

Arts Education and Social Emotional Learning

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What is Social and Emotional Learning (SEL)

SEL is...

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:

- Understand and manage emotions,
- Set and achieve positive goals,
- Feel and show empathy for others,
- Establish and maintain positive relationships, and
- Make responsible decisions.

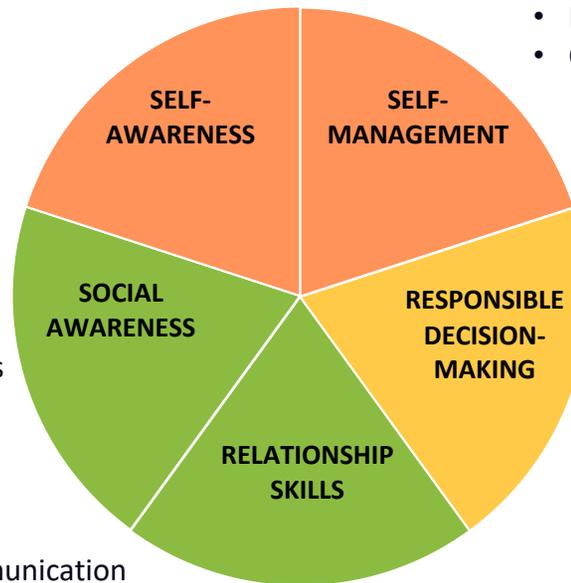


Social and Emotional Learning (SEL)

- Identifying emotions
- Linking thoughts and feelings
- Integrating personal and social identities
- Examining beliefs and biases
- Self-confidence
- Self-efficacy

- Stress management and coping skills
- Self-discipline
- Self-motivation
- Goal setting
- Planning and organizational skills
- Collective agency

- Perspective-taking
- Empathy
- Respect for others
- Acknowledging diverse social norms
- Recognizing situational demands and opportunities
- Social interdependence



- Identifying social problems
- Evaluating
- Reflecting
- Ethical responsibility
- Analyzing interpersonal and institutional impacts
- Co-creating a sense of belonging

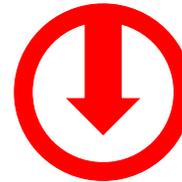
- Effective communication
- Social engagement
- Relationship building
- Teamwork
- Cultural competency
- Collaborative problem-solving



Science links SEL to student gains:



- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests



- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults do, too:



Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer** because they're able to work more effectively with challenging students—one of the main causes of burnout.



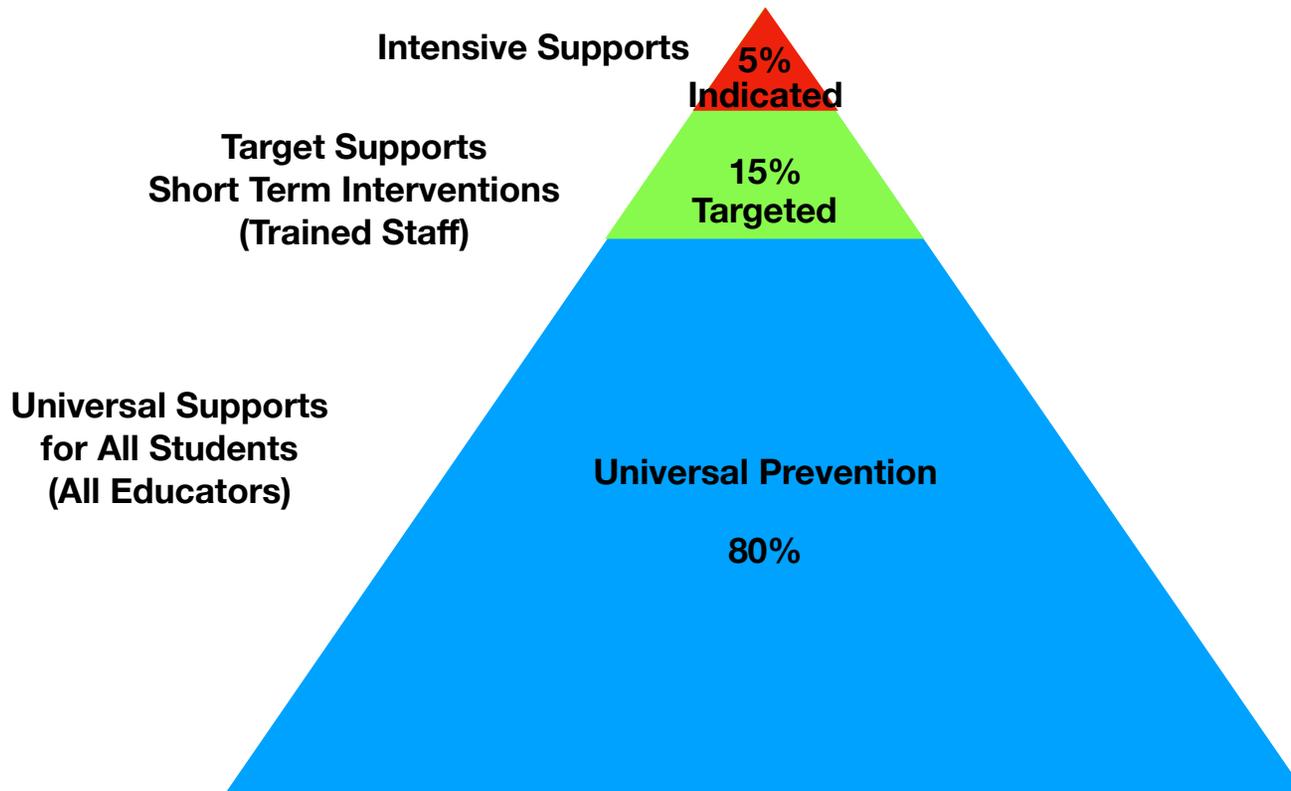
Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of **education, employment, criminal activity, substance use, and mental health.**



SELF-OTHERS-DECISIONS



Three-Tiered Model for SEL



“The relevant question is not if an arts practice will affect a social-emotional competency, but how it will happen and what arts educators can do to improve the odds that the impact is positive.”

