Social-Emotional Learning through the Arts:

Demonstrating the Alignment of the Maryland State Fine Arts Standards, Professional Learning Priorities, and Arts Experiences

A COLLABORATIVE DOCUMENT FROM THE NETWORK OF FINE ARTS SUPERVISORS OF MARYLAND PUBLIC SCHOOLS

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EXECUTIVE SUMMARY

Key Learnings

Due to the impact of COVID-19 and recovery, we anticipate social-emotional learning (SEL) to emerge as a priority for Maryland public schools to meet the needs of students, staff, and communities.

SEL is the process, according to Collaborative for Academic, Social, and Emotional Learning (CASEL), through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Arts-learning develops SEL competencies. With intention and support, educators can target and improve SEL competence for entire school communities. Integrating SEL into arts education programming and integrating the arts into non-arts subjects are researched strategies to impact positive student outcomes, improve school climate and promote student achievement.

Arts Are Essential in Maryland

Arts education is part of a well-rounded education for all Maryland students as supported by state regulations. All students must have access to an equitable delivery of arts education that includes dance, media arts, music, theatre, and visual art. When taught by certified professional arts educators in partnership with community arts providers, students' educational, social, and emotional well-being is supported. Arts education is a critical component in establishing and maintaining a caring and welcoming school community and brave space classrooms. Read the full unified statement of support for arts education with endorsements from national arts partners.

SEL is Critical

"There is an understanding that education as we know it today will be changed tremendously in numerous unprecedented ways. It is incumbent upon educational leaders to begin taking concrete steps to restore, reconstruct, and re-design education as we know it today. The COVID-19 pandemic has in many ways changed our educational, economic, societal, and everyday way of life. As a result, we are now faced with an extraordinary challenge that will require the deployment of our individual and collective expertise to address the needs of students, families, staff, faculty, and school communities."
Maryland Together, MSDE

Due to the impact of the uncertainties of our times, research states SEL will be critical to "re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning." All arts education stakeholders will need to work collaboratively to build caring and welcoming learning communities where all students and adults can develop SEL competencies, heal, feel valued, and achieve success.

MSDE Fine Arts Office Professional Learning Framework Builds SEL

Investing in professional learning for educators, as outlined in the Professional Learning Framework of the MSDE Fine Arts Office, supports educators in providing culturally-relevant, standards-aligned instruction with a foundational focus on the 4Cs of 21st Century Learning Skills. When educators build competence to use The Creative Process Map, understand Perception, build Artist Communities, and assume a Facilitator Role, communication, collaboration, critical thinking, and creativity increases in their classrooms. The 4Cs are directly linked to the five SEL competencies through intentional action, reflection, and contribution activities of arts learning experiences. See the Professional Learning Framework/SEL Crosswalk on page 9.

Research-Based Strategy

Recent research reports that arts learning address and develops SEL competencies. With intention and support, arts educators can target and improve SEL competence and improve school climates. Additionally, research supports arts integration as a best practice to positively develop well-being, academic progress, and engagement of students across all grade bands.

Using the Creative Process to Develop this Report

The Creative Process Map is a logic model designed to guide students, artists, and communities in creative problem-solving. The committee members agreed to use the Map to organize the collective project development and infuse the process with collaboration, communication, critical thinking, and creativity. The visual research notes from contributor, Michael Bell of Queen Anne's County Public School demonstrates the high-level of critical thinking, collaboration, communication and creativity of the committee.

How to Use this Document

All arts education stakeholders can engage with this document. This includes arts educators, non-arts educators, community teaching artists, arts organizations, out-of-school time partners, funders, central office staff, school personnel, families, and students.

The document divides into three sections. The first section, Crosswalks I, establishes the alignment of the Professional Learning Framework of the MSDE Fine Arts Office with SEL competence. It also outlines the newly developed professional learning priorities of the MSDE Fine Arts Office. The priority areas guided the launch of the popular M:BRACE series and the 2020 Summer Studio offerings. The second section, Crosswalks II, shows the alignment of the Maryland State Fine Arts Standards to SEL competence. The third section, Crosswalks III, demonstrates the alignments of action, reflection, and contribution experience in arts learning spaces. Each arts discipline is represented in various modalities, including arts education, arts integration, in-person learning, distance learning, and elementary and secondary options.

CROSSWALKS I
Professional Learning

Arts-learning develops SEL competencies. With intention and support, educators can target and improve SEL competence for entire school communities.

Investing in the professional learning opportunities for Maryland educators is an excellent strategy to impact positive student outcomes, improve school climate, and promote student achievement.

CROSSWALKS I: Professional Learning
Professional Learning Framework of the MSDE Fine Arts Office

The Creative Process Map

When educators operationalize the Maryland State Fine Arts Standards with The Creative Process Map by centering critical and creative orientations, big ideas, dynamic assessments, aesthetic repertoires, and integrating other content areas, students' critical thinking increases…with intentional action, reflection, and contribution arts experiences, students build Responsible Decision-Making competence.
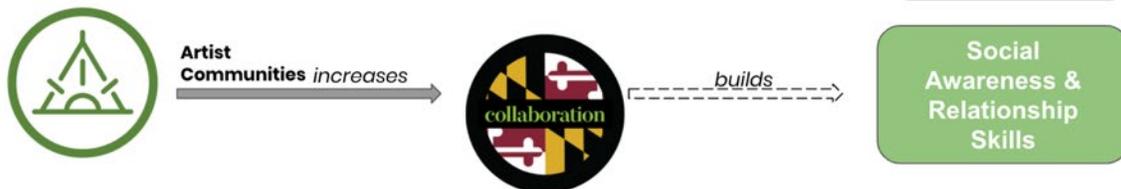
Perception

When educators develop habits and skills to address their personal aptitudes, gaps, and views by centering metacognition, reflection, social-emotional learning, differentiation, and inclusive representations, students' communication skills increase…with intentional action, reflection, and contribution arts experiences, students build Self-Awareness and Self-Management.

Facilitator Role

When educators encourage the release of responsibility to students by centering routines and rituals, pacing, the Artist Habits of Mind, managing interruptions and conflict, setting norms, and high expectations, their students' creativity increases…with intentional action, reflection, and contribution arts experiences, students, staff, and family benefit from the full integration of SEL Classroom and Schoolwide practices.

Artist Communities

When educators empower youth as artists and collaborators by centering student voice and agency, collaborative learning structures, community engagement, and building relationships, students' collaboration skills o increase…with intentional action, reflection, and contribution arts experiences, students build Social Awareness and Relationship Skills competence.

To view the full Professional Learning Framework, click here.

Recommendations for Professional Learning Priorities

*SUPPORT STUDENT WELL-BEING, SOCIAL-EMOTIONAL LEARNING,
AND CULTURALLY RESPONSIVE ARTS EDUCATION*

Due to the impact of the global pandemic and the uprisings across the world, professional learning that centers student wellbeing, increases student, staff, and community SEL competence, and presents pedagogy that is culturally responsive is critical across all academic content areas. The committee recommends the following key professional learning priorities:

#1: Explicit Instruction on Mental Health, SEL, Anti-Bias Pedagogy, and Culturally-Responsive Arts Education	Opportunities to gain an understanding of trauma, healing, and loss in addition to Adult SEL. American Academy of Pediatrics recommends "training on how to talk to and support children during a pandemic and principles of psychological first aid" for all school staff. Maintain or develop professional learning opportunities for arts educators to explore creative, teaching, and learning practices that keep them open, curious, and reflective. Build interstate professional learning communities to deepen understanding and practice of the Social Justice standards and culturally-responsive arts education.
#2: Integrations with Curriculum	**Arts Integration for Non-Arts Educators** The collaborative process of implementing The Creative Process and Artist Habits of Mind across multiple contents and disciplines to build creative and critical orientations, investigate authentic problems, deepen conceptual understandings, and elevate the role of innovation, engagement, and student voice in teaching and learning.' **SEL Integration for All** Investigating the action, reflection, and contribution activities that build SEL competencies.
#3 Key Teaching and Learning Strategies from the MSDE Fine Arts Office Professional Learning Framework	Developing teaching practices that build perception, classroom communities, the facilitator role of educators, and critical thinking processes. Examples include, but are not limited to: • Leveraging relevance and intrinsic motivation with Big Ideas, • Formative Assessment, • Student Voice and Agency, • Collaborative Learning Structures, and • Building Relationships.
#4 Leveraging the Arts to Build Connections	Employing the arts in support of schoolwide continuity of learning and recovery priorities, new school routines and procedures, milestone celebrations, and exchanges with the community.

