



# Social Emotional Learning and the Arts

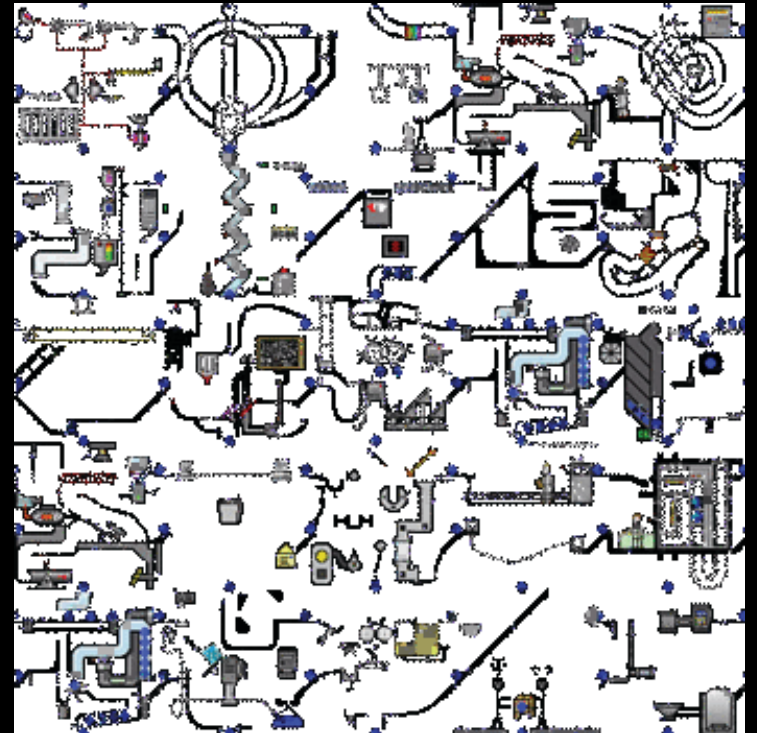
Beverly Harding Buehler, Arts Impact



# Teaching to the Human Brain

## The brain...

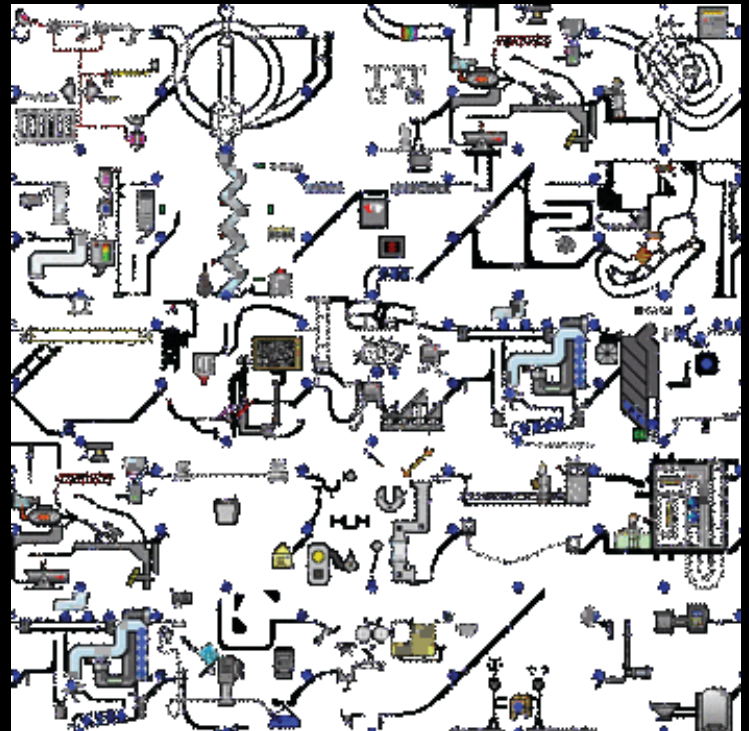
1. Wants to survive.
  - Safe (stressed brains do not learn well)
  - Thrives in predictability
  - Has a need for control (choice)
2. Wants to know why.
  - Has to be aware of what it is doing
  - Has to be interested in why it is doing it
  - Must revisit interest/relevance every 10 minutes



# Teaching to the Human Brain

## The brain...

3. Wants to find pathways.
  - Learns by doing (repetition)
  - Has to hear itself talk (repetition)
  - Likes to move around while thinking
  
4. Wants to know the big picture.
  - Reasons symbolically
  - Starts with the “gist” the big idea
  - Adds details later