Arts Education and Social Emotional Learning Outcomes





FROM A NATION AT RISK
TO **A NATION**
AT **HOPE**

*Recommendations from the National Commission
on Social, Emotional, & Academic Development*



Arts Education Is Essential

Arts education supports the social and emotional well-being of students, whether through distance learning or in person.

Self-awareness, self-efficacy, self-management and perseverance, social awareness and relationship skills are central to any arts education activity, no matter the age and ability of the student or the environment in which the learning takes place. The arts, with their strong emphasis on team-building and self-reflection are supremely suited to re-ignite students' interest in learning through collaboration, while simultaneously fostering creativity, critical thinking, and communication.

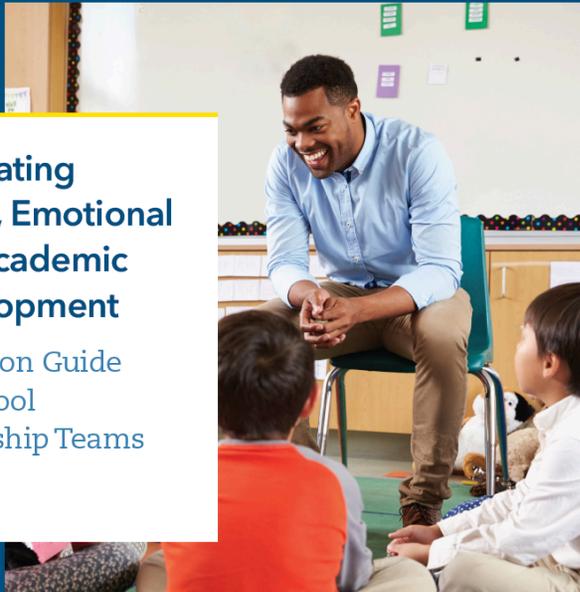
III. Change instruction to teach students social, emotional, and cognitive skills; embed these skills in academics and school-wide practices.

Intentionally teach specific skills and competencies and infuse them in academic content and in all aspects of the school setting (recess, lunchroom, hallways, extracurricular activities), not just in stand alone programs or lessons.

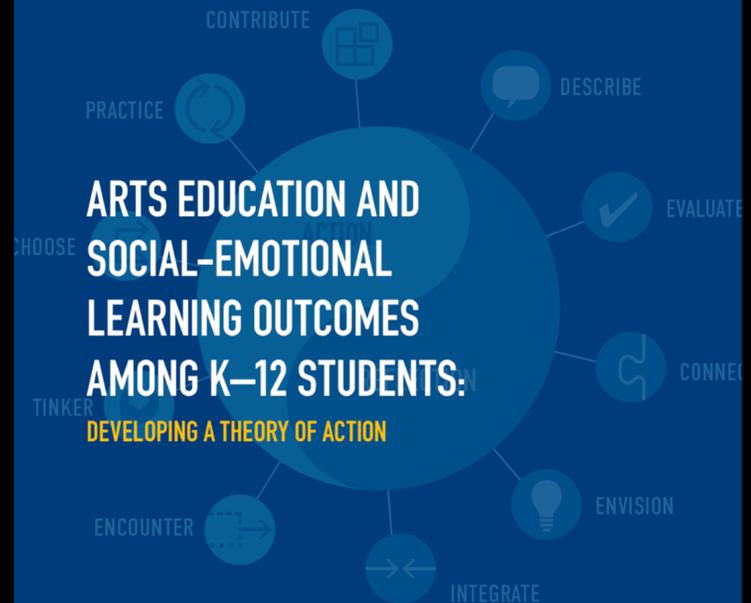
Integrating Social, Emotional and Academic Development

An Action Guide for School Leadership Teams

MARCH 2019



ARTS EDUCATION AND SOCIAL-EMOTIONAL LEARNING OUTCOMES AMONG K-12 STUDENTS: DEVELOPING A THEORY OF ACTION



ingenuity

UCHICAGO Consortium on School Research

Camille A. Farrington, Joseph Maurer, Meredith R. Aska McBride, Jenny Nagaoka, J. S. Puller, Steve Shewfelt, Elizabeth M. Weiss, and Lindsay Wright

**Foundations for Young Adult Success:
A Developmental Framework**

Developmental Experiences

+

Developmental Relationships



Do you see the Arts in these words?



Do you see the Arts in these words?





Why May Arts Educators Have an Advantage with Developmental Relationships







Why *May* the Arts Have an Advantage with Developmental Experiences?



