/wp-content/uploads/JULY-2021_HotA_Final-for-Web.pdf

https://artsedsel.org/wp-content/uploads/JUNE-2021-HotA_Final-for-Web.pdf

https://artsedsel.org/wp-content/uploads/May-2021-HotA_Final-for-Web.pdf

<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://eames.com/en/house-of-cards>

<https://www.yanjep.org/artist/kate-marie-sclavi/>