Social Emotional Learning within Fine Arts

Persistent through challenges. Results oriented. Creative. Responsive to feedback. Participation in fine arts have been known to build some crucial student life skills, which research shows leads to future success. Leveraging language from SEL standards can support their capacity building process. Find more SEL classroom resources here.
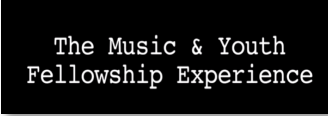
DANCE/THEATRE

SEL GOAL	Creating	Performing	Responding	Connecting
1 **Self Management**	Self regulation of emotions, thoughts, and behaviors (time management) are required for the final performance to reflect a student's efforts, and strengths. Two steps towards SEL integration with theater are: ⇒ *Use high school SEL benchmark language for expectations and/or as part of learning targets. (example 1C.4a below)*			

SEL1C.4a: Identify strategies to make use of resources and overcome obstacles to achieve goals.

⇒ *Use benchmark language in rubrics for self, peer and teacher assessments.*

Build student capacity for overcoming stage fright

VISUAL

SEL GOAL	Creating	Performing	Responding	Connecting
2 **Social Awareness**	Ongoing awareness building of similarities and differences between classmates and peers can happen in any subject area. Two steps towards SEL integration with visual arts are: ⇒ *Use high school SEL benchmark language for expectations and/or as part of the learning targets. (example 2B.4b below)*			

SEL2B.4b: Demonstrate respect for individuals from different social and cultural groups.

⇒ *Use benchmark language in rubrics for self, peer and teacher assessments.*

View one art teachers' integration efforts here

MUSIC

SEL GOAL	Creating	Performing	Responding	Connecting
3 **Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**	Students encouraging music appreciation through community mentoring and teaching are practicing SEL competencies. Two steps for SEL integration with community service projects are: ⇒ *Use high school SEL benchmark language for expectations and/or as part of the learning targets.*			

SEL3C.4b: Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.

The Music & Youth Fellowship Experience

Video link

⇒ *Use benchmark language in rubrics for self, peer and teacher assessments.*