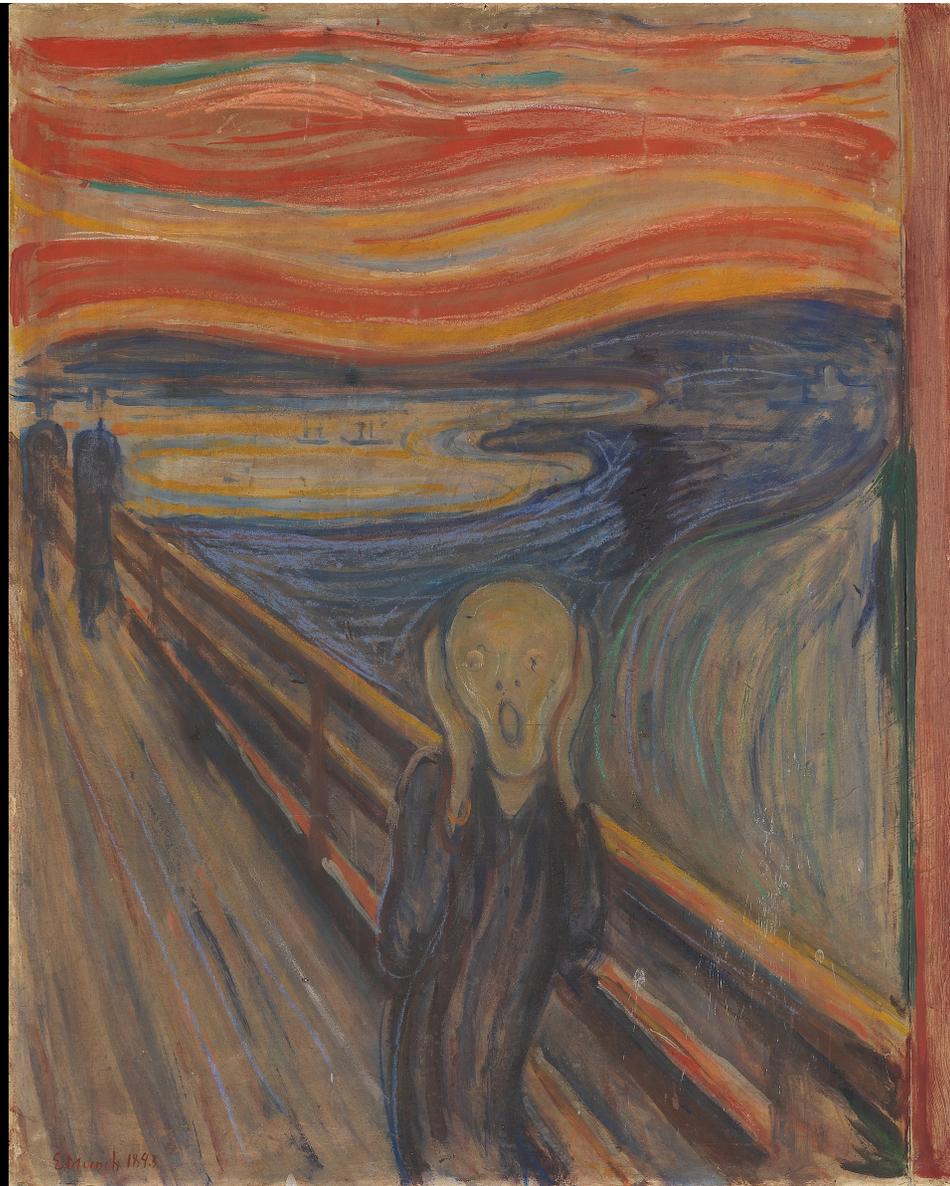
The Arts Are Social





The Arts Are Emotional









**MAURICE J.
ELIAS**

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David Brooks NY Times 1/17/19

“Even when conditions are ideal, think of all the emotions that are involved in mastering a hard subject like theater: curiosity, excitement, frustration, confusion, dread, delight, worry and, hopefully, perseverance and joy. You’ve got to have an educated emotional vocabulary to maneuver through all those stages.”*

Put relationship quality at the center of education

<https://www.nytimes.com/2019/01/17/opinion/learning-emotion-education.html>

•*David Brooks actually used algebra in his example but I wanted something challenging!





We are preparing our students for an uncertain future!
But one constant will be the importance of caring
interpersonal relationships and the skills and virtues
needed to create and sustain them.



Why are We Concerned about SEL and the Arts?

“When you think about the purposes of education, there are three. We’re preparing kids for jobs. We’re preparing them to be citizens. And we’re teaching them to be human beings who can enjoy the deeper forms of beauty. The third is as important as the other two.”

Tom Horne, Ariz. Supt. of Public Instruction (2009)



The Arts Help with Mastery of Life Complexity

“Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world”
(*Education Week*, Dec. 2014, p. 24)

Observing, analyzing, and understanding art and its production and context build many competencies but also promote a sense of common humanity....



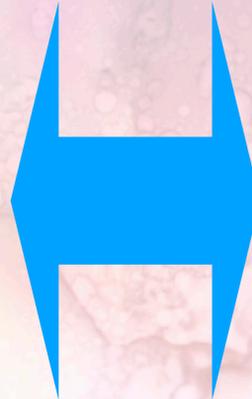


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SEL Competencies

Self Awareness
Self Management
Social Awareness
Relationship Skills
Responsible
Decision Making
and Problem Solving
Sense of Positive Purpose

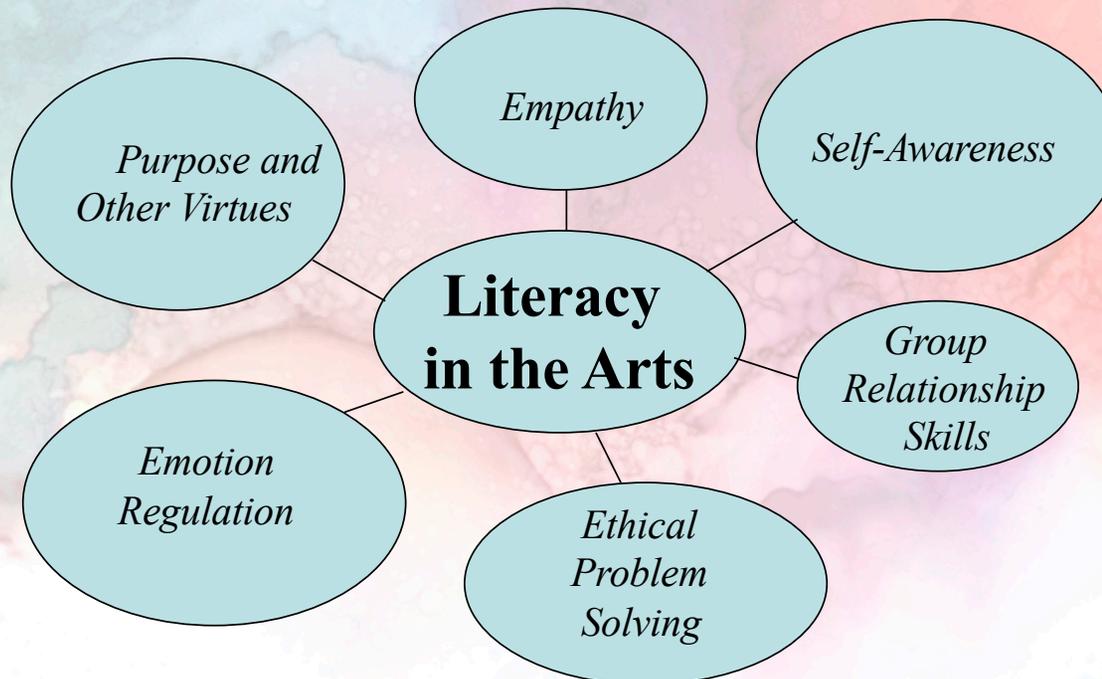


Artistic Process

Creating
Performing
Responding
Connecting



SEL Skills Attune Students for Success in Activities Across all of the Arts: *Creating, Performing/Presenting, Responding, Connecting*



Art is Equity

“Art reaches a segment of children who have not found their way in another specialty. If we can help those kids find themselves in any way possible, then we’ve helped this generation get that much further along in how they will eventually contribute to society.”