# The Brain Wants To...



# WA K-12 Social Emotional

## Learning Standards & Benchmarks

SELF		SOCIAL	
<b>STANDARD 1</b>	<b>SELF-AWARENESS</b> – Individual has the ability to identify and name one’s emotions and their influence on behavior.	<b>STANDARD 4</b>	<b>SOCIAL AWARENESS</b> – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
BENCHMARK 1A	Demonstrates awareness and understanding of one’s emotions.	BENCHMARK 4A	Demonstrates awareness of other people’s emotions, perspectives, cultures, language, history, identity, and ability.
1B	Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets, and aspirations.	4B	Demonstrates an awareness and respect for one’s similarities and differences with others.
1C	Demonstrates awareness and understanding of family, school, and community resources and supports.	4C	Demonstrates an understanding of the social norms of individual cultures.
<b>STANDARD 2</b>	<b>SELF-MANAGEMENT</b> – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.	<b>STANDARD 5</b>	<b>SOCIAL MANAGEMENT</b> – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
BENCHMARK 2A	Demonstrates the skills to manage and express one’s emotions, thoughts, impulses, and stress in constructive ways.	BENCHMARK 5A	Demonstrates a range of communication and social skills to interact effectively with others.
2B	Demonstrates constructive decision-making and problem solving skills.	5B	Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
		5C	Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.
<b>STANDARD 3</b>	<b>SELF-EFFICACY</b> – Individual has the ability to motivate oneself, persevere, and see oneself as capable.	<b>STANDARD 6</b>	<b>SOCIAL ENGAGEMENT</b> – Individual has the ability to consider others and a desire to contribute to the well-being of school and community.
BENCHMARK 3A	Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.	BENCHMARK 6A	Demonstrates a sense of social and community responsibility.
3B	Demonstrates problem-solving skills to engage responsibly in a variety of situations.	6B	Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
3C	Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.	6C	Demonstrates effective strategies to contribute productively to one’s school, workplace, and community.

# *How can arts infusion support social emotional learning?*



# Closing the Gap through Arts Infused Social Emotional Learning

- When students learn the concepts and thinking practices of Social Emotional Learning, Math, Literacy and STEM subjects in and through the arts, they feel:
  - Safe
  - Healthy
  - Engaged
  - Challenged
  - Supported
- Teaching these shared concepts and thinking practices help all children succeed, and support our efforts to close opportunity gaps.



# CONCEPT



- Is it **broad and abstract**? Can it be represented by one or two words?
- Is it **timeless** – carries through the ages?
- Is it **universal** – carries across cultures?
- Can it be represented **by different examples with common attributes**?

# Infused Teaching – (Shared Concepts)



*Teaching is defined by a concept authentically shared by both subjects. The concept means the same thing in both disciplines.*

*e.g. The fractional division of space or time means the same thing in dance and visual arts, as in math and science.*

# Arts Infused Concepts in CCSS ELA

## Theater Concepts

- Character – attributes, objective, obstacle
- Narrative sequence
- Dialogue – Voice
- Gesture – Action, reaction

## Visual Arts Concepts

- Setting
- Contrast
- Focal point

## Dance and Music

- Sequence
- Rhythm
- Pattern – Repetition

## English Language Arts

- Character – attributes, objective, obstacle
- Story sequence
- Setting
- Dialogue
- Focal point
- Contrast
- Rhythm
- Pattern
- Repetition



# Theater Skills in Literacy



## Literacy Skills

- Identifying characters
- Describing
- Inferring
- Retelling
- Summarizing
- Compare and Contrast
- Connecting to own experience

# Arts Infused Concepts in CCSS Math

## Arts Concepts

### Dance

- Equivalence, fractions, balance, beat, shape, repetition, symmetry, levels

### Music

- Rhythm, pattern, beat, note value, pitch, volume

### Theater

- Sequence, shape, levels

### Visual Arts

- Fractions  
shape,  
scale, proportion, balance,  
pattern, repetition

## CCSS

### Math

- Equivalency
- Fractions
- Addition, subtraction, multiplication, division
- Geometric space
- Proportion
- Place value
- Shape
- Pattern
- Repetition
- Scale
- Symmetry





# Self and Social Awareness



<b>STANDARD 4</b>	<b>SOCIAL AWARENESS</b> – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
<b>BENCHMARK 4A</b>	Demonstrates awareness of other people's emotions, perspectives, cultures, language, history, identity, and ability.
<b>4B</b>	Demonstrates an awareness and respect for one's similarities and differences with others.
<b>4C</b>	Demonstrates an understanding of the social norms of individual cultures.
<b>STANDARD 1</b>	<b>SELF-AWARENESS</b> – Individual has the ability to identify and name one's emotions and their influence on behavior.
<b>BENCHMARK 1A</b>	Demonstrates awareness and understanding of one's emotions.
<b>1B</b>	Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets, and aspirations.
<b>1C</b>	Demonstrates awareness and understanding of family, school, and community resources and supports.



