



Utilizing the Framework for Arts Education and Social Emotional Learning

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Why Standards

When teachers hear the word “standards” the typical response is that they are something mandated that has to be added retroactively to lesson plans to check off a box. The spirit of standards is much more than this. There is a difference between standards and curriculum.

* Essential Ingredients

Standards are the building code, curriculum is the design for the house. Standards are the ingredients in a recipe rather than the final meal. Standards are the rules of the game, rather than the strategy for succeeding at the game (Wiggins & McTighe, 2005). When teachers spend time with standards the box-checking becomes a road map to help provide a broad comprehensive education for students. The essential element is for teachers to adapt standards so that they are organically implemented into classroom culture. Behavior is what we do; culture is how we do it. The necessary step is determining HOW we embed standards into teaching.

* Arts Embedded

Another typical response to Social Emotional Learning from arts educators is “WE ALREADY

DO THIS.” The Center for Arts Education and Social Emotional Learning champions that arts education offers fertile ground to do this work; however, it must be embedded into curriculum, intentional, and sustained [see the June Heart of the Arts Brief (Rizzuto, 2021) for more information]. The Arts Education and Social Emotional Learning Framework was created to provide a resource for teachers to embed SEL into their instruction, intentionally. This set of standards gives teachers the language to deepen what is an invaluable part of the culture we create through arts education.

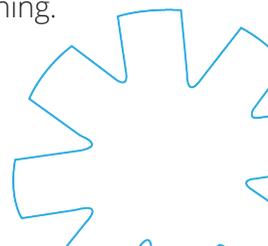
Introducing the Arts Education and Social Emotional Learning Framework

The Arts Education and Social and Emotional Learning Framework is designed to illuminate the intersection between arts education and social emotional learning to allow for the intentional application of appropriate teaching and learning strategies, with the overarching goal of enhancing arts education. Arts educators often address different aspects of SEL in their everyday practice either through individual or across multiple competencies

(self-awareness, self-management, social awareness, relationship skills, and responsible decision making). In some cases, these competencies are being addressed in an implicit way, without making explicit connections to the visual and performing arts standards. This Framework is the result of careful consideration of the synergistic connections between the five SEL competencies (CASEL) and the eleven anchor standards in the visual and performing arts (National Core Arts Standards).

* SEL Influence

This crosswalk culminates in the creation of enduring understandings and essential questions melding SEL and the arts. The essential questions (EQs) and enduring understandings (EUs) that resulted from a detailed crosswalk provide a clear understanding of these connections. The Framework provides arts educators a greater understanding of how SEL connects to and influences the artistic process. The Arts Education and Social and Emotional Learning Framework is designed to empower arts educators to intentionally embed social emotional learning.



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).



Navigating the Framework

There are multiple elements to the Arts Education and Social Emotional Learning Framework. Each component serves as a means to support the intentional, embedding of arts and SEL into student learning experiences.

Framework Elements:

ESSENTIAL QUESTIONS
Deep, overarching, open-ended questions guiding student learning.



ARTS PROCESSES

The way we make and learn about the arts. The four artistic processes are creating, performing/presenting/producing, connecting, and responding (National Core Arts Standards).

GRADE-BAND INDICATORS

SEL competencies and benchmarks articulated for each grade level.



ARTS ANCHOR STANDARDS

Specific demonstrations of artistic knowledge and skill. There are eleven anchor standards that crossover and connect the five arts disciplines (dance, media arts, music, theatre, visual arts).

ENDURING UNDERSTANDINGS

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.

SEL COMPETENCIES

Characteristics (i.e., knowledge, behaviors) that lead to social emotional success. The five SEL competencies are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL)



