



Where Do We Go From Here?

Bob Morrison

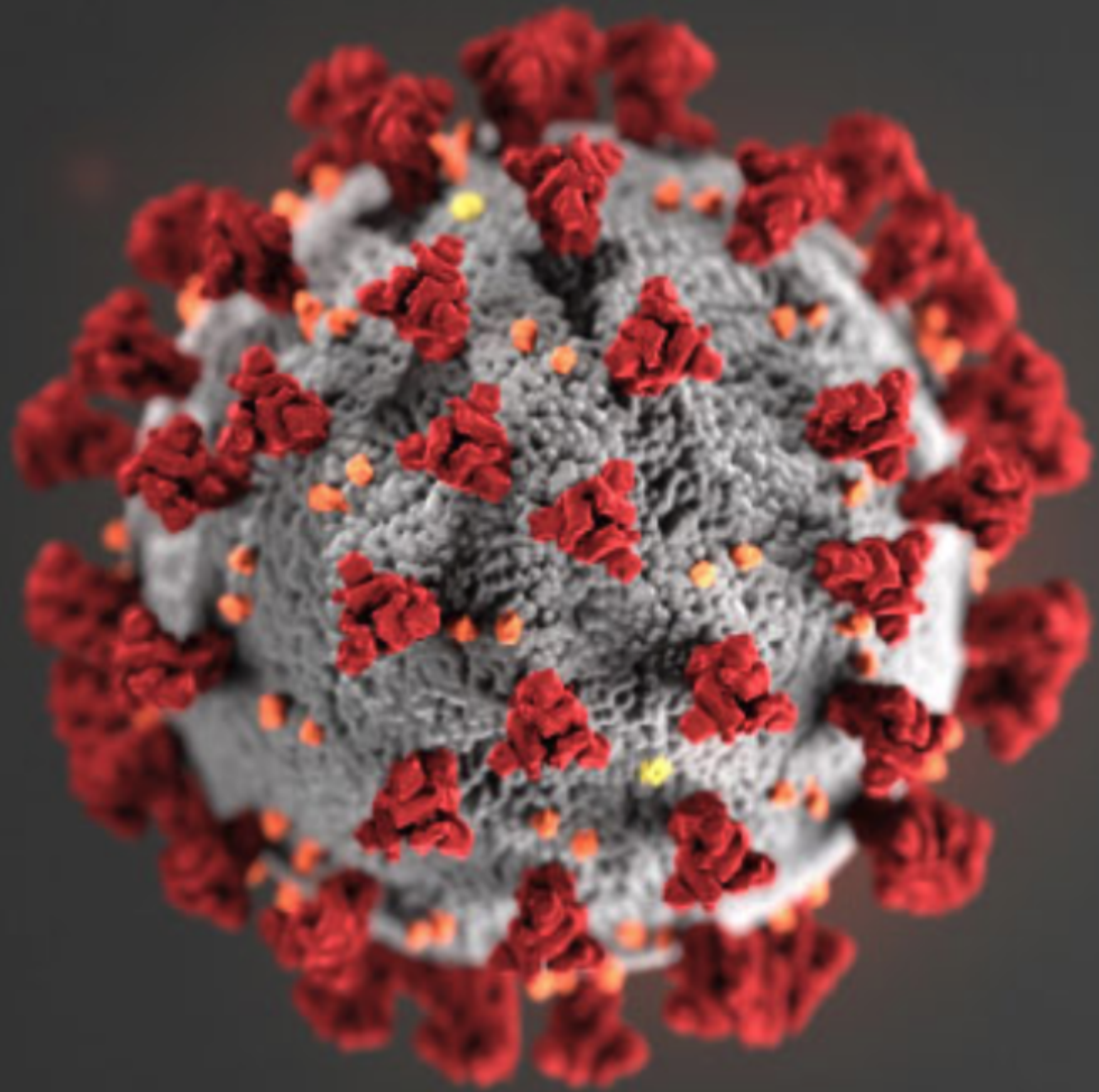
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Resources Covered Today:

<http://shorturl.at/box35>







Public Health Crisis



**Public Health
Crisis**



**Fiscal
Crisis**



**Public Health
Crisis**



**Mental Health
Crisis**



**Fiscal
Crisis**

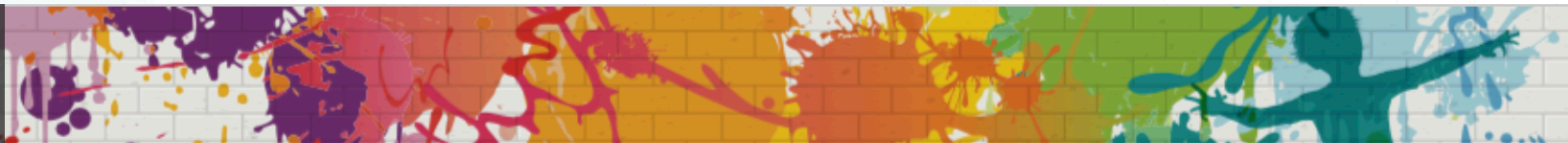


**History Has It's
Eyes on Us**



**Where Do We Go
From Here?**

Addressing the Health Crisis



No Scholastic
Performing Arts
Spread of COVID-19

**Findings from the
International Coalition of Performing Arts
Aerosol Study**

Round 3

Released November 13, 2020

Key Finding:

