

Connecting The Arts to Social Emotional Learning



"Divine Adolescence"
By Yoni Rodriguez, 2010



"Fiery Woman"
By Hannah R. Bombardner, 2020



"Hope"
by S. Holliday, 2016

Student artwork is from the Superintendent's Annual High School Art Show

Social Emotional Learning (SEL) is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life.¹

The purpose of this document is to promote the idea that SEL is best learned and developed by integrating SEL skills into content area learning. The Arts are uniquely positioned to support social emotional learning as SEL Standards are inherent to both arts content and pedagogy.

This document provides each of the six SEL Standards with a corresponding *Arts SEL Statement* that synthesizes the published [SEL Standards, Benchmarks, and Indicators](#)²; and The Arts anchor standards.³ The Arts SEL Statements are designed to support educators in connecting SEL standards to [teaching and learning in The Arts](#). While Arts learning is often embedded into a course that is graded, the development of students' SEL skills *should not* be graded.

This document was developed by educators from the Washington Arts Education Collaborative with review and input from the [Washington State Social Emotional Learning Advisory Committee](#) to support learning and teaching of The Arts.

References from the OSPI website:

¹<https://www.k12.wa.us/student-success/resources-subject-area/social-emotional-learning-sel>

²SEL Standards, Benchmarks, and Indicators can be found in Appendix D
<https://www.k12.wa.us/sites/default/files/public/studentsupport/sel/pubdocs/Standards%2C%20Benchmarks%20Indicators%20-%20creative%20commons.pdf>

³The K-12 Arts Learning Standards are available at <https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards>



SELF-AWARENESS

SEL Standard 1: Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

Arts SEL Statement 1: The Arts support students in developing *self-awareness* by providing space, practice and supports for self-expression and self-reflection including conscious and intentional naming, and seeking to understand the thoughts and feelings that the creative process evokes.

- The creative process can create vulnerability for the student and make areas of growth highly visible.
- Centering student voices provides a constructive outlet for them to identify and express their emotions, strengths, and areas of growth.
- A safe Arts classroom encourages risk-taking and emboldens students to seek support and resources from teachers and peers.

Related Arts Anchor Standards: Creating 2, Responding 7 & Connecting 10

SELF-MANAGEMENT

SEL Standard 2: Individual has the ability to regulate emotions, thoughts, and behaviors.

Arts SEL Statement 2: The Arts support students in developing *self-management* through the exploration and application of new artistic skills.

- Students in The Arts must navigate an array of challenging emotions and/or thinking; through practice/rehearsal they learn alternative thought patterns that reflect a growth mindset.
- The process of making Art teaches students strategies for self-reflection and provides opportunities for thinking about who they are and who they want to be.
- Practice in The Arts builds students' confidence to express complex ideas that stem from feelings and emotions and strengthens resiliency.

Related Arts Anchor Standards: Creating 3, Performing/Presenting/Producing 5, & Connecting 10

SELF-EFFICACY

SEL Standard 3: Individual has the ability to motivate themselves, persevere, and see themselves as capable.

Arts SEL Statement 3: The Arts support students in developing *self-efficacy* through project-based learning that supports their interests, passions, and choices across multiple disciplines.

- The performance and/or exhibition aspect of The Arts encourages perseverance and striving for excellence as an individual or as part of a group.
- The process of project-based learning promotes critical self-reflection and generates products that students can identify as the result of their content knowledge and skills, reinforcing their developing understanding of self and self-efficacy.
- Students develop their own ideas in Arts projects, providing opportunities to practice taking initiative, being courageous, and demonstrating personal and collective agency.

Related Arts Anchor Standards: Presenting 4,5,6 & Connecting 10,11

SOCIAL-AWARENESS

SEL Standard 4: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

Arts SEL Statement 4: The Arts support students in developing *social awareness* through intentional interaction with, and analysis of, Art representing diverse ideas and understandings of society, culture, and history.

- Exploring a range of cultures expands world view, nurtures the ability to inhabit different perspectives, and develops empathy.
- The growth of students' social awareness through The Arts amplifies traditionally marginalized voices and students' understanding of diversity, equity, justice, and the role of Art in all cultures from the past to the present.

Related Arts Anchor Standards: Responding 7, 8, 9 & Connecting 10, 11

SOCIAL-MANAGEMENT

SEL Standard 5: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

Arts SEL Statement 5: The Arts support students in developing *social management* through project-based learning which fosters collaboration, communication skills, and opportunities to resolve conflict.

- Further engagement with, and discussion of, different points of view can model management of interpersonal skills and communication.
- The Arts create intentional experiences for students to express their own voice while collaborating with others.

Connecting Arts Anchor Standards: Creating 1, 2, 3 & Connecting 10, 11

SOCIAL-ENGAGEMENT

SEL Standard 6: Individual has the ability to consider others and show a desire to contribute to the well-being of school and community.

Arts SEL Statement 6: The Arts support students in developing *social engagement* through experiences that connect and contribute to the well-being of the self and others.

- When students study The Arts, they share in the storied lives of artists and anyone who engages with their work.
- Participating in The Arts is a form of social engagement where cultural expressions are shared to enhance awareness and celebrate diversity.
- Sharing the Arts through performances/productions/presentations gives students the direct experience of contributing to the well-being of others and enriching their communities.
- Participation in The Arts provides students the opportunity to reflect on their role to promote personal, family, and community well-being, and to identify solutions for personal and social problems.

Related Arts Anchor Standards: Connecting 10, 11

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Washington’s Pre-K-12 Anchor Standards*

	Creating	Performing/Presenting/ Producing	Responding	Connecting
Artistic Process	Conceiving and developing new artistic ideas and work.	Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
Anchor Standards	<ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. 	<ol style="list-style-type: none"> 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.

*Washington adopted the National Core Arts Standards as the Washington State K–12 Arts Learning Standards: www.nationalartsstandards.org/

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