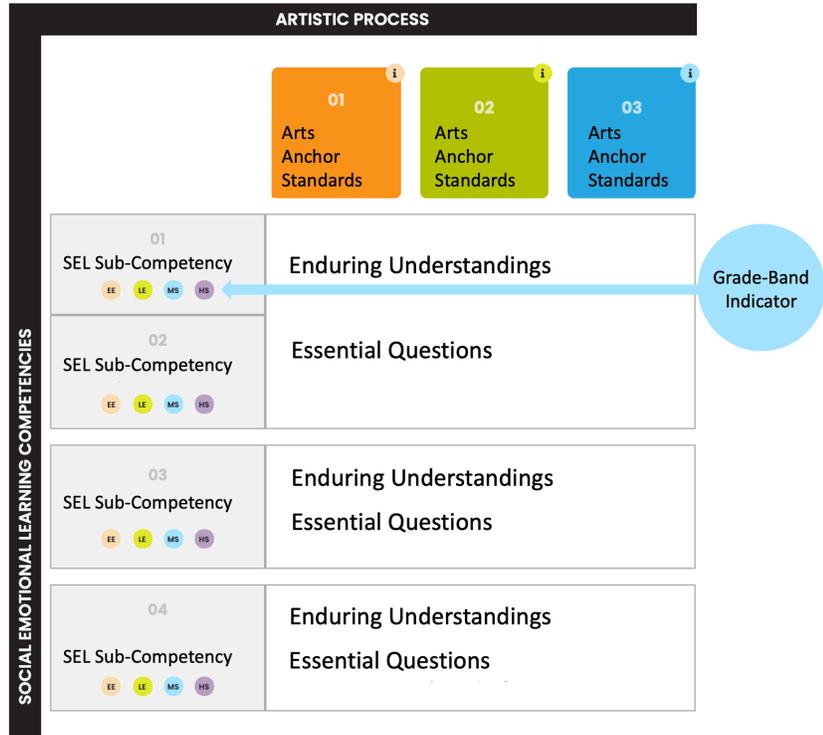
SEL SUB-COMPETENCIES

19 specific, learned abilities that are manifestations of the five SEL competencies.



Identifying Individual Standards

With many elements and entry points, navigating the Framework may seem overwhelming. Some teachers may find identifying individual standards to be of value. Teachers wishing to articulate a specific standard, can use this model. The ultimate goal of articulating a standard in the Framework is to identify the relevant enduring understanding and essential question.



Arts Process (create, perform, respond, connect)	SEL Competency (self-awareness, self-management, social awareness, relationship skills, responsible decision-making)	Arts Anchor Standard (1-11)	Sub-Competency (1-19)	Grade-Band (EE, LE, MS, HS)	EU (1-3)	EQ (1-2)	Discipline-Specific Performance Expectations (dance, media arts, music, theatre, visual arts)
Cr	SeA	1 (generate and conceptualize artistic ideas and works)	1 (recognize one's feelings and thoughts)	EE (early elementary)	2 (see below)	1 (see below)	
Pr	RDM	6 (convey meaning through the presentation of artistic work)	19 (evaluate personal, ethical, safety, and civic impact of decisions)	MS (middle school)	1 (see below)	2 (see below)	

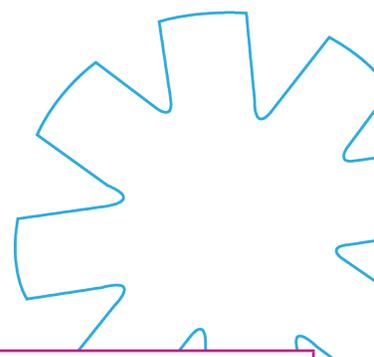
Cr/SeA.1.1.EE.2/1.: Recognizing the impact of one's feelings and thoughts on the creative process. How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?

Pr/RDM.6.19.MS.1/2.: Artists develop practices for decision-making that enable them to realize their creative work in constructive ways. How do the choices made in the process of preparing and performing/presenting/producing artistic work affect the intended impact of the audience?

Sample Lesson Plan Template Utilizing the Framework

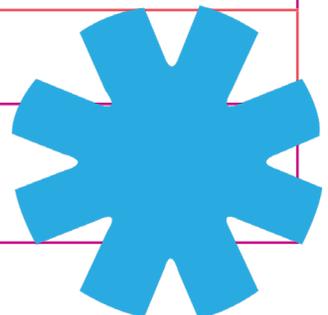
Lesson Outline 1: 2nd grade, Theatre

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?
Resources:	
Modifications:	
Learning Experience Sequence:	