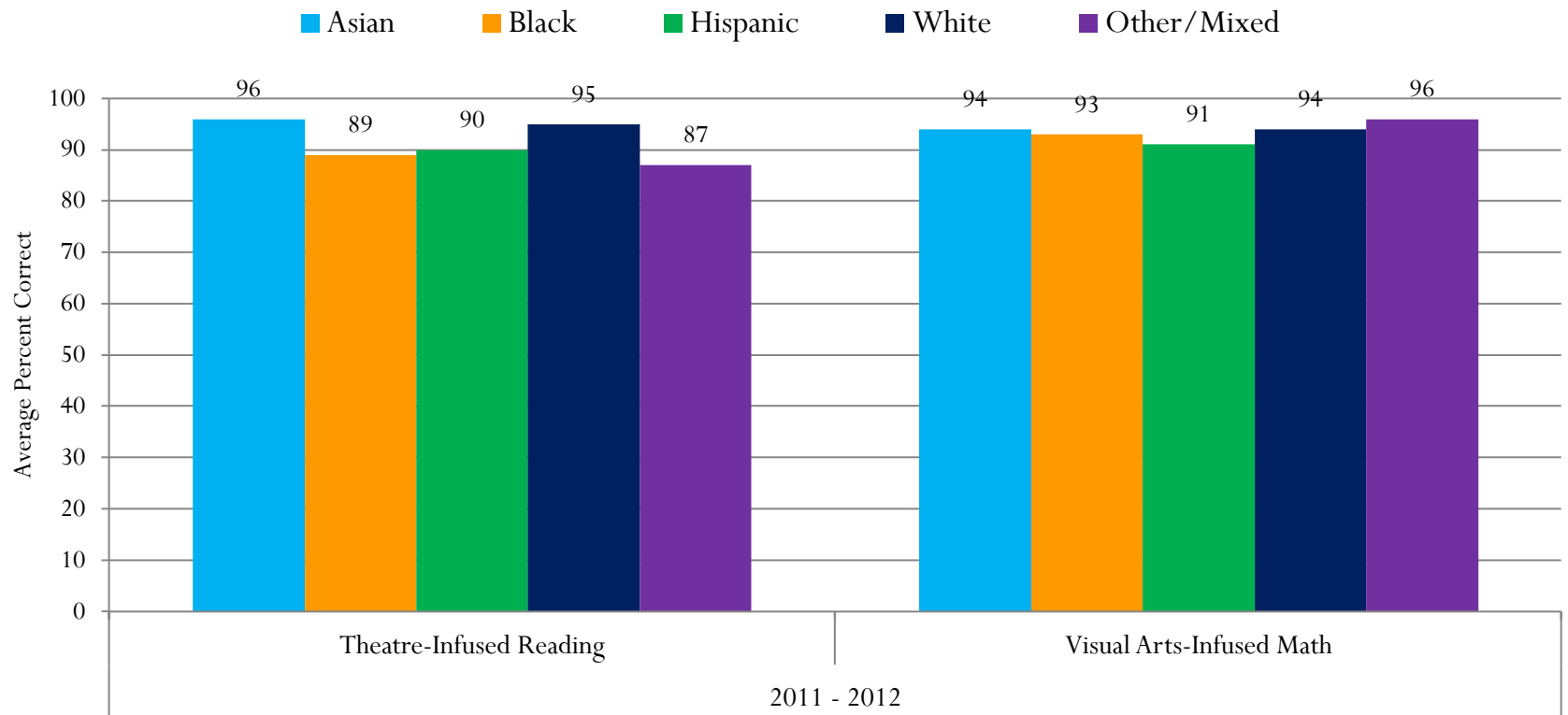
# Self and Social Management



<b>STANDARD 2</b>	<b>SELF-MANAGEMENT</b> – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.
<b>BENCHMARK 2A</b>	Demonstrates the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.
<b>2B</b>	Demonstrates constructive decision-making and problem solving skills.
<b>STANDARD 5</b>	<b>SOCIAL MANAGEMENT</b> – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
<b>BENCHMARK 5A</b>	Demonstrates a range of communication and social skills to interact effectively with others.
<b>5B</b>	Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
<b>5C</b>	Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

# All Children Succeed through Arts Infusion

2011-2012  
Western Washington  
Performance Based Assessment Results in Arts Infused Learning  
by Ethnicity



# 21<sup>st</sup> Century STEAM

- Creative Thinking
- Critical Thinking
- Collaborating
- Communicating
- Perseverance
- Growth Mindset