CROSSWALKS II

Maryland State
Fine Arts Standards

The Maryland State Fine Arts Standards are framed by four distinct processes (creating, performing/producing/presenting, responding, and connecting).

The State Standards of the five arts disciplines (dance, media arts, music, theatre, and visual art) align with the National Core Arts Standards for the four Artistic Processes, eleven Anchor Standards, Enduring Understandings, and Essential Questions. The remaining sections of the standards explain the indicators and expectations for each Anchor Standard organized by Grade Band.

These crosswalks align the related skills of the five SEL competencies as identified by CASEL with the shared Anchor Standards of the five arts education disciplines.

CROSSWALKS II: Maryland State Fine Arts Standards

According to Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL Competency: Self-Awareness
The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-Awareness	Maryland State Fine Arts Standards
Identifying Emotions	Anchor Standard #8. Interpret intent and meaning in artistic work.
Accurate Self-Perception	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Recognizing Strengths	Anchor Standard #4. Select, analyze, and interpret artistic work for presentation.
Self-confidence	Anchor Standard #6. Convey meaning through the presentation of artistic work.
Self-efficacy	Anchor Standard #9. Apply criteria to evaluate artistic work.

SEL Competency: Self-Management

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Self-Management	Maryland State Fine Arts Standards
Impulse Control	Anchor Standard #3. Refine and complete artistic work.
Stress management	Anchor Standard #1. Generate and conceptualize artistic ideas and work.
Self-Discipline	Anchor Standard #5. Develop and refine artistic techniques and work for presentation.
Self-Motivation	Anchor Standard #4. Select, analyze and interpret artistic work for presentation.
Goal Setting	Anchor Standard #9. Apply criteria to evaluate artistic work.
Organizational Skills	Anchor Standard #2. Organize and develop artistic ideas and work.

SEL Competency: Social Awareness
The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Social Awareness	Maryland State Fine Arts Standards
Perspective-taking	Anchor Standard #8. Interpret intent and meaning in artistic work.
Empathy	Anchor Standard #6. Convey meaning through the presentation of artistic work.
Appreciating diversity	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Respect for others	Anchor Standard #9. Apply criteria to evaluate artistic work.

SEL Competency: Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Relationship Skills	Maryland State Fine Arts Standards
Communication	Anchor Standard #6. Convey meaning through the presentation of artistic work.
Social Engagement	Anchor Standard #4. Select, analyze and interpret artistic work for presentation.
Relationship-building	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Teamwork	Anchor Standard #5. Develop and refine artistic techniques and work for presentation.

SEL Competency: Responsible-decision making

The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Responsible-decision making	Maryland State Fine Arts Standards
Identifying problems	Anchor Standard #1. Generate and conceptualize artistic ideas and work.
Analyzing situations	Anchor Standard #2. Organize and develop artistic ideas and work.
Solving problems	Anchor Standard #3. Refine and complete artistic work.
Evaluating	Anchor Standard #9. Apply criteria to evaluate artistic work.
Reflecting	Anchor Standard #3. Refine and complete artistic work.
Ethical responsibility	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CROSSWALKS III

Arts Experiences

Arts learning builds SEL competence. Arts-learning develops SEL competencies. With intention and support, educators can target and improve SEL competence for entire school communities.

In creative classrooms students and teachers build SEL competence through the processes of creating, presenting/performing/producing, responding and connecting.

These crosswalks align the five SEL competencies as identified by CASEL with specific elementary and secondary arts experiences from Maryland's classrooms.

DANCE

Overview

Dance is an art form that uses movement to communicate meaning about the human experience.

Education in the art of dance develops the knowledge and skills required to create, perform, and understand movement as a means of artistic communication. A comprehensive dance education includes improvisation, technique, choreography, performance, observation, and analysis.

DANCE, Overview

Arts Experiences in *Dance, P-12*

Action
- Personal and collaborative group goal setting
- Identifying personal success criteria
- Perform choreography, complete or incomplete, for feedback

Reflection
- Self-assessment in aesthetic and expressive decision-making
- Time management and decision-making skills

Contribution
- Sharing student voice to convey personal feelings and experiences with the community
- Demonstrate acceptance and respect for others' ideas and feelings

Elementary Dance Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Express individual ideas and feelings through the creative process.	Foster an environment that allows students to recognize their strengths and build self-confidence.
Self-Management	Set goals and demonstrate self-motivation and self-discipline as they work towards project completion.	Guide students through goal-setting and provide opportunities for checkpoints and formative assessment.
Responsible Decision-Making	Make choices that are respectful and safe for others.	Monitor and guide students to make decisions that foster well-being for all.
Relationship Skills	Share ideas with others; students learn acceptance, respect, teamwork and cooperation.	Create a brave space for self-expression, as well as develop a sense of community within the classroom.
Social Awareness	Develop and demonstrate empathy for others during the compositional process.	Develop a classroom culture of respect and value for students' diverse backgrounds.

DANCE

Elementary

Dance is an art form that uses movement to communicate meaning about the human experience.

All forms of dance can play an important role in fostering social and emotional development in students. Dance provides students with opportunities for creative expression, effective communication, self-regulation, acceptance of others and self-awareness/self-confidence.

Dance, Elementary

COMMUNICATING BIG IDEAS THROUGH STEP DANCE

This lesson combines prior knowledge of step dance (percussive, highly-energetic art form first developed through the song and dance rituals performed by African-American fraternities and sororities.) and the creative process of communicating a Big Idea and theme. As a class, students choose a Big Idea to explore in their step dance. On their own, students create an 8-count step phrase and teach it to the class to create a whole dance. Students also use communication skills to teach their original patterns to the whole group. (Dance, Anchor Standard 3, E:3-5:1)

Arts Experiences in *Elementary Dance*

Action   • Students set goals and Success Criteria.   • Movement creation within guidelines.   • Teaching others.
Reflection   • Self-assessment of personal 'stretch and explore' goals.   • Reflection of individual and group work.   • Assessment of effectiveness to convey the Big Idea.
Contribution   • Adding student voice to the classroom community.   • Offering aesthetic preferences in dance technique/skills to the classroom community.   • Students lead younger students to create a complete collaborative performance that demonstrates empathy, respect, and value for others' ideas.

Elementary Dance Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Use movement and the dance compositional process to express individual ideas and feelings and a feeling of self-confidence.	Foster an environment that allows students to recognize their strengths and build self-confidence.
Self-Management	Set goals and demonstrate self-motivation and self-discipline as they work towards project completion.	Provide a timeline and checkpoints for students to maintain progress towards project completion.
Responsible Decision-Making	Reflect and evaluate the effectiveness of their choreography when instructing others in the class. Students will make choices that are safe for others.	Monitor and guide students to make decisions that foster well-being for all.
Relationship Skills	Share ideas with others; students learn acceptance, respect, teamwork and cooperation.	Create a safe space for self-expression, as well as develop a sense of community within the classroom.
Social Awareness	Develop empathy, which is key to building healthy relationships with others.	Develop a classroom culture of respect and value for students' cultural traditions.

DANCE

Secondary

Dance is an art form that uses movement to communicate meaning about the human experience.

Through movement and the dance compositional process, students can learn acceptance, respect, teamwork and cooperation - skills that are important in the social and emotional growth of young citizens. By extension, students also develop empathy, which is the key to building healthy relationships with others.

Dance, Secondary

CHOREOGRAPHY TO NARRATE LIFE

This lesson combines two performing arts disciplines (music and dance) to support student performers in developing vulnerability on stage. Students compile a list of songs to narrate an important moment in their lives. The student-generated playlist will serve as the inspiration for **creating** movement. Although the piece needs to be contemporary in form, all dance styles are welcomed throughout the large work. Students can opt to perform for the instructor only or share the composition (and the significant moment) with their classmates. (Dance, Anchor Standard 10, E:6-8)

Arts Experiences in *Secondary Dance*

<u>Action</u> • Goal setting and personal song selection. • Compositional and Rehearsal Processes. • Performance.
<u>Reflection</u> • Self-assessment of decision making and time management. • How does the dance express the self?
<u>Contribution</u> • Adding student voice to share personal experiences with the community through aesthetic choices. • Contributing to community by acceptance of others and demonstrating respect for others' feelings.

Secondary Dance Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Use non-judgmental self-examination to identify significant moments/experiences.	Model the emotional commitment to dance work, in rehearsal and performance.
Self-Management	Work independently (without teacher prompting) to create dance work; use time effectively during class.	Set high expectations, provide stress management techniques, build time management skills during the compositional process.
Responsible Decision-Making	Properly share the dance space to prevent injury.	Monitor students throughout compositional process; guide students through creative "road blocks" with new challenges to encourage risk-taking.
Relationship Skills	Develop conflict resolution skills and acquire an empathetic approach to their peers.	Establish a culture of community, shared responsibility, equity and compromise.
Social Awareness	Empathize with peers throughout the compositional process, as well as during performances of dance work/sharing of experiences.	Provide information about school and community support programs.