Lesson Outline 2 - 8th grade, Media Arts

Arts Standard/Performance Expectation:	MA:Pr6.1.8.b. Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.
Grade-Band SEL Competency:	Responsible Decision-Making: Explain how to respond with empathy when making decisions in real-life and on the internet.
Student Learning Objective:	Students are learning to consider the feelings of their intended audience when developing media artworks. OR When developing artwork, I can consider the impact my art may have on the feelings of my intended audience.
Assessment:	Journal: Student reflections on how their decision-making process influenced their artistic process. AND Performance Task: Drafts of various iterations of the artwork that demonstrate how altering specific elements may impact the audience.
Enduring Understanding:	Media Arts: Media artists purposefully present, share, and distribute media artworks for various contexts. Arts & SEL: Artists develop practices for decision-making that enable them to realize their creative work in constructive ways.
Essential Question:	Media Arts: How does time, place, audience, and context affect presenting or performing choices for media artworks? Arts & SEL: How do the choices made in the process of preparing and performing/presenting/producing artistic work affect the intended impact of the audience?
Resources:	
Modifications:	
Learning Experience Sequence:	



The Journey Embedding the Framework into Practice

With so many moving parts and places to start, embedding the Framework into practice may seem daunting. It is important to remember that many educators are already doing this work, the key is ensuring that it is being done intentionally and authentically.

Identify

It may be helpful to begin by thinking about what social emotional competencies and/or skills would be most beneficial to the students under the given circumstances. Where do they need the most support and guidance with their social emotional development? Once an area or areas to focus on for SEL have been identified, next examine the arts curriculum. Where are natural intersections between the arts learning and social emotional development? From there, use the Framework to illuminate that intersection and dig deeper in order to create meaningful learning experiences.

Student Needs

For example, identify that students need assistance with communicating effectively in peer groups. Knowing that, look at the curriculum for opportunities that provide space for students to collaborate and communicate. This may be a unit that sees students working together toward a common goal (e.g., a community art project, a theatre or dance performance, a group composition) or lessons that facilitate students exploring and

responding to (e.g., perceiving, analysing, interpreting, evaluating) works of art.

Guide the Learning

For the unit on performing, reference the Framework (starting with the intersection of Performing and Relationship Skills) and use the essential question (“How can an artist’s relationship with others impact the performance/presentation/production of artistic works?”) to guide the learning. Instead of focusing solely on the production or end result (as would be the case if only the arts standards are driving the learning), the learning expands to intentionally incorporate SEL, specifically relationships. Thereby helping students develop their communication and collaboration skills while also expanding their understanding of the artistic process of performing.

Assessing Art

To elaborate on the example of responding to works of art with an SEL lens, reference the Framework (starting at the intersection of Responding and Relationship Skills) and decide to use the enduring understanding (“Artists rely on feedback and critique from others in response to an artistic work.”) to inform the learning experience. Focusing on this enduring understanding may help students consider how assessing works of art can impact the artistic process of creating.

Feedback

This may look like the group collaborating to establish norms for effective communication and rules of engagement for critique, and then applying them to a discourse while examining works of art. Students can then use the feedback to shape their own artistic choices. As opposed to a discussion focused solely on looking at works of art on technical or expressive merit, intentionally adding the SEL component makes the learning experience richer and more meaningful.

Beneficial Tool

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. There are many right ways for educators to engage with the Framework to benefit their students. Exploration and getting to know the Framework will help make it organic to individual teaching styles and contexts. Stay tuned for next month’s Heart of the Arts Brief where Shawna Longo and Scott Edgar discuss how to implement the Framework at a classroom level.



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



Introduction to 2020 New Jersey Student Learning Standards-Visual and Performing Arts: https://njartsstandards.org/sites/default/files/2020-06/NJSLS_VPA_INTRODUCTION.pdf

National Core Arts Standards (NCAS): <https://www.nationalartsstandards.org/>

The Arts Education and Social Emotional Learning Framework: <https://selarts.org/?reqp=1&reqr>

The Collaborative for Academic Social Emotional Learning Core Competencies (The CASEL 5): <https://casel.org/sel-framework/>

Rizzuto, K. (2021). Planning artistic Social Emotional Learning: Embedded, intentional, sustained. ArtsEdSEL Heart of the Arts, June. https://artsedSEL.org/wp-content/uploads/JUNE-2021-HeartA_Final-for-Web.pdf.

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