Heather Becker, Chicago Conservation Center CEO, February 2009 (Greater Good, p. 30)

See also Howard Gardner’s work on Multiple Intelligences



Arts Instruction Exercises Students' SEL Muscles

We exercise our students SEL muscles when we:

- encourage students to set their own artistic goals
- ask students to devise solutions for individual or group errors (instead of us always giving the answers)
- help students navigate performance anxiety via emotion regulation
- expose students to the power of artistic forms for social change

We advocate for the benefits of arts education, such as leadership, self-expression, and creativity. If we truly believe this, then this can be accomplished by teaching students to be the self- and socially-aware artists they have the potential to be. When the awareness improves, so does the art and the community. SEL should not be viewed as something taking time from arts instruction; it is practiced THROUGH arts instruction



Historically, arts educators have been building SEL competencies in the course of their work. SEL competencies are required to teach students to:

- look carefully at a work of art,
- understand the emotions being evoked by that work,
- discern the techniques used by the artist to communicate those emotions,
- understand, literally, what the artist had to do to create the work of art, and
- be able to discuss one's observations in an articulate way and exchange in give and take with those looking at the same work of art who might not see it the same way.



Arts Educators: Early Warning Communicators

- Many children will express feelings and concerns through their art, rather than verbally
- In the absence of live, non-verbal cues, arts educators in particular are in a position to notice cries for help that other educators may not have opportunity or attunement to see.
- Arts educators can work with student support personnel to communicate concerns about students.
- In the post-COVID-19 environment, the threshold for sharing concerns should be low.



How Do We Embed SEL?





New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed



Creating

Anchor Standard 1:
Generating and conceptualizing ideas.

Anchor Standard 2:
Organizing and developing ideas.

Anchor Standard 3:
Refining and completing products.



Performing/ Presenting/ Producing

Anchor Standard 4:
Developing and refining techniques and models or steps needed to create products.

Anchor Standard 5:
Selecting, analyzing and interpreting work.

Anchor Standard 6:
Conveying meaning through art.



Responding

Anchor Standard 7:
Perceiving and analyzing products.

Anchor Standard 8:
Applying criteria to evaluate products.

Anchor Standard 9:
Interpreting intent and meaning.



Connecting

Anchor Standard 10:
Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 11:
Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.



		NJ Visual and Performing Arts Standards	Creating		
	NJ Social and Emotional Learning Competencies	New Jersey Visual and Performing Arts Standards and the New Jersey Social and Emotional Learning Competencies	1. Generate and conceptualize artistic ideas and work.	2. Organize and develop artistic ideas and work.	3. Refine and complete artistic ideas and work.
	Self-Awareness	1. Recognize one's feelings and thoughts	<p style="text-align: center;">EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.</p> <p style="text-align: center;">EU: Recognizing the impact of one's feelings and thoughts on the creative process.</p> <p>EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p>		
		2. Recognize the impact of one's feelings and thoughts on one's own behavior	<p>EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p>		
		3. Recognize one's personal traits, strengths and limitations	<p>EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges.</p> <p>EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?</p>		
		4. Recognize the importance of self-confidence in handling daily tasks and challenges	<p>EU: Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration</p> <p>EQ: How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?</p>		

ARTISTIC PROCESS

SOCIAL-EMOTIONAL LEARNING COMPETENCIES

	CREATE	PERFORM/ PRESENT/PRODUCE	RESPOND	CONNECT
01 SELF-AWARENESS	CR/SeA	PR/SeA	RE/SeA	CN/SeA
02 SELF-MANAGEMENT	CR/SM	PR/SM	RE/SM	CN/SM
03 SOCIAL AWARENESS	CR/SoA	PR/SoA	RE/SoA	CN/SoA
04 RELATIONSHIP SKILLS	CR/RS	PR/RS	RE/RS	CN/RS
03 RESPONSIBLE DECISION-MAKING	CR/RDM	PR/RDM	RE/RDM	CN/RDM

Arts Education and Social & Emotional Learning Framework

A Synergistic Pairing

Arts Education and Social and Emotional Learning (SEL) Framework is designed to illuminate the intersection between arts education and social-emotional learning to allow for the intentional application of appropriate teaching and learning strategies, with the overarching goal of enhancing Arts Education.

[Learn More About SEL Framework](#)



ARTISTIC PROCESS				
SOCIAL-EMOTIONAL LEARNING COMPETENCIES				
	CREATE	PERFORM/ PRESENT/PRODUCE	RESPOND	CONNECT
01 SELF-AWARENESS	CR/SeA	PR/SeA	RE/SeA	CN/SeA
02 SELF-MANAGEMENT	CR/SM	PR/SM	RE/SM	CN/SM
03 SOCIAL AWARENESS	CR/SoA	PR/SoA	RE/SoA	CN/SoA
04 RELATIONSHIP SKILLS	CR/RS	PR/RS	RE/RS	CN/RS
03 RESPONSIBLE DECISION-MAKING	CR/RDM	PR/RDM	RE/RDM	CN/RDM

50+ SOCIAL-EMOTIONAL LEARNING STRATEGIES

1800+ ARTS EDUCATORS EMPOWERING

50+ LEARNING STRATEGIES THAT'S A LOT

ILLUMINATING THE INTERSECTION BETWEEN ARTS EDUCATION AND SOCIAL-EMOTIONAL LEARNING

Self Awareness and Create

CREATING

- 01
Generate and conceptualize artistic ideas and work
- 02
Organize and develop artistic ideas and work
- 03
Refine and complete artistic ideas and work

SELF-AWARENESS

<p>01 Recognize one's feelings and thoughts</p> <p>EE LE MS HS</p>	<p>EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.</p>
<p>02 Recognize the impact of one's feelings and thoughts on one's own behavior</p> <p>EE LE MS HS</p>	<p>EU: Recognizing the impact of one's feelings and thoughts on the creative process.</p> <p>EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p>
<p>03 Recognize one's personal traits, strengths and limitations</p> <p>EE LE MS HS</p>	<p>EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges.</p> <p>EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?</p>
<p>04 Recognize the importance of self-confidence in handling daily tasks and challenges</p> <p>EE LE MS HS</p>	<p>EU: Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration</p> <p>EQ: How does self confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?</p>

SOCIAL-EMOTIONAL LEARNING

RELATIONSHIP SKILLS	CR/RS	PR/RS	RI/RS	CN/RS
03 RESPONSIBLE DECISION-MAKING	CR/RDM	PR/RDM	RE/RDM	CN/RDM



50+ SOCIAL-EMOTIONAL LEARNING STRATEGIES



1900+ ARTS EDUCATORS EMPLOYING



50+ LEARNING STRATEGIES THATS A LOT

ILLUMINATING THE INTERSECTION BETWEEN ARTS EDUCATION AND SOCIAL-EMOTIONAL LEARNING



ARTS ED NJ
Many Partners. One Voice.

Self Awareness and Create Lesson Examples

- 01** i

Generate and conceptualize artistic ideas and work.
- 02** i

Organize and develop artistic ideas and work.
- 03** i

Refine and complete artistic ideas and work.

<p>01</p> <p>Recognize one's feelings and thoughts</p> <p>EE LE MS HS</p>	<p>EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.</p>
<p>02</p> <p>Recognize the impact of one's feelings and thoughts on one's own behavior</p> <p>EE LE MS HS</p>	<p>EU: Recognizing the impact of one's feelings and thoughts on the creative process.</p> <p>EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p>

EE

COMING SOON

LE

LESSON EXAMPLE

MS

LESSON EXAMPLE

ILLUMINATING THE INTERSECTION BETWEEN ARTS EDUCATION AND SOCIAL-EMOTIONAL LEARNING

NJ Framework - Next Steps

- New VPA Standards Released Last Month
- SEL/Arts Framework Released Last Month
- Develop Corresponding Lesson Examples for Each Area
- Integrated Website Links Arts Standards and SEL/Arts Framework
- All District Curriculum Revisions by September, 2021
- Professional development to support implementation (2020 -)



“In looking ahead to next school year, one of the most important things we can do is ensure the health and social and emotional well-being of you, your students, and families.”

**Governor Chris Sununu
July 13, 2020**



Choose Love



Teaching people
everywhere to choose
love.

An angry thought can be changed. The Choose Love Movement is teaching children and adults how they can choose love. People like you have started Choose Love Movements all over the world.



THE STORY BEHIND THE MOVEMENT

Choose Love Movement is inspired by 6-year-old Jesse Lewis, his final acts of love, and his mother's path of forgiveness after Jesse was killed in a school shooting.



[READ MORE](#)

Supported by Governor Sununu
Shannon Desilet@nh.gov

www.ChooseLoveMovement.org

COURAGE

Courage is the willingness and ability to work through obstacles despite feeling embarrassment, fear, reluctance, or uncertainty.

GRATITUDE

Gratitude is mindful thankfulness and the ability to be thankful even when things in life are challenging.

FORGIVENESS

Forgiveness means choosing to let go of anger and resentment toward yourself or someone else, to surrender thoughts of revenge, and to move forward with your personal power intact.

COMPASSION IN ACTION

Compassion is the understanding of a problem or the suffering of another and acting to solve the problem or alleviate the suffering.

1 MILLION
PEOPLE

1
COUNTRIES

1
SCHOOLS

Choose Love is a community-led movement offering free social & emotional learning (SEL) to help people thoughtfully respond to any situation or circumstance.





New Hampshire

Department of Education

[Bureau of Student Wellness – Office of Social and Emotional Wellness](#)

SEL Resource Library

- Presentation : [SEL 101 Supporting Social and Emotional Development in Schools](#) 
- Presentation : [Selecting Social and Emotional Learning Programs](#) 
- What does SEL Look Like in Schools? 
- Template : [Mapping current SEL Strategies](#) 
- [Assessing Social-Emotional Development in Children](#) 
- [ESSA Broadens the Definition of School Success](#) 
- [Federal Legislation Promotes SEL](#) 
- CASEL: [Collaborative for Academic, Social, and Emotional Learning](#)
- CASEL: [Resources for the Systemic Implementation of SEL by Districts](#)
- [Integrating Social and Emotional Development and College and Career Readiness Standards](#) 
- [Five Key Strategies for Incorporating SEL into Planning for ESSA](#) 
- [This Time, With Feeling: Integrating Social and Emotional Development and College- and Career-Readiness Standards](#) 

Contact

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What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice?



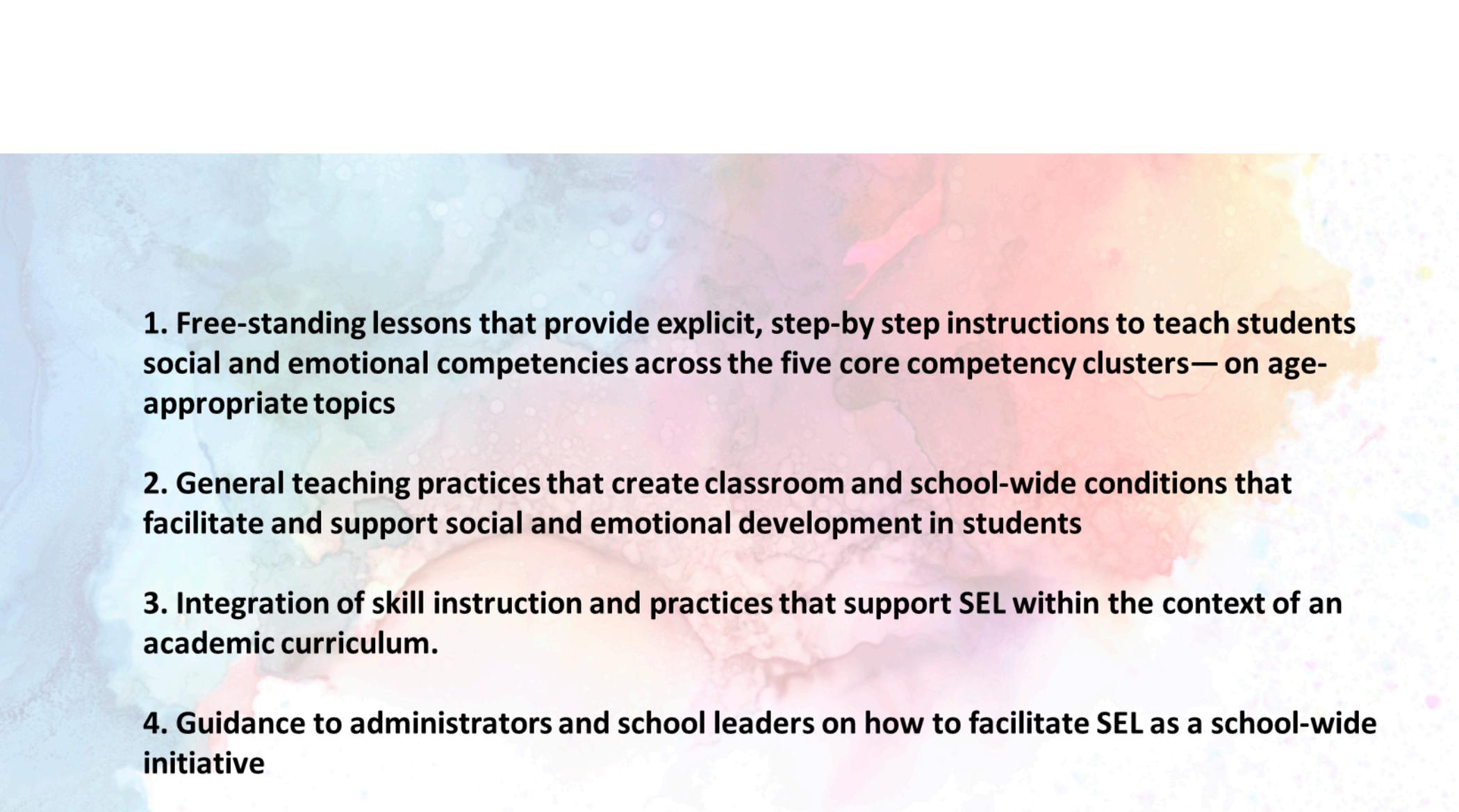
A Brief on Findings from CASEL's Program Reviews

LINDA DUSENBURY, SOPHIA CALIN, CELENE DOMITROVICH, AND ROGER P. WEISSBERG

A Publication of the Collaborative for Academic, Social, and Emotional Learning

October 2015



- 
- 1. Free-standing lessons that provide explicit, step-by-step instructions to teach students social and emotional competencies across the five core competency clusters— on age-appropriate topics**
 - 2. General teaching practices that create classroom and school-wide conditions that facilitate and support social and emotional development in students**
 - 3. Integration of skill instruction and practices that support SEL within the context of an academic curriculum.**
 - 4. Guidance to administrators and school leaders on how to facilitate SEL as a school-wide initiative**





**Read Dr. Maurice Elias's
Edutopia Blog**

[Visit the Blog →](#)

SOCIAL AND EMOTIONAL LEARNING

Developing Curricula for SEL and the Arts

Educators are working to encourage the development of social and emotional learning competencies through arts education.

By **Maurice J. Elias**

April 19, 2019



In the SEL area of *social awareness*, four competencies have been identified:

Recognize one's feelings and thoughts.

Recognize the impact of one's feelings and thoughts on one's own behavior.

Recognize one's personal traits, strengths, and limitations.

Recognize the importance of self-confidence in handling daily tasks and challenges.

Consider how these four competencies could be applied to listening to a piece of music. Students could note their emotions, consider how what they heard led to those feelings, relate to other times they listened to music and felt something similar (or different), and practice how they can express their views with confidence.

Dr. Maurice Elias
Developing Curricula for SEL and the Arts
Edutopia
April 19, 2019

<https://www.edutopia.org/article/developing-curricula-sel-and-arts>





RUTGERS
SECD Lab

Social-Emotional
and Character
Development Lab



MOSAIC

About

Curriculum

Ambassadors

MOSAIC Supplemental Lessons

See below for supplemental MOSAIC Lessons aimed to cover additional topics and to integrate into academic and art classes.



(MOSAIC Projector Display)

December Activity 3 Using PLAN to Analyze Songs

Problem Description

- What problem is the song addressing? What feelings are being communicated by the song?"

List Options

- What suggestions are being made for solving the problem?

Action Plan

- Is there an action plan? If so, what is it?

Notice Successes!

- What do you find most successful about the song? How do the music and the words complement each other? What would you do differently?"

MOSAIC Supplemental Activity

Building Social-Emotional and Character Skills via Analyzing and Creating Art

Virtues & Skills

Integration of all MOSAIC Virtues and Skills

OBJECTIVES

Students will be able to appreciate the social-emotional and character elements embodied in art and learn to analyze and create artistic products that embody key MOSAIC and other virtues, especially freedom.

MATERIALS

Activity 1: teachers will find that reviewing <https://www.smithsonianmag.com/arts-culture/story-behind-thomas-hart-bentons-incredible-masterwork-1-180953405/>

Prior to activity 1 will provide valuable background and allow for better framing of the students' work.

Activity 2: teachers will find that reviewing <https://www.smithsonianmag.com/arts-culture/21st-century-reimagining-norman-rockwells-four-freedoms-180968086/> prior to activity 2 will provide valuable background.

Note: both activities would benefit from coordination and involvement with arts and social studies teachers and coordination with the arts and social studies curricula.

Day 1: Murals of Thomas Hart Benton: American Life and History in the 1920-30's

Day 2: Re-creating Norman Rockwell's "Four Freedoms" for Our Times

Hutchinson Family Singers



Hutchinson Family, 1845

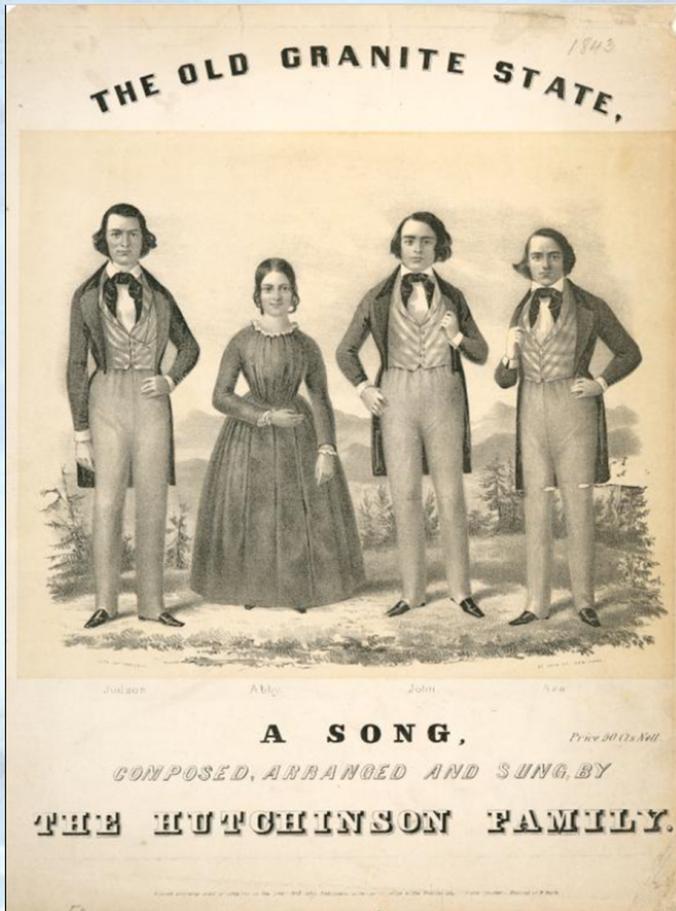
The Hutchinson Family Singers were an [American](#) family [singing group](#) who became the most popular American entertainers of the 1840s. The group sang in [four-part harmony](#) a repertoire of political, social, comic, sentimental and dramatic works, and are considered by many to be the first uniquely American popular music performers. The group formed in the wake of a string of successful tours by [Austrian](#) singing groups such as the [Tyrolese Minstrels](#) and when American newspapers were demanding the cultivation of [native](#) talent.

John Hutchinson orchestrated the group's formation with his brothers Asa, Jesse, and Judson Hutchinson in 1840; the Hutchinsons (11 sons, two daughters) gave their first performance on November 6 of that same year. The popularization of group singing in America arguably began with them. Jesse Hutchinson quit the main group to write songs and manage their affairs; he was replaced by sister Abby Hutchinson.

The Hutchinsons were a hit with both audiences and critics, and they toured the United States. They popularized four-part close harmony. The group's material included controversial material promoting [abolitionism](#), workers' rights, [temperance](#), and [women's rights](#), all stances popularized by the [Second Great Awakening](#).

https://en.wikipedia.org/wiki/Hutchinson_Family_Singers





NH
History

ELA

SEL

Music

Civics

Competencies

New Hampshire Rocks!

Providing modern band instruments to Granite State schools

CONCORD- The New Hampshire Department of Education is proud to announce the creation of *New Hampshire Rocks!*, a new competitive grant program that will provide modern band instruments and student musical training to Granite State schools. The Department has partnered with [Little Kids Rock](#), [Graystone Builders](#), and Carlos Santana's [Milagro Foundation](#) to provide schools a chance to expand student opportunities to create, perform, respond, and connect in music by providing professional development for teachers in modern band pedagogy and instruments for school music programs in districts in need across New Hampshire.

"Modern band music programs empower teachers to use the music that kids know and love, including rock, pop, R&B, country, and hip-hop to master music competencies," said Marcia McCaffrey, Arts Consultant with the New Hampshire Department of Education. **"Through modern band, students gain musical skills that enable them to play together, compose songs together, build community, and express through music their thoughts, ideas, and emotions."**

New Hampshire Rocks! will provide:

- Student-centered musical training and performance opportunities;
- Opportunities for students to engage in collaborative music-making and music performances, especially important for students who do not relate to traditional school music programs; and
- Youth development through music while increasing school-community connections.

In addition to donations from Graystone Builders and the Milagro Foundation, *New Hampshire Rocks!* is funded in part by \$10,000 from the Department's federal Title IV-A funds. Thus far, *New Hampshire Rocks!* has raised enough to provide grants to at least 12 New Hampshire schools. Schools may fill out an [application online](#). Winners will be based on established [selection criteria](#). Applications are open now through August 7. Selected schools will be notified no later than August 14.

"Music is a powerful tool to unlock creativity and learning," said Education Commissioner Frank Edelblut. "Through *New Hampshire Rocks!*, we're going to be able to help schools expand their modern band programs, and provide musical opportunities to more New Hampshire students."

For more information, contact Marcia McCaffrey at (603) 271-3193 or Marcia.McCaffrey@doe.nh.gov.



What You Can Do



What You Can Do - Looking Forward

- Recognize SEL is NOT a fad
- To be effective it *MUST* be embedded
- Make Sure SEL is a Lens ALL of your curriculum revisions are viewed through
- Share information about the SEL/Arts Framework
- Advocate for the value of arts education utilizing SEL.



“I believe everyone will soon come to realize that our arts educators are the secret weapon to implementation of social-emotional learning in our schools.”

Dr. Maurice Elias



CHANGE THE “HOW”

Not the “WHAT”

SEL is the “Why”



Advocating for Music Education through Social Emotional Learning

Capacitating in Our Super Powers!

Music IS Social • Music IS Emotional

Why SEL is a strong argument for music education:

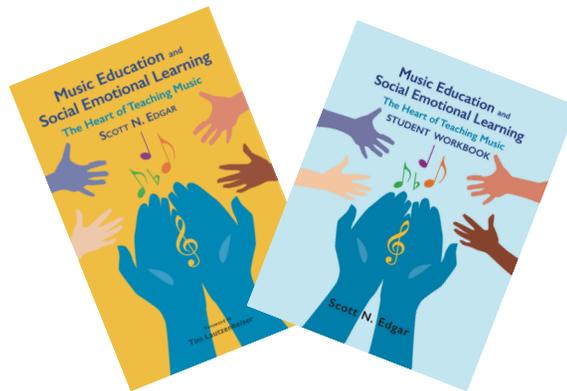
- Promotes integration of SEL into music education with various teaching strategies and activities to meet the needs of all learners.
- The relationship built between teachers and students that supports a safe and trusting learning environment.
- The performance practice of SEL is a powerful tool for students to learn and practice SEL skills.
- Music education naturally develops social and emotional skills.
- The relationship between SEL and music education is a powerful tool for students to learn and practice SEL skills.
- Music education naturally develops social and emotional skills.
- The relationship between SEL and music education is a powerful tool for students to learn and practice SEL skills.

WE NEED TO CHANGE THE "HOW" OF MUSIC EDUCATION SO WE CAN USE THE "WHAT" OF SEL TO MEET OUR STUDENTS' NEEDS THROUGH MUSICAL SEL.

Music Education & SEL: The Heart of Teaching Music

See the Framework!

For more information or help advocating for SEL, contact Scott N. Edgar at scottn@edgarnet.org or www.edgarnet.org



What is Social Emotional Learning?

Social Emotional Learning (SEL) describes the development of skills in three domains: self, others, and responsible decision-making.

Self-Includes:

- self-awareness skills such as the ability to identify and recognize emotions
- self-management skills such as perseverance and the ability to manage impulse control

Others includes:

- relationship skills such as cooperation, empathy, and respectful communication
- social awareness skills such as the ability to recognize diverse thoughts and opinions.

Combined, the above skills support responsible decision-making.

"Responsible Decision-Making" includes:

- behavioral skills such as situation analysis, anticipating consequences, and generating alternative solutions.
- cognitive skills such as balancing personal and group responsibilities.

Bibliography

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4. CASEL. (2010). *SEL: The Heart of Learning*. New York: Corwin Press.

For more information, visit www.namethe.org

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Music Education and Social Emotional Learning

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SELARTS

Arts Education and Social & Emotional Learning Framework

A synergistic rating

ARTISTIC PROFILES

ARTS DISCIPLINE	SEL	SEL	SEL	SEL	SEL
Visual Arts	SEL	SEL	SEL	SEL	SEL
Music	SEL	SEL	SEL	SEL	SEL
Dance	SEL	SEL	SEL	SEL	SEL
Theater	SEL	SEL	SEL	SEL	SEL
Media Arts	SEL	SEL	SEL	SEL	SEL
Arts Integration	SEL	SEL	SEL	SEL	SEL
SEL Integration	SEL	SEL	SEL	SEL	SEL

ELUMINATING THE INTERSECTION BETWEEN ARTS EDUCATION AND SOCIAL-EMOTIONAL LEARNING

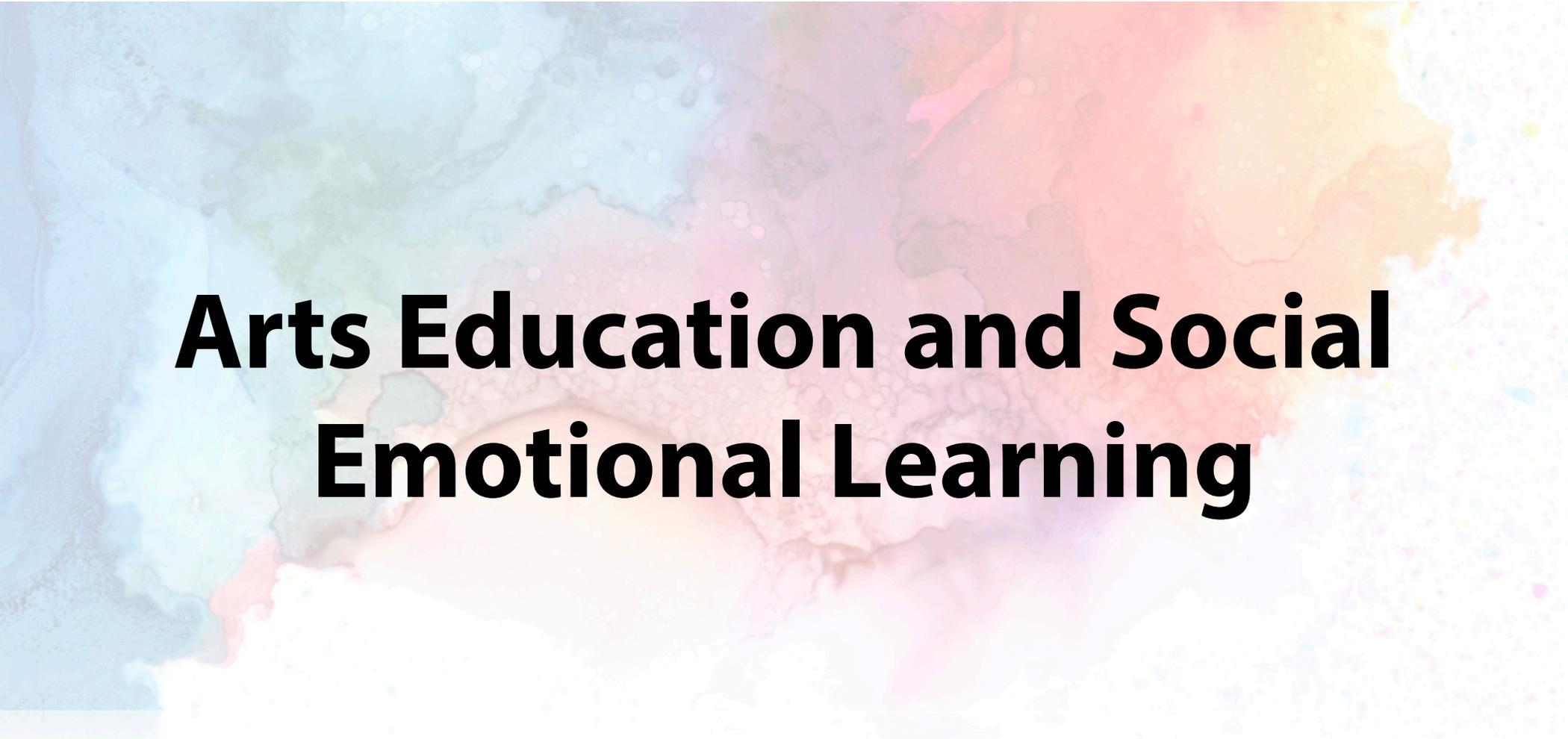
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