



# ArtsEdSEL

The Center for Arts Education  
and Social Emotional Learning

## THE HEART OF THE ARTS ARTICLE SERIES

### *Planning Artistic Social Emotional Learning: Embedded, Intentional, Sustained*

**Kira Rizzuto**

**Director of Programs and Partnerships**

Volume 1 \* Issue 3



## The vision of artistic social emotional learning (SEL)

championed by the Center for Arts Education and Social Emotional Learning (ArtsEdSEL) acknowledges the important role of arts educators in the design of learning experiences and welcoming learning environments that will empower student artists to develop both artistic and cultural competence. ArtsEdSEL maintains that arts education actively prepares students to better explore, understand, and contribute to the communities in which they live, offering vital pathways to develop agency to better navigate and shape our global society.



## Embracing Learning

Teaching and learning that embraces inquiry and reflection opens the door to self-discovery and authentic artistic investigations, which can sharpen the ability of student artists to explore identity, belonging, and agency in tangible ways.

Embedding SEL directly into learning experiences in the arts helps students to recognize the value of encountering a broad spectrum of cultural perspectives and differing viewpoints, which directly contribute to development of artistic literacy and fluency.



## Arts Activated

While social emotional learning may be implicit when students engage in the four artistic processes—**Create, Respond, Connect, Perform**—arts educators can become intentional about making the deep connections between arts education and social emotional learning **explicit** rather than implicit by invoking the principles of social emotional development and common vocabulary throughout their teaching practices. While developing social emotional competence is a lifelong pursuit for all learners, PreK-16 arts educators activate social emotional learning in distinct ways when choosing to embed opportunities for SEL directly into curriculum and instruction.<sup>1</sup>



## Creating Space

Artistic SEL creates space within arts education environments for learners to explore the social emotional terrain of their own lived experience more fully, so that students have a place to flourish and find expression for their authentic voice. Thoughtful implementation of artistic SEL prioritizes development of artistic literacy and fluency as well as students' social emotional development in complementary ways.



## 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

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

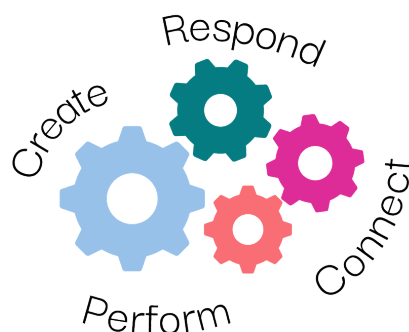
Sustained artistic SEL requires progressive, sequential, and regular artistic SEL facilitation in the arts classrooms that builds both artistic and social emotional competencies. When arts educators make instructional choices that model artistic SEL, their instruction reflects the value of social emotional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





### **ArtsEdSEL seeks to illuminate the intersection between arts education and social**

emotional learning, to facilitate the embedded, intentional, and sustained application of SEL-informed arts education.<sup>2</sup> The common vocabulary, essential questions, and enduring understandings articulated in the Arts Education and Social Emotional Learning Framework are central to the Center's work.<sup>3</sup> The Framework was created to provide arts educators with a resource to fully articulate natural connections between arts learning and social emotional learning, and is the result of careful consideration between all social emotional competencies and sub-competencies and the eleven anchor standards in the visual and performing arts<sup>4</sup>; it is a tool intended to assist educators as they embed SEL into curriculum and instruction, in support of culturally-relevant arts education practices that **center the needs of students**.



### **When embedded, intentional, and sustained, artistic SEL**

serves as a catalyst, enabling students to build knowledge and the artistic skills needed to create and respond to artwork, seek and make meaning, while exploring the five SEL competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making in the process. It is through the implementation of artistic SEL that arts educators throughout the PreK-16 spectrum can offer student artists safe and welcoming environments to develop the sense of identity, belonging, and agency needed to navigate the complexities of life they encounter daily. 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**.

### **The Center for Arts Education and Social Emotional Learning champions embedded,**

intentional, and sustained implementation of social emotional learning, recognizing that impactful artistic SEL has a positive impact on student well-being, which enriches arts classrooms, school buildings, families, and communities. Envision the many ways that student artists will thrive outside the arts classroom once they have experienced arts education as a touchstone for deeper learning. Artistic literacy and fluency informed by artistic SEL invites students to understand themselves, and others, as they seek and create meaning through the arts.



## Mission Statement

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.



### References

- 1 <https://artsedsel.org/wp-content/uploads/A-Vision-for-Social-Emotional-Learning-and-Arts-Education-Policy.pdf>
- 2 <https://artsedsel.org/>
- 3 [https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)
- 4 <https://selarts.org/>



**ArtsEdSEL**

The Center for Arts Education  
and Social Emotional Learning

Copyright © 2021 Arts Ed NJ  
All Rights Reserved.



WWW.ARTSEdSEL.ORG



@ARTSEdSEL



@ARTSEdSEL



@ARTSEdSEL