MEDIA ARTS

Overview

Media Arts is a technology-driven art form that satisfies the human need to tell stories and explore ideas through communications, technologies, and digital formats.

Media Arts allows students to focus their use of technology to express themselves, make artistic decisions, and work with others to create a shared vision.

Anchor Standards 1, 2, 3, and 4, also help students develop these competencies, while students envision their projects, organize their ideas, prototype and test their productions, and analyze and interpret their work and the work of their peers. The other Anchor Standards come into the project when students reflect on their learning, and evaluate their products and develop plans for revision. When they analyze the work of others, they learn to apply the criteria they've used in their own productions and respond appropriately when asked to evaluate the work of others, including their peers.

MEDIA ARTS, Overview

Arts Experiences in *Media Arts, P-12*

Action
- Projects designed to have students solve a problem for a real or fictitious client; creates environment of communication and positive reinforcement of knowledge and experience (must be facilitated by teacher).
- Instead of artistic/media challenges being given to students, students propose personal directions in media creation, develop the plan, gather and execute the actions, then return for critique. The brainstorming through this process is deeper as it requires students to think past the "show my result" thought process and into the idea generation prior to even knowing how to reach the end result. This is extremely personal to their work.

Reflection
- Positive and formative discussions of work and project creation lead to personal reflections and expression of experience/empathy; also allows for teaching of peers.

Contribution
- Creating expressive content for an existing need; develops understanding of "global picture" and the importance of the sum of all the parts; builds self-esteem, time management, and expression skills; examples - building media for the school or community.

Media Arts Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Work in a collaborative group on a project. Acknowledge the feelings to not "shut down" and express your thoughts.	Design projects that allow students to focus on their own emotions and providing prompts for individual reflections in student journals or sketchbooks, vlogs.
Self-Management	Work through conflict during collaboration and frustration in learning new tools.	Break down a larger project into parts with separate deadlines. Monitor group work to groups that may be "stuck." Help them stay organized with Google Drive folders, etc. Have a variety of checklists, rubrics, schedules as tools students can choose that best support their individual and group work.
Responsible Decision-Making	Use appropriate tool selection for a given project, developing possible solutions to production issues, using media appropriately (especially copyright materials), and listening to peer and teacher feedback and deciding how to implement that feedback in their projects. Production choices should create the best possible product.	Give opportunities to work through common production issues (too little/too much light, wind/capturing sound), allow students to reflect on their projects and receive constructive feedback, and give feedback during a production for students to make adjustments.
Relationship Skills	Understand the importance and responsibility as part of a production team, keeping in communication to make sure production guidelines are met, and problem solving to work through a conflict.	Take time at the beginning of the year to cover elements of productive teams. During group projects, make sure each member of the group has a production role. Coach teams when there is conflict, and scaffold collaborative experiences with feedback and reflection.
Social Awareness	Use an inclusive lens in their project group and are culturally-competent when developing scripts and casting projects.	Develop a documentary project. Allow time for students to learn about each other before starting group projects.

MEDIA ARTS

Elementary

Media Arts is a technology-driven art form that satisfies the human need to tell stories and explore ideas through communications, technologies, and digital formats.

Media Arts is a very rich discipline. It is possible and common to integrate other art forms and content areas in the production of the media artworks! Most Media Arts projects require collaboration with others. Collaborative and individual Media Arts projects all require self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Media Arts, Elementary

PHOTO SCAVENGER HUNT

A photo scavenger hunt is a fun way to rediscover your environment. It's a great open-minded exercise too. After this activity, you may look at your home or community in a new way. Explore your home/community, grab a camera and use your imagination to begin the hunt.

The lesson was taught by two Elementary English teachers (but could easily be adapted for any grade level) and they gave the students choices for how they would respond to the prompts in the lesson, using technology and materials they have at home or in their neighborhood.

Through **creating, responding, and connecting,** students will explore their home environment and the homes of their classmates. (Media Arts, Anchor Standard 3.1.4) This project lets the student capture the world from their viewpoint which allows freedom while meeting the project requirements. It allows connection to the teachers and other students for deeper understanding about each other.

Arts Experiences in *Elementary Media Arts*

Action • Make predictions about possible challenges they may face as they plan their projects and consider possible approaches to solutions to those challenges.
Reflection • Self-assessment that drives improvement towards established success criteria.
Contribution • Adding their completed work to a shared folder for feedback from peers. • Providing constructive feedback to peers.

Elementary Media Arts Students Demonstrate SEL Competencies When:

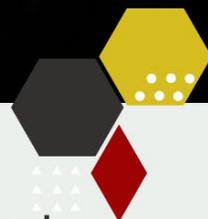| SEL Competency	Students	Teachers
Self-Awareness	Spend time determining or predicting the challenges they may face during this project.	Develop challenges that are open-ended and student-centered. Demonstrate empathy for students' situations.
Self-Management	Create their own timeline and benchmarks for creating their media artworks.	Help students develop habits of practice by using graphic organizers, file organization systems, checklists, etc.
Responsible Decision-Making	Develop possible solutions for a perceived problem or challenge.	Allow students to reflect on their projects and receive constructive feedback.
Relationship Skills	Provide constructive feedback to peers.	Demonstrate how to provide constructive feedback that is respectful of the student and their work.
Social Awareness	Are aware of the lives of their classmates during the sharing process.	Remind students that everyone has different living situations and model that all feedback is focused on the artistic value of the pictures.

MEDIA ARTS

Secondary

Media Arts is a technology-driven art form that satisfies the human need to tell stories and explore ideas through communications, technologies, and digital formats.

Media Arts allows students to focus their use of technology to express themselves, make artistic decisions, and work with others to create a shared vision.

It is possible and common to integrate other art forms and content areas in the production of the media artworks. Media Arts allows students to focus their use of technology to express themselves, make artistic decisions, and work with others to create a shared vision.

Media Arts, Secondary

CREATING A DOCUMENTARY FILM

Students create a documentary film that allows them to shed light on a social issue that is important to them. Through **creating, producing, and responding**, students will implore and audience to understand their chosen social issue (Media Arts, Anchor Standard 7. I:9-12).

Arts Experiences in *Secondary Media Arts*

Action • Conducting research to understand their social issue for the documentary. • Producing a presentation that influences the audience (images, interviews, music).
Reflection • Student understanding their connection to the documentary topic. • Self-reflection on the documentary topic over the span of the project. • Reflecting on audience response.
Contribution • Students being able to talk about how their contributions led to the completion of the project. • Seeing how their documentary could influence action in others.

Secondary Media Arts Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Spend time choosing a social issue for the documentary that means something to the student.	Offer opportunities to explore a wide variety of social issues to spark students' passion.
Self-Management	Create their own timeline and benchmarks for creating their media artworks. If working in a group, timeline applies to all.	Help students develop habits of practice by using graphic organizers, file organization systems, checklists, etc.
Responsible Decision-Making	Choice of tools, hardware, and format aligns to the vision of the project.	Allow students to reflect on their projects and how their decisions effected the project.
Relationship Skills	Work in a production team and respectfully express their needs, wants, and issues.	Coach students through difficult moments of the production.
Social Awareness	Through the production, develop a deeper understanding of the social issue that is the focus of the documentary.	Provide opportunities for students to share their new knowledge throughout the project and clarify any misconceptions.

MUSIC

Overview

Music is an aural art form that satisfies the human need to respond to life experiences through singing, listening and/or playing an instrument.

Music education can also support the social emotional competencies. Learning to play/sing and preparing for performance requires discipline and self-management. Creating and sharing lyrics and original music conveys emotions and develops self-awareness. Learning to critique music, and articulate emotional responses requires responsible decision-making.

Teachers are able to promote communication and collaboration, provide opportunities to build relationships, practice interpersonal skills, and help students develop the ability to become an educated consumer of music. A student who has developed their technical skills in music, and a firm foundation in the social emotional competencies is well prepared for future life experiences in a global society.

MUSIC, Overview

Through performing, responding and connecting music students develop skills requiring self-discipline, enabling creativity, reflection and collaboration, and provide safe environments for relationship building. Music also strongly supports Music, Anchor Standard 11. Therefore, students can create understandings through musical performances that support improved educational performance, learning and development.

Arts Experiences in *Music, P-12*

Action
- Students perform in ensembles requiring creativity and collaboration. Students create and share their original music which conveys emotions and develops self-awareness.
- Students prepare for performances through rehearsal and practice requiring self-awareness and self-management.
- Students discuss feelings of nervousness and anxiety, developing strategies for understanding and managing performance anxieties.

Reflection
- Students reflect on feelings of excitement and nervousness, how it manifests and impacts performance ability.
- Students receive and reflect on feedback from teachers and peers.

Contribution
- Students develop a sense of self within the context of their school, family, community.
- Students perform individually and within groups contributing to the success of performance.
- Students develop a world view using music as a vehicle for social action and change.

Music Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Understand the role of an individual in an ensemble and recognize the self-discipline and responsibility it takes to be a member of the ensemble and perform repertoire.	Provide a brave space for students to freely share stories through class discussions and their artistic products.
Self-Management	Cultivate purposeful and focused goals for improved skills and coping with performance anxiety.	Provide strategies to help manage emotions when performing in front of an audience.
Responsible Decision-Making	Utilize problem-solving skills when practicing difficult passages and refining performances.	Assist students with refining presentation while establishing social norms.
Relationship Skills	Draw similarities of life experiences represented by artistic works exploring Big Ideas.	Encourage students to share cultural experiences that impact identity.
Social Awareness	Develop listening skills, the ability to provide constructive feedback as well as receive feedback from others.	Model language that is supportive and non-biased.

MUSIC

General

Music is an aural art form that satisfies the human need to respond to life experiences through singing, listening and/or playing an instrument.

General Music explores musical concepts through the artistic processes (creating, presenting/performing, responding, and connecting) and media (singing, movement, instruments, and platforms). Music from many genres, historical periods, and cultures, in addition to careers in music are possible topics of exploration.

Music, General

SOCIAL DANCES

Around the world, <u>social dances</u> are an important part of community and culture. Engaging in social dances brings people together, communicates social norms, and gives a sense of social awareness. Sharing social dances from our own culture brings a sense of pride and self-awareness, while learning dances from cultures other than our own can help us understand diverse heritages, promoting a sense of empathy.

Through creating, performing, responding and connecting, (<u>Music, Anchor Standard 11, I:3-5:2)</u> students explore and define culture with an intersectional approach. Students recognize the importance and vitality of their own cultural expression through art forms, thereby strengthening students' accurate self-perception and self-confidence.

Arts Experiences in *General Music*

Action • Managing performance anxiety using breathing and mindfulness practices; focusing on the details of the dance as a way of removing anxiety-provoking distractions; practicing compassion and empathy for others while respecting personal space.
Reflection • Students used the opportunity to express opinions on current events and the impact of those events on their lives—for example, with regard to anti-immigrant sentiment. • Students make cross-cultural connections to their individual ethnic, historical, national and cultural perspectives within the classroom.
Contribution • Students develop a presentation for school and community involving student created and traditional dances, music, poetry, artwork that reflect an integration of the historical, national, ethnic, and cultural aspects of this celebration.

General Music Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Share personal knowledge of celebrations and customs, and their importance in making them feel loved and accepted.	Provide a brave space for students to freely share their experiences.
Self-Management	Expand their language to be inclusive and supportive.	Model language that is supportive and non-biased.
Responsible Decision-Making	Utilize problem solving skills to curate student contributions.	Assist students with refining presentation while establishing social norms.
Relationship Skills	Draw similarities with cultural traditions outside of their own experiences.	Encourage students to share cultural experiences that impact identity.
Social Awareness	Listen to music and participate in social dances making connections to their own experiences.	Educate themselves on the contemporary social dances of their students.

MUSIC

Instrumental

Music is an aural art form that satisfies the human need to respond to life experiences through singing, listening and/or playing an instrument.

Instrumental Music refers to a curricular or co-curricular small or large ensemble setting with traditional band instruments, orchestral instruments, chamber ensembles, modern band, drumming, marching band, and any combination of musical equipment.

Music, Instrumental

PLAYING IN AN ENSEMBLE

Through an ensemble experience aligned with SEL competencies, teachers empower students with skills that build capacity both in the creative process and life. The same is applicable when guiding students towards the skills needed for successful individual practicing. Before any of this can happen however, there are two critical foundation components that must be present in the instrumental music classroom. First, it is incredibly important for teachers to create a classroom environment where all students feel brave and valued. Also, it is imperative to foster and develop the concept of a growth mindset. Through performing, responding, and connecting, students build self-management/self- discipline, self-expression, and interpersonal skills in an ensemble experience.

Arts Experiences in *Instrumental Music*

Action   - Refining repertoire through the rehearsal experience in preparation for a <u>final musical performance</u>.   - Researching the background of the selections or composers.
Reflection   - Self and group reflection that drives improvement towards success criteria.   - Receiving and reflecting on feedback from teachers and peers.
Contribution   - Performing a solo in a musical selection.   - Performing as a sectional group that contributes to the repertoire.

Instrumental Music Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Understand the role of an individual in an ensemble. Recognize the self-discipline and responsibility it takes to be a member of the ensemble and perform repertoire.	Deliver rehearsal techniques and strategies that teach responsibility and reinforce practice.
Self-Management	Improve their skills for self-management and self-regulation, cope with performance anxiety, and set and meet goals.	Provide students with strategies to help manage emotions when performing in front of an audience, providing students with weekly goals for learning repertoire, and encourage effective practice techniques.
Responsible Decision-Making	Focus on the details of the arts practice and make appropriate artistic decisions to improve ensemble performance.	Help students break down the music to elevate rehearsal, practice, and improve performance capacity.
Relationship Skills	Practice compassion and empathy towards others.	Promote personal and interpersonal growth in students through the challenge of the creative process.
Social Awareness	Listen to other ensemble members and become self-aware of their environment, which guides them towards appropriate interaction with peers.	Listen, self-reflect, provide feedback and guide their understanding of ensemble skills, which translate to all areas of the human experience.

MUSIC

Vocal

Music is an aural art form that satisfies the human need to respond to life experiences through singing, listening and/or playing an instrument.

Vocal Music refers to a curricular or co-curricular small or large ensemble setting where the voice is the central instrument. The ensembles can be mixed voicings, range-specific, and/or organized around a particular style of music or historical period. Vocal Music has the added element of lyrics. Words – and music – have been used around the world to celebrate important moments, provide moral and emotional support during times of turmoil, and bring communities together.

Music, Vocal

VIRTUAL CHOIR PERFORMANCE

Due to issues of timing and online synchronicity, singing traditional repertoire online cannot be done in real-time. Inspired by the virtual choir of Eric Whitacre, vocal ensembles can create independent video products that, when synced, produce a virtual choir performance. As with in-person learning, preparing for the performance involves elevating artistic techniques while deepening the understanding of a meaningful Big Idea. Students are performing, responding, connecting, by preparing a performance and creating original work that conveys their own connection to the Big Idea (Music Anchor Standard 1).

Arts Experiences in *Vocal Music*

Action • The ensembles collaborate to explore facial and vocal expressions that support the Big Idea, and the teacher looks for pedagogical opportunities to reinforce musical choices with skills, tools, and terminology. • Student section leaders guide breakout sessions that clarify artistic choices, such as phrase shapes, diction, and dynamics.
Reflection • Full-group sessions provide dynamic peer feedback on sectional draft performances to set priorities for the singers' independent practice. • Artist statements from the singers, describing their creative process and analyzing their progression from the first draft to the final edit.
Contribution • The virtual performance video is accompanied by an online gallery, further exploring the Big Idea by displaying the original melodies, lyrics, and completed songs from students as artifacts of the creative process.

Vocal Music Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Create and share original work that conveys their own connection to the Big Idea in a piece of classroom repertoire.	The teacher looks for opportunities to brings in new research to assist students in deepening their understanding of the Big Idea and making personal connections that may be congruent or juxtaposed to the point of view of the composer.
Self-Management	Modify their performance Independently with the supportive guidance of the Success Criteria. Return to the group sessions with specific questions on how to modify their artistic techniques in service of the Big Idea.	Before drafts are submitted, work collaboratively with students to establish Success Criteria that support the Learning Goals.
Responsible Decision-Making	Provided opportunities to make strong artistic choices through the added technology challenges inherent to a virtual project.	Empower students to justify their artistic choices when presenting and/or creating work.
Relationship Skills	Students share drafts of their artistic responses to the Big Idea (original song, a poem, a melody with an ostinato, TikTok-style videos, or body percussion phrase) during sectionals for peer feedback.	Lead collaborative composition sessions. Share their personal creative writing during group sessions.

THEATRE

Overview

Theatre is an interdisciplinary art form that satisfies the human need to express thoughts and feelings through written text, dramatic interpretation and multimedia production.

Theatre is an inherently self-reflective and collaborative art form that requires the artists to present the experience of a real or imagined event. Because of its collaborative nature and the emotional understanding needed to portray real or imagined characters, theatrical skills are closely tied to SEL competencies.

THEATRE, Overview

Through **creating, responding,** and **connecting,** theatre students are constantly challenged to collaborate as an ensemble, analyze character traits and actions, and develop positive working relationships both on and off the stage (Theatre, Anchor Standard 2).

Arts Experiences in *Theatre, P-12*

Action
- Students engage in theatre games and warm ups that build concentration, collaboration, and critical thinking skills.
- Students analyze characters, social, and historical contexts to accurately portray a narrative.
- Ensembles collaborate to successfully create devised or scripted drama/theatrical experiences.

Reflection
- Students reflect on successes and challenges in theatre games and warm ups to build strategies that enhance concentration, collaboration, and critical thinking skills.
- Teacher leads a conversation about the skills needed to work as a successful ensemble.

Contribution
- Students share reflections (verbally or in writing) on strategies they use to collaborate when creating a theatrical experience.
- Students present drama/theatrical performances that accurately reflect character in a cultural, social, or historical context.

Theatre Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Think creatively to implement ideas on how to define a character with voice and body.	Engage students in inquiry about their personal experiences that will inform choices in creating a character.
Self-Management	Remain focused and demonstrate flexibility during a guided or scripted drama/theatrical experience.	Engage students in theatrical games and warm-ups designed to strengthen concentration and improvisation skills.
Responsible Decision-Making	Demonstrate an understanding of the importance of their contribution to the success of the group in a theatrical performance.	Guide students to understand that their individual decisions affect the success of the entire ensemble.
Relationship Skills	Collaborate with others and work effectively in a diverse team to develop a guided or scripted drama/theatrical experience.	Foster a sense of community within the creative ensemble.
Social Awareness	Observe closely and react appropriately to the actions of scene partners and members of the ensemble.	Model and encourage students to effectively observe social cues to demonstrate appropriate reactions.

THEATRE

Elementary

Theatre is an interdisciplinary art form that satisfies the human need to express thoughts and feelings through written text, dramatic interpretation and multimedia production.

Engaging elementary students in theatrical experiences allows them to communicate feelings and build empathy for others.

Theatre, Elementary

MIRRORING

Common theatre games are used at all age levels to build students' skills in concentration, collaboration, and critical thinking. Mirroring is one of these games that can be used in any elementary setting and supports social emotional learning by practicing the self and social awareness needed to build an ensemble.

Through **creating, presenting,** and **responding** during mirroring, students learn to collaborate with others and work effectively in a diverse team (Theatre, Anchor Standard 2, E:3-5:4). As followers, students are challenged to closely observe a partner or group leader and keep strong control of their own movements to match the leader. As leaders, students must think creatively while empathizing with their partner or group to ensure everyone's success.

Art Experiences in *Elementary Theatre*

Action • After full group modelling with the teacher, students are paired facing each other at a safe distance. One student leads and the other follows. The leader creates slow, steady movements with their upper body for their partner to follow. The partner mirrors the leader's movements smoothly with the goal of engaging in simultaneous movement.
Reflection • Students engage in conversation with their partner about their successes and challenges with mirroring. • Teacher facilitates a discussion about the skills needed to be successful, highlighting that leaders need to be aware of how fast they are moving, followers need to concentrate on their leader, and that success is the responsibility of both partners.
Contribution • Pairs or groups present their mirroring creation. • Students share reflections (verbally or in writing) on strategies they use to remain focused and observant during the mirroring activity. • Students may have the opportunity to practice and perform a choreographed mirroring movement sequence based on a theme.

Elementary Theatre Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Think creatively to implement ideas on how to move their body in a way that is interesting and imitable.	Modeling strategies for how to make choices with their body that ensure their partner can be successful.
Self-Management	Observe closely, concentrate and demonstrate flexibility in both leading and following movements.	Think aloud while modeling slow and steady movements to ensure success.
Responsible Decision-Making	Create movements that are easy to follow and imitating the leader's movements successfully.	Reflect aloud after modeling, leading, or following to clarify why they made certain choices.
Relationship Skills	Collaborate to ensure success; maintain eye-contact and close observation of their partner and teammates.	Foster a sense of community within the creative classroom ensemble.
Social Awareness	Observe closely and react appropriately to the actions of partners and members of the ensemble.	Model and encourage students to effectively observe social cues to demonstrate appropriate reactions.

THEATRE

Secondary

Theatre is an interdisciplinary art form that satisfies the human need to express thoughts and feelings through written text, dramatic interpretation and multimedia production.

Theatre is an inherently self-reflective and collaborative art form that requires the artists to present the experience of a real or imagined event. Because of its collaborative nature and the emotional understanding needed to portray real or imagined characters, theatrical skills are closely tied to SEL competencies.

Theatre, Secondary

PERFORMING IN A PLAY

Theatrical works can create a different emotional response in each reader, developing students' empathy for others and greater awareness of social, cultural, and historical contexts. When unbridled, students who write creatively are further able to explore and express their own emotions in a healthy and effective way (Plays which Evoke an Emotional Response).

Students read a play with strong emotional content on their own or in a group. Then, students reflect on the play with written responses. Finally, students use what they have learned from their reflections to write a new scene based on their emotional response to a situation(Theatre, Anchor Standard 8, E:9-12:3).

Art Experiences in *Secondary Theatre*

Action
• Students read a play which is specifically written to evoke an emotional response.
• Students summarize the play, its main plot, and Big Idea.
• Students identify and explore conflicts between characters, relating them to real life situations.
Reflection
• Students reflect on the play, then on a personal life experience which involved an emotional response.
• Students think about how they would have responded in similar situations.
• Students describe the characters, their actions, and relationships in the play.
Contribution
• Students recall a sense memory to create new theatrical scenes through a writing prompt exercise.
• Students share their original piece with another student.

Secondary Theatre Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Reflect on a personal experience which involved an emotional response.	Ask thought-provoking questions and encourage freedom in response and creativity.
Self-Management	Read about a character's emotional response, then reflect in written responses.	Encourage students not to put limits on their emotional response. No answer is a wrong answer.
Responsible Decision-Making	Determine if a character's actions were "right" or "wrong." Discussing differences in how they would have acted/reacted.	Task students with re-creating a situation and determining the outcome based on the character's decision.
Relationship Skills	Evaluate the relationships between characters in a play, then describing a relationship in a new theatrical work.	Guide students to think about factors that contribute to a relationship which are left unsaid by the playwright and then describe the relationships in their own life where their emotional response was impacted by factors left unsaid.
Social Awareness	Recognize social issues presented in a play and reflecting on personal social issues.	Encourage sympathetic or empathetic responses by asking if they or someone they know has ever had that experience.

VISUAL ART

Overview

Visual Art is a spatial art form that satisfies the human need to respond to life experiences through images, structures and tactile works.

Through creating, responding, connecting and presenting, art connects us to our past, helps us to express and interpret the feelings and ideas of the present, and leads the way to an imagined future. By exploring and developing skill in the use of different mediums, students will develop confidence in their ability to conceive, respond and develop new artistic ideas and work that express their authentic voice.

VISUAL ART, Overview

Through the study and making of Visual Art, students learn to construct, create, decode, describe, and communicate. Art Education helps students develop the attitudes, characteristics and intellectual skills required to participate in today's society (Visual Art, Anchor Standard 8).

Arts Experiences in *Visual Arts, P-12*

Action
• Visual Journal Responses.   • Exploring different mediums and concepts.   • Document their surroundings through observation and experimentation.   • Create artworks that convey personal ideas.
Reflection
• Respond Aesthetically.   • Analyze and develop an awareness of visual qualities in artworks and the environment.   • Through peer conversation and critique students will develop a deeper understanding of how the arts convey meaning.
Contribution
• Present artistic work: through the practice of analyzing and discussing the qualities, context, and purpose of artwork, students develop the ability to interpret and curate artistic work for presentation.   • Participate in art criticism utilizing questioning, active listening and empathetic response with peers.

Visual Arts Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Relate artistic ideas and artwork with personal meaning and external content. Synthesize knowledge and personal experiences to make art.	Instruct on a range of studio mentors and methods that connect practice and intention.
Self-Management	Communicate artistic intentions through visual, verbal, and written presentation of work.	Model and facilitate studio habits and brainstorming practices.
Responsible Decision-Making	Select materials and techniques that reflect artistic intentions.	Model and provide a range of materials and techniques studio practices.
Relationship Skills	Respond to and provide productive feedback to others on artistic intentions and effectiveness of visual communication.	Model and facilitate productive criticism conversations and feedback.
Social Awareness	Gain an appreciation for the role that art plays in our lives and the contributions that artists and artisans have made to cultural heritage and demonstrating an understanding of others.	Instruct on a range of historical, contemporary and cultural studio mentors and methods.

VISUAL ART

Elementary

Visual Art is a spatial art form that satisfies the human need to respond to life experiences through images, structures and tactile works.

Visual Art supports social emotional learning through the sequential development of Artist Habits of Mind supporting the whole child to engage and persist, explore and expand their understanding of themselves and the world around them.

Visual Art, Elementary

VISUAL ART COLLABORATION PROJECT

Collaborative art supports SEL competencies through practices that consistently expect students to appreciate the contributions of all cultures, respect the opinions and emotions of their peers. This project fosters an environment that encourages them to articulate their ideas, opinions, and feelings as they create independently and collaboratively, in a responsible manner.

Through the artistic processes of creating, presenting, and connecting, this project will allow students to create an individual image that will contribute to a large-scale artwork. Each artwork will illustrate their resilience during a difficult time, how they utilize coping strategies to successfully navigate this difficult time and how they can remain hopeful for the future. Put together as a mural of resiliency, this collaborative art will help to cultivate a community of students who have the skills to get through anything! While this particular project revolves around the idea of resilience during a difficult time, the theme or concept could be adapted to create a collaborative work around a holiday, an event, or an artistic concept.

Arts Experiences in *Elementary Visual Arts*

Action • Explore symbols and their universal meanings and how they can express personal meaning. • Technology integration (optional) – design a digital cube in photoshop and make it rotate, turning it into a GIF.
Reflection • Communicate and present their personal artwork. • Reflect on personal feelings during a difficult time.
Contribution • Discuss how their individual art may contribute to the collaborative piece as a whole. • Create a collaborative artwork that allows your community to reflect, gather and heal.

Elementary Visual Arts Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Using thumbnail sketches to illustrate emotions. Learn to embrace problems of relevancy in their world and turn those problems (and solutions) into artistic expressions.	Asking questions that help students identify emotions. Teach students how to visualize what cannot physically be seen (internal emotions).
Self-Management	Draw images that illustrate ways to manage emotions, stress and visually organize coping strategies.	Model the use of icons, imagery and universal symbols to convey meaning.
Responsible Decision-Making	Reflect on drawings; make revisions and improvements, based on feedback.	Model the eight Artist Habits of Mind.
Relationship Skills	Communicate artistic ideas with peers.	Guide students through peer reflection process.
Social Awareness	Discuss how the artwork of others effects the collaborative artwork. Discuss how art makes the viewer feel (evoke new emotions). Celebrate the diverse images and emotions illustrated in one another's' art.	Provide examples that collaborative art can be therapeutic, as well as a vehicle for transformation and social commentary.

VISUAL ART

Elementary

Visual Art is a spatial art form that satisfies the human need to respond to life experiences through images, structures and tactile works.

Landscape/Cityscape supports SEL competencies through practices that consistently expect students to appreciate the contributions of all cultures and respect the opinions of their peers. This project fosters an environment that encourages students to articulate their ideas and opinions as they create independently and collaboratively in a responsible manner.
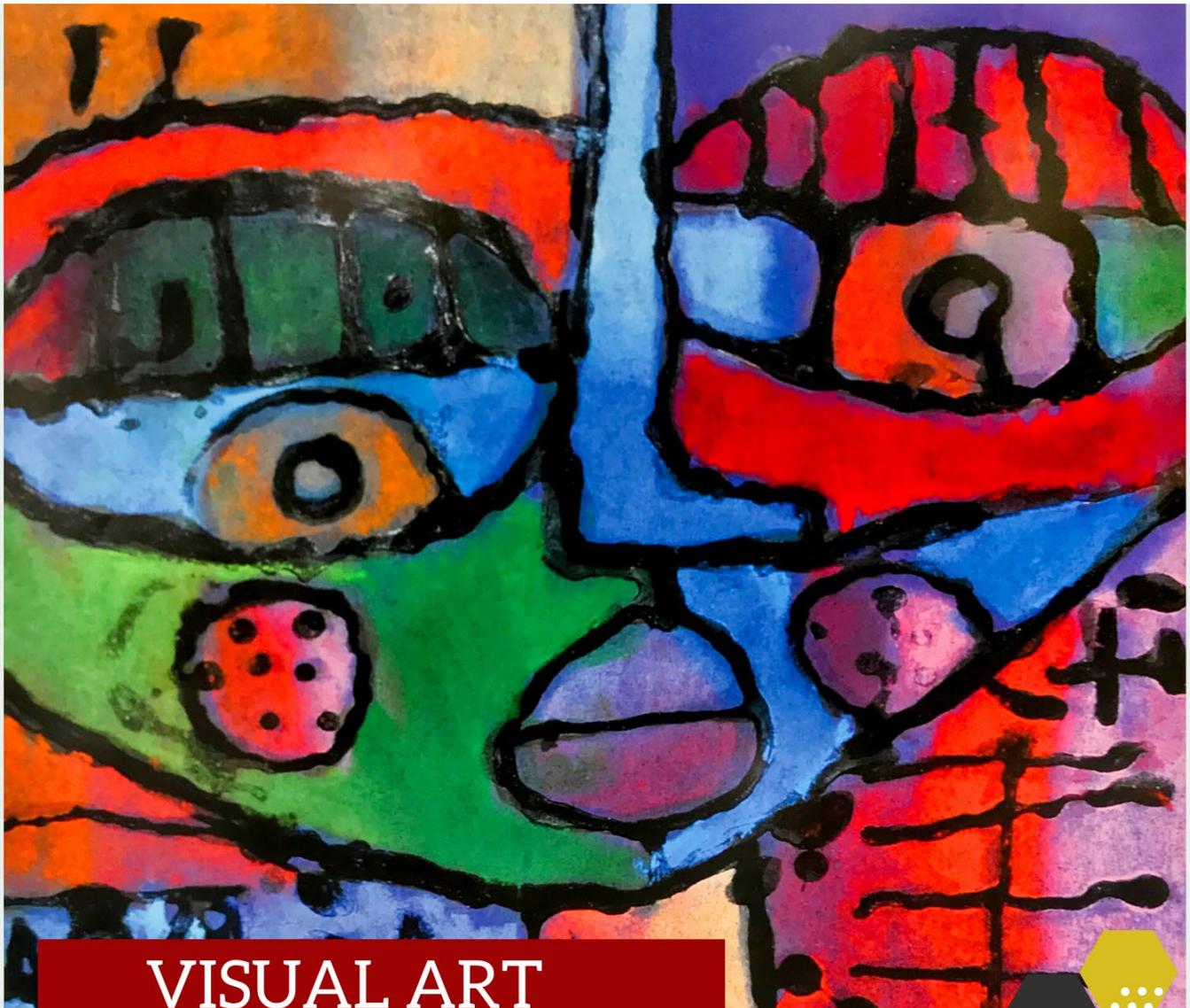
LANDSCAPE/CITYSCAPE

Through **creating, responding**, and **connecting** the concepts will be the same for grades P-2 and 3-5, however the performance expectations vary based on age appropriate skill level. The project will start with the introduction of a work of art that invites children to an outdoor place (real or imaginary) that they could visit. In this image the project will be a landscape of a place they like to go or would like to visit. The process and outcome will address composition, contour, space, color and their connection to the environment they create. (Visual Art, Anchor Standard 2: E:3-5:1)

Arts Experiences in *Elementary Visual Arts*

Action
- Skill building techniques which imbed mood and emotion.
- Engage in critiquing process.

Reflection
- Share and explain processes, emotions expressed, and opinion of outcome to peers.
- Reflect on feedback and revise artwork.
- Engage in self-assessment and peer critiques.

Contribution
- Share ideas with classmates.
- Provide family creative making opportunities.
- Visit museums/galleries online or in person with friends and family.

Elementary Visual Arts Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Focus on the value of their own opinions, ideas, and prior experiences.	Cultivate/teach observational skills, cultural awareness as well as expect personal meaning in their artwork.
Self-Management	Manage and strive to meet and exceed expectations.	Scaffold the learning tasks and skills, to develop independent learners.
Responsible Decision-Making	Follow directions, engage in critical thinking, creative problem solving, and follow through.	Model reflection practices and the use of a self-assessment tools.
Relationship Skills	Share, listen communicate, demonstrate courtesy/manners, and empathy.	Encourage sharing and provide opportunities for peer feedback.
Social Awareness	Recognize social cues, value the opinions of others, and accept the cultures and customs of others.	Address part & whole, body language, opinions, diversity & cultural competence.

VISUAL ART

Elementary

Visual Art is a spatial art form that satisfies the human need to respond to life experiences through images, structures and tactile works.

Portraiture supports SEL competencies through practices that consistently expect students to appreciate the contributions of all cultures and respect the opinions of their peers. This project fosters an environment that encourages them to articulate their ideas and opinions as they create independently and collaboratively in a responsible manner.
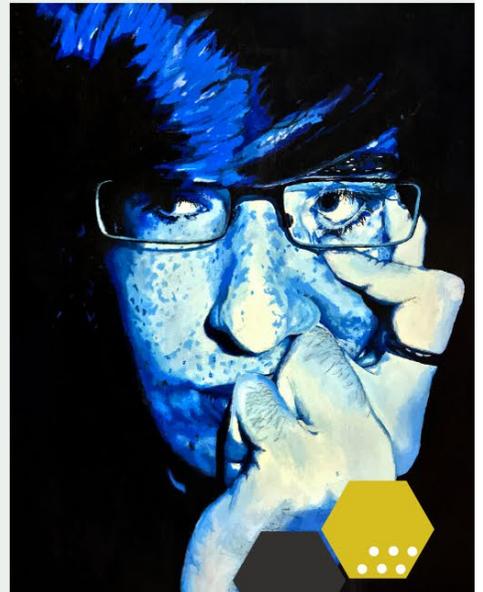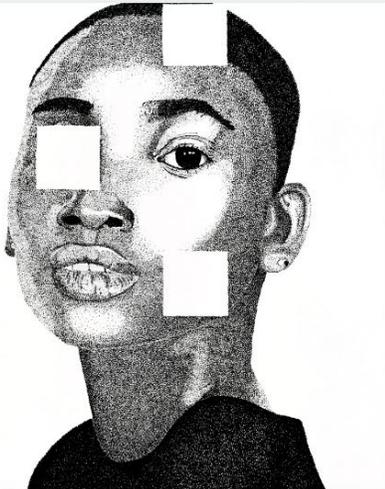
Through **creating, responding**, and **connecting** the concepts will be the same for grades Pk-2 and 3-5, however the performance expectations vary based on age appropriate skill level. The project will start with the introduction of a work of art telling a story- communicating. In this project the image will be a portrait that communicates an emotion or reaction to an event through the use color, line quality, and facial expression. (Visual Art, Anchor Standard 1: E:3-5:2)

Arts Experiences in *Elementary Visual Arts*

Action
- Skill building techniques which imbed mood and emotion.
- Engage in critiquing process.

Reflection
- Share and explain processes, emotions expressed, and opinion of outcome to peers.
- Reflect on feedback and revise artwork.
- Engage in self-assessment and peer critiques.

Contribution
- Share ideas with classmates.
- Provide family creative making opportunities.
- Visit museums/galleries online or in person with friends and family.

Elementary Visual Arts Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Focus on the value of their own opinions, ideas, and prior experiences.	Cultivate/teach observational skills, cultural awareness as well as expect personal meaning in their artwork.
Self-Management	Manage and strive to meet and exceed expectations.	Scaffold the learning tasks and skills, to develop independent learners.
Responsible Decision-Making	Follow directions, engage in critical thinking, creative problem solving, and follow through.	Model reflection practices and the use of a self-assessment tools.
Relationship Skills	Share, listen communicate, demonstrate courtesy/manners, and empathy.	Encourage sharing and provide opportunities for peer feedback.
Social Awareness	Recognize social cues, value the opinions of others, and accept the cultures and customs of others.	Address part & whole, body language, opinions, diversity & cultural competence.

VISUAL ART

Secondary

Visual Art is a spatial art form that satisfies the human need to respond to life experiences through images, structures and tactile works.

Visual Art supports social emotional learning through the sequential development of Artist Habits of Mind that support secondary students as they reflect, express, and stretch and explore.

Visual Art, Secondary

Self-portrait (whether it is in drawing, painting, sculpture, photography or digital art) is our response to the world we know and supports social emotional learning by expanding the understanding of ourselves and the world around us.

Through **creating**, **responding**, and **connecting** with the self-portrait, the self-portrait provides an avenue for identity exploration and self-discovery. Students can explore creative ways to represent their place in the world as they see it, or as a means to strip away the social mask and accurately express exactly who they see themselves as "on the inside." (Anchor Standard 10, E:9-12:1) Expressing unique versions of "the Self" fosters risk taking, which lends itself to self-management, building interpersonal relationship skills and identity.

Art Experiences in *Secondary Visual Arts*

Action • Students free-write in visual journals about "who" thy feel we are, and "why" they are the way they are. • Describe our surroundings through words and drawings from direct observation and experimentation. • Create a work of art that conveys personal ideas and expresses who we see ourselves as.
Reflection • Through teacher and peer critiques students develop a deeper understanding of how the arts help build social and relationship skills. • Through artist's statements students reflect on the process and understand complex messages arrived at through art.
Contribution • Students develop the ability to interpret and defend art by analyzing and discussing the qualities, context and purpose of artwork. • Nurture and create opportunities to develop a culture of kindness by praising, asking questions, and making suggestions about art.

Secondary Visual Art Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Create personal meaning through artwork that synthesizes personal experiences and identity.	Instruct on a range of studio processes, master and contemporary artists, and connect studio habits with intention.
Self-Management	Communicate artistic intentions through visual, verbal, and written presentation of their work.	Model and facilitate studio and brainstorming practices.
Responsible Decision-Making	Select materials and techniques that reflect artistic intentions, and best represent "the self" conceptually and technically.	Model and provide a range of materials and studio practices, in addition to options for students with limited resources.
Relationship Skills	Demonstrate an appreciation for the role that art plays in our lives and the contributions that artists and artisans have made to cultural heritage and our understanding of others.	Model and facilitate productive criticism, conversations, and feedback.
Social Awareness	Relate artistic ideas and artwork with personal meaning to synthesize knowledge and personal experiences in artmaking.	Instruct on a range of historical, contemporary and cultural studio mentors and methods.

VISUAL ART

Secondary

Visual Art is a spatial art form that satisfies the human need to respond to life experiences through images, structures and tactile works.

Through the study and making of Visual Art, students learn to construct, create, decode, describe, and communicate. Art Education helps students develop the attitudes, characteristics and intellectual skills required to participate in today's society.

Visual Journaling allow students to engage and persist, explore and expand their understanding of themselves and the world around them through the exploration of materials and techniques.
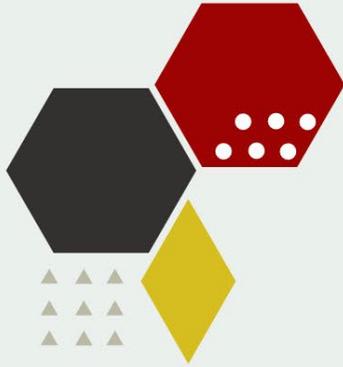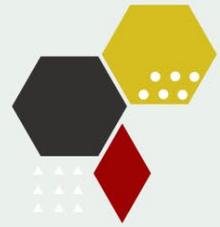
Through **creating, responding, connecting and presenting** the Visual Journal serves as an artistic record of growth and discovery housed in a sketchbook structure. By exploring and developing skill in the use of different mediums, students will develop confidence in their ability to conceive, respond and develop new artistic ideas and work that expresses their authentic voice. (Visual Art, Anchor Standard 1, I:9-12:2)

Arts Experiences in *Secondary Visual Arts*

Action
• Explore, through Visual Journal responses, different mediums, and concepts of self and our world.
• Documents surroundings through observation, and experimentation.
• Create artworks and studies that convey personal ideas.
Reflection
• Respond Aesthetically.
• Analyze and develop an awareness of visual qualities in artworks and the environment.
• Develop a deeper understanding of how artistic choices convey meaning through research, sustained investigations, and experimentation.
Contribution
• Practice analyzing and discussing the qualities, context, and purpose of artwork, to develop the ability to interpret, and select ideas for further exploration.
• Nurture and create opportunities to develop a culture of kindness by praising, asking questions and making suggestions about art.

Secondary Visual Arts Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Relate artistic ideas and artwork with personal meaning and external content. Synthesize knowledge and personal experiences to make art.	Provide instruction on a range of studio mentors and methods, connecting practice and intention.
Self-Management	Communicate artistic intentions through visual, verbal, and written presentation of their work.	Model and facilitate productive studio habits and brainstorming practices.
Responsible Decision-Making	Select materials and techniques that reflect artistic intentions.	Model and provide a range of materials, technique, and studio practices.
Relationship Skills	Respond to and provide productive feedback to others on artistic intentions and effectiveness of visual communication.	Model and facilitate productive criticism, conversations, and feedback.
Social Awareness	Appreciate the role that art plays in our lives and the contributions that artists and artisans have made to cultural heritage and our understanding of others.	Provide Instruction on a range of historical, contemporary and cultural studio mentors and methods.

Appendix

APPENDIX

MSDE Fine Arts Office Resources

From the Fine Arts Office of the Maryland State Department of Education

The Mission of the Fine Arts Office of the Maryland State Department of Education is to promote meaningful engagement in arts education for all Maryland students.

Online Resources

Access the Maryland State Fine Arts Standards for dance, media arts, music, theatre, and visual art to align in-person, distance, and hybrid teaching and learning to the essential questions, enduring understandings, expectations, and indicators presented by discipline.

Fine Arts Resources for Students, Families, and Educators is a collaborative creation by Maryland arts education stakeholders, including Fine Arts Supervisors, arts educators, community arts partners, and professional associations. Please examine the resources to ensure they are appropriate for your intended use. The resources are sorted by online resources, creative ideas, and file-based resources.

Online Teaching Tools, Best Practices, and Platforms are shared by discipline.

Professional Learning

Fine Arts Office Professional Learning Framework
To view the full Professional Learning Framework, click here.

M:BRACE explores creative practices that keep educators open, curious, and reflective during COVID-19. Past sessions explored visual journaling, choreography, somatic mindfulness, transitioning beloved theatre games online, Big Ideas and The Creative Process, self-care, mindset shifts, mental health awareness, Afro-Cuban dance, a table read with Baltimore Center Stage, and Alexander Technique.

Maryland Micro-Credentials for Creative Classrooms (#mcreds) are the suite of competency-based professional learning courses for Arts Educators and Teaching Artists. Participants personalize their professional learning path and select topics based on their own needs and interests. Successful completion results in a Professional Endorsement from the Maryland State Arts Council and one MSDE Continuing Professional Development credit.

Summer Studio Summer Studio is the professional learning program for arts educators, arts integration classroom teachers and arts education leaders. Three distinct pathways are led by the MC3 Roster: Maryland Arts Education Studio, Maryland Arts Integration Studio, and the Maryland Arts Education Leadership Studio.

Research

[An Initial Guide to Leveraging the Power of Social Emotional Learning: As You Prepare to Reopen and Renew Your School Community](#) Collaborative for Academic, Social, and Emotional Learning.

[Arts Education and Social-Emotional Learning Outcomes Among K-12 Students: Developing a Theory of Action](#) Camille A. Farrington, Joseph Maurer, Meredith R. Aska McBride, Jenny Nagaoka, J. S. Puller, Steve Shewfelt, Elizabeth M. Weiss, and Lindsay Wright.

[Effective Social and Emotional Learning Programs, Middle and High School Edition](#) Collaborative for Academic, Social, and Emotional Learning.

[Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition](#) Collaborative for Academic, Social, and Emotional Learning.

[The Future of Children: Social and Emotional Learning](#) Stephanie M. Jones and Emily J. Doolitle.

[Navigating SEL from the Inside Out. Looking Inside & Across 25 SEL Programs: A Practical Resource for Schools and OST Programs (Elementary School Focus)](#) Stephanie Jones, Katharine Brush, Rebecca Bailery, Gretchen Brion-Meisels, Joseph McIntyre, Jennifer Kahn, Bryan Nelson, and Laura Stickle.

[Preparing for Effective SEL Implementation](#) Stephanie Jones, Rebecca Bailey, Katharine Brush, and Jennifer Kahn.

[Social Emotional Leaning Toolkit: Evaluating and Selecting SEL Programs,](#) Move the World.

State Arts Partners

Maryland Arts Collaborative

State Professional Associations

Photo Credits Table

Section	Credit
Cover Page	*Cover Design: Lillian Jacobson* *Photos from top, left to right:* • *"Unknown to Self" by Kailah F., Baltimore City Public Schools* • *"Koi Pond" by Maya D., Frederick County Public Schools* • *Best of Maryland Arts Education Festival by Robyn Harold,* • *"Oluschi" by Oluschi H., Wicomico County Public Schools* • *Best of Maryland Arts Education Festival by Robyn Harold,* • *Dancer by Hayley Winkler, Frederick County Public Schools* • *Best of Maryland Arts Education Festival by Robyn Harold,* • *Best of Maryland Arts Education Festival by Robyn Harold,* • *Best of Maryland Arts Education Festival by Robyn Harold,* • *Best of Maryland Arts Education Festival by Robyn Harold,* • *Best of Maryland Arts Education Festival by Robyn Harold,* • *Baltimore County Film Masterclass by Ryan Twentey*
Executive Summary	*From Best of Maryland Arts Education Festival, by Robyn Harold*
Crosswalks I: Professional Learning	*From Maryland Centers for Creative Classrooms, by Abigail Briles*
Crosswalks II: Maryland State Fine Arts Standards	*"Students in music class" by OJO Images from Photo Images*
SEL Competency: Self-Awareness	• *"Tiger Fun" by Mrs. Fink's Class from Talbot County Public Schools,* • *"Swimmer" by Nikita P. from Anne Arundel County Public Schools*
SEL Competency: Self-Management	• *"Abstract Guitar" by Chelsea J. from Charles County Public Schools,* • *"Sandpipers" by Noemi H. from Anne Arundel County Public Schools*
SEL Competency: Social Awareness	• *"Cat Tessellation" by Brianna P. from Washington County Public Schools,* • *"The Great Wave" by Carleigh G. from Frederick County Public Schools*
SEL Competency: Relationship Skills	• *"Bob the Trumpet" by Ian P. from Montgomery County Public Schools,* • *"Toes in the Sand" by Elizabeth M. from Harford County Public Schools*
SEL Competency: Responsible-decision Making	• *"Hummingbird" by Rebeca F. from Anne Arundel County Public Schools,* • *"3D3" by Katherine D. from Washington County Public Schools*
Crosswalks III: Arts Experiences	*From Best of Maryland Arts Education Festival, by Robyn Harold*
Dance, Overview	*From Best of Maryland Arts Education Festival, by Robyn Harold*
Dance, Elementary	*Felicia David, school age program assistant, observes a routine executed by the Grenades 4-H school age step team during practice Oct. 4, 2012, at MacDill Air Force Base, Fla. (U.S Air Force photo by Airman 1st Class Melanie Bulow-Kelly/Released)*
Dance, Secondary	*Dancer by Hayley Winkler, Frederick County Public Schools*
Media Arts, Overview	*Kids in computer class with teacher, by Ridofranz, Getty Images Pro*
Media Arts, Elementary	*Kid with cell phone, by Zurijeta, Getty Images Pro*
Media Arts, Secondary	*2019 Baltimore County Film Masterclass at Stevenson University, by Ryan Twentey*
Music, Overview	*From Best of Maryland Arts Education Festival, by Robyn Harold*

Music, General	*Group of Children Dancing, Highwaystarz-Photography Getty Images Pro*
Music, Instrumental	*From Best of Maryland Arts Education Festival, by Robyn Harold*
Music, Vocal	*From Best of Maryland Arts Education Festival, by Robyn Harold*
Theatre, Overview	*From Best of Maryland Arts Education Festival, by Robyn Harold*
Theatre, Elementary	*Group of kids in red shirts dramatically acting in drama, Highwaystarz-Photography,Getty Images Pro*
Theatre, Secondary	*From Best of Maryland Arts Education Festival, by Robyn Harold*
Visual Art, Overview	*From Best of Maryland Arts Education Festival, by Robyn Harold*
Visual Art, Elementary I	*Multicolored Hand Prints on Wall by Andrew's Picks from Pexels*
Visual Art, Elementary II	*"Koi Pond" by Maya D. from Frederick County Public Schools*
Visual Art, Elementary III	*"Abstract Portrait" by McVay from Anneu Arundel County Public Schools*
Visual Art, Secondary I	*Artwork from top left to right:* • *"Untitled" by Briana F. from Anne Arundel County Public Schools,* • *"Unknown to Self" by Kailah F from Baltimore City Public Schools,* • *"Oluschi" by Oluschi H. from Wicomico County Public Schools,* • *"Portrait" by Danielle K. from Worcester County Public Schools,* • *"Grid Self Portrait" by Justyce K. from Baltimore City Public Schools,* • *"Odium" by Connor H. from Somerset County Public Schools*
Visual Art, Secondary II	*Visual journals from students at Kent Island High School. Art teacher: Andrea Schulte*