Planning for Impactful Social Emotional Learning in Arts Education

WELCOME!
Please share your role and district or organization in the chat.

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Director of Programs and Partnerships, Center for Arts Education and Social Emotional Learning
kira@artsednj.org
Arts Ed NJ is a diverse group of statewide partners who believe in and advocate for the educational benefits and impact of the arts on student achievement and well-being.
SOCIAL & EMOTIONAL BENEFITS

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

Let’s Do More!

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

LETS EXPLORE

• ARTISTIC LITERACY/FLUENCY
• SEL GOALS
• ARTS ED SEL FRAMEWORK
• IN-PRACTICE
Think about where/when you feel a sense of belonging.

Select word(s) to describe that feeling and share in the chat.
SOCIAL & EMOTIONAL BENEFITS

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

- Collaboration
- Empathy
- Critical Thinking


Let's Do More!

ARTSEDNOW.org
LET’S EXPLORE

- ARTISTIC LITERACY/FLUENCY
- SEL GOALS
- ARTS ED SEL FRAMEWORK
- IN-PRACTICE
Key Components of an Arts-Rich School or District

1. Arts Disciplines Offered
2. Dedicated Space
3. Student Enrollment
4. Student Arts Teacher Ratio
5. Instructional Time
6. Course Offerings
7. Per Pupil Arts Spending
8. Grade Weighting
9. Standards Alignment
10. Assessments
11. Arts Goals & Strategic Planning
12. Arts Integration
13. Arts Supervisor
14. Professional Development
15. Cultural Engagement
16. Multi-Year Partnerships

http://artsednow.org/
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 Arts as Communication

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

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

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

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<tr>
<td>The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artwork that bring communities together.</td>
<td>Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.</td>
</tr>
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### The Arts as Culture, History, and Connectors

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

**ARTS ED NOW**

**VIEW THE DOCUMENTARY**
LET’S EXPLORE

- OPENING REFLECTION
- ARTISTIC LITERACY/FLUENCY
- SEL GOALS
- ARTS ED SEL FRAMEWORK
- IN-PRACTICE
The Center for Arts Education and Social Emotional Learning (ArtsEdSEL) is 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.
SUSTAINED STUDENT EMPOWERMENT

“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.”

“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
Volume 1, Issue 7
CASEL’s Theory of Action | Systemic SEL

**How?**

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

**What and Where?**

**Homes & Communities**
- Social Awareness
- Self-Awareness
- Social and Emotional Learning

**Classroom**
- Responsible Decision-Making
- Relationship Skills

**Schools**
- SEL Curriculum & Instruction
- Schoolwide Practices & Policies
- Family & Community Partnerships

**Why?**

**Student Outcomes**

<table>
<thead>
<tr>
<th>Short-Term</th>
<th>Intermediate</th>
<th>Long-Term</th>
</tr>
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<tbody>
<tr>
<td>Improved attitudes about self, others, and tasks</td>
<td>Positive Social Behaviors and Relationships</td>
<td>High School Graduation</td>
</tr>
<tr>
<td>Perceived classroom and school climate</td>
<td>Academic Success</td>
<td>College/Career Readiness</td>
</tr>
<tr>
<td></td>
<td>Fewer Conduct Problems</td>
<td>Safe Sexual Behaviors</td>
</tr>
<tr>
<td></td>
<td>Less Emotional Distress</td>
<td>Healthy Relationships</td>
</tr>
<tr>
<td></td>
<td>Less Drug Use</td>
<td>Mental Health</td>
</tr>
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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.
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*
IMPACTFUL IMPLEMENTATION

- Embedded
- Intentional
- Sustained
“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
Volume 1, Issue 3
SEL COMPETENCY BUILDING

SELF → IDENTITY
OTHERS → BELONGING
DECISIONS → AGENCY

Source:
Heart of the Arts Brief
Volume 1, Issue 2
“Social and emotional learning (SEL) means equipping ourselves to be whole people who have a healthy, functional awareness of ourselves (Identity) and meaningful connections to others that allow us to make positive contributions to our communities (Belonging), as well as have power over our lives (Agency).”
LET’S EXPLORE

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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
**Nineteen Sub-Competencies**

**Self-Awareness**
- Recognize one’s feelings and thoughts
- Recognize one’s own strengths, weaknesses, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

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**Eleven Anchor Standards**

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

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

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

**Connecting**
- Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
**ARTS EDUCATION AND SOCIAL EMOTIONAL LEARNING FRAMEWORK**

<table>
<thead>
<tr>
<th></th>
<th>CREATE</th>
<th>PERFORM/ PRESENT/PRODUCE</th>
<th>RESPOND</th>
<th>CONNECT</th>
</tr>
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<tbody>
<tr>
<td>01</td>
<td>SELF-AWARENESS</td>
<td>CR/SeA</td>
<td>PR/SeA</td>
<td>RE/SeA</td>
</tr>
<tr>
<td>02</td>
<td>SELF-MANAGEMENT</td>
<td>CR/SM</td>
<td>PR/SM</td>
<td>RE/SM</td>
</tr>
<tr>
<td>03</td>
<td>SOCIAL AWARENESS</td>
<td>CR/SoA</td>
<td>PR/SoA</td>
<td>RE/SoA</td>
</tr>
<tr>
<td>04</td>
<td>RELATIONSHIP SKILLS</td>
<td>CR/RS</td>
<td>PR/RS</td>
<td>RE/RS</td>
</tr>
<tr>
<td>05</td>
<td>RESPONSIBLE DECISION-MAKING</td>
<td>CR/RDM</td>
<td>PR/RDM</td>
<td>RE/RDM</td>
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*Look for natural connections!*
Welcome to ArtsEdSEL

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

Photo credit: Drexel Dance Ensemble, Johanna Austin, photographer

https://artsedsel.org/
LET’S EXPLORE

• OPENING REFLECTION

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• ARTS ED SEL FRAMEWORK

• IN-PRACTICE
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 Volume 1, Issue 4

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

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

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

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

Source: Heart of the Arts Brief
Volume 1, Issue 5

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).
• Activities

• Routines

• Identities/Shared Experiences

The following questions are ways to begin grounding sustained student empowerment:

What class activities will regularly allow students to incorporate their cultural identities into individual OR group content learning?

What routines will you use for students to regularly introduce and explore their own thoughts, interests and topics for group discussion in deeper ways?

How will the individual cultural identities and shared experiences be used to forge a shared community identity? How will art be used to do that? How will students lead that work?
The Heart of the Arts Collection One: Artistic SEL Foundations

• Artistic SEL deepens and enhances arts education processes and products.

• Artistic SEL provides tools to deepen connections between educators and students to activate creative learning experiences that center identity, agency, and belonging.

• Artistic SEL is not a prescribed curriculum.

• Artistic SEL must be organically embedded into arts education practices.

Download today!
https://artsedsel.org/
STAY CONNECTED!

Get Social!

https://artsednow.org/
Resources:

https://njartsstandards.org/

https://artsedsel.org/

https://selarts.org/


BEYOND THE BOUNDARIES Documentary:
https://www.youtube.com/watch?v=xzJO6wPEh_M
THANK YOU!