

NATIONAL CORE ARTS STANDARDS

NCAS
National Coalition for
Arts Standards



N2KN: Need to Know Now

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The Arts & Social & Emotional Learning

The Arts and Social and Emotional Learning

There is a symbiotic relationship between the arts and Social Emotional Learning (SEL). Equitable access to learning in dance, music, theatre, visual art, and media arts for all children is essential in an increasingly complex world, taught by certified professionals in partnership with community service providers. Social emotional teaching and learning, seamlessly aligned with the artistic processes of Creating, Performing, Responding, and Connecting is an inherent and foundational cornerstone of the National Core Arts Standards. By extension, there is a growing clarion call for the inclusion of integrated arts and social emotional learning in Americas' schools as a means of fostering a welcoming, inclusive school environment that supports the well-being of students and teachers' and provides entrée to culturally relevant instruction.

Why It Matters to You

The arts are, and continue to be, a critical conduit for social and emotional learning. The arts provide students with the skills to confront challenges, build resilience and demonstrate empathy for others, effectively bringing to life the social and emotional learning constructs of **self awareness, social awareness, self management, responsible decision making and relationship skills**. Broad SEL instruction often takes the form of reflection, discussion, and lecture; however when not planned as carefully as we plan other lesson outcomes, students can view this as formulaic and scripted, and it will have very little impact. To be effective, it is especially important for arts and SEL integrated instruction to be *intentionally* embedded within the curriculum, especially in times of trauma.

Things to Consider

- Social and emotional learning should be purposefully planned and implemented in regular and remote classrooms.
- Special consideration needs to be given to ways in which the arts bridge social emotional competencies and artistic literacy and fluency.
- Additional and ongoing professional learning is necessary to maximize the synapses between the arts and social emotional learning.
- Effective integrated arts and social and emotional teaching and learning demands a safe and welcoming environment based on relational trust.
- Participation in the arts creates the environment that promotes trust and engagement, which stimulates creativity and flow in a socially responsive manner.

Reflection Questions

- What does it look like to intentionally teach Social and Emotional Learning (SEL) skills?
- How do we help students learn to apply Social & Emotional Learning to their lives through the arts?
- How can including Social and Emotional constructs in arts learning support students in processing their world?

- How can students do better through a focus on the arts and social and emotional learning?
- How can professional learning in the application of Social and Emotional Learning constructs help improve instruction?
- How does SEL support self-reflection and reflective instructional practice?

Resources for Attending to Access

The central purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Every student should have access to instruction in all art forms, which should be represented within the curricula of every school across the nation, and students should develop competence in all four Artistic Processes through instruction in each art form. [Opportunity to Learn standards](#) help encourage equitable delivery of arts education by outlining the resources necessary for students to succeed, illustrating a continuum of programming, allowing for program review, and articulating the basis for a comprehensive arts education.

In addition, the National Core Arts Standards website provides guidance on attending to the instructional needs of all learners with resources for teaching [exceptional children](#). Additional resources may be found on the The National Association for Gifted Children website; which offers a [Position Statement](#) on Arts Education for Gifted and Talented Students.

Recommended Actions You Can Take

- Intentionally embed SEL within the curriculum.
- Seek opportunities to include reflection and reflective practice within instruction.
- Establish a trusting environment which models active listening.
- Create and promote environments that honor differences and embrace commonalities.
- Provide opportunities for students to confront challenges, build resilience and demonstrate empathy for others.
- Leverage the synergistic relationship between the arts and SEL to build equitable, inclusive communities.

“Seek first to understand then to be understood” -

**Stephen Covey,
Seven Habits of
Highly Effective
People**

Links

Arts Education is Essential: A Unified Statement

https://www.nationalartsstandards.org/sites/default/files/Arts_Education_Is_Essential.pdf

Educational Theatre Association Resources

[Theatre Educator Pro: Social And Emotional Learning And Teaching Theatre](#)

National Art Education Association - SEL Remote Learning Kit

<https://www.arteducators.org/learn-tools/articles/643-social-emotional-learning-sel-remote-learning>

National Association for Music Education - Music and SEL

<https://nafme.org/wp-content/uploads/2020/05/NAfME-SEL-Brochure-May-2020.pdf>

State Education Agency Directors of Arts Education Social & Emotional Learning Resources

<https://drive.google.com/file/d/1XviGJMzmX1qJFzJhpk7G5Z6XLxPJWvLV/view?usp=sharing>

Arizona- SEL Competencies

<https://www.azed.gov/standards-practices/standards-and-competencies>

Collaborative for Academic Social and Emotional Learning

<https://casel.org/>

Indiana SEL Competencies

<https://www.doe.in.gov/sites/default/files/sebw/sel-competencies-final.pdf>

Maryland- MSDE Fine Arts Office, SEL resources and tools:

<https://padlet.com/AlysiaLee/jq7i8dsboodx7mes>

National Association for the Education of Young Children-

<https://www.naeyc.org/resources/topics/social-and-emotional-development>

New Jersey Department of Education SEL Resources

www.njartsstandards.org

North Carolina / Making Lemonade; Content Specific Arts PLCs.

<https://sites.google.com/dpi.nc.gov/artseducation/webinar-archive#h.tjrfetmt2su>

New Zealand's Toolkit for Returning to Schools

<https://www.teritotoi.org/>

SEL Virtual Strategies

https://dpi.wi.gov/sites/default/files/imce/fine-arts/Sept_2020.pdf

Social & Emotional Learning Alliance

www.SEL4us.com

Wisconsin Social Emotional Learning-

<https://dpi.wi.gov/sspw/mental-health/social-emotional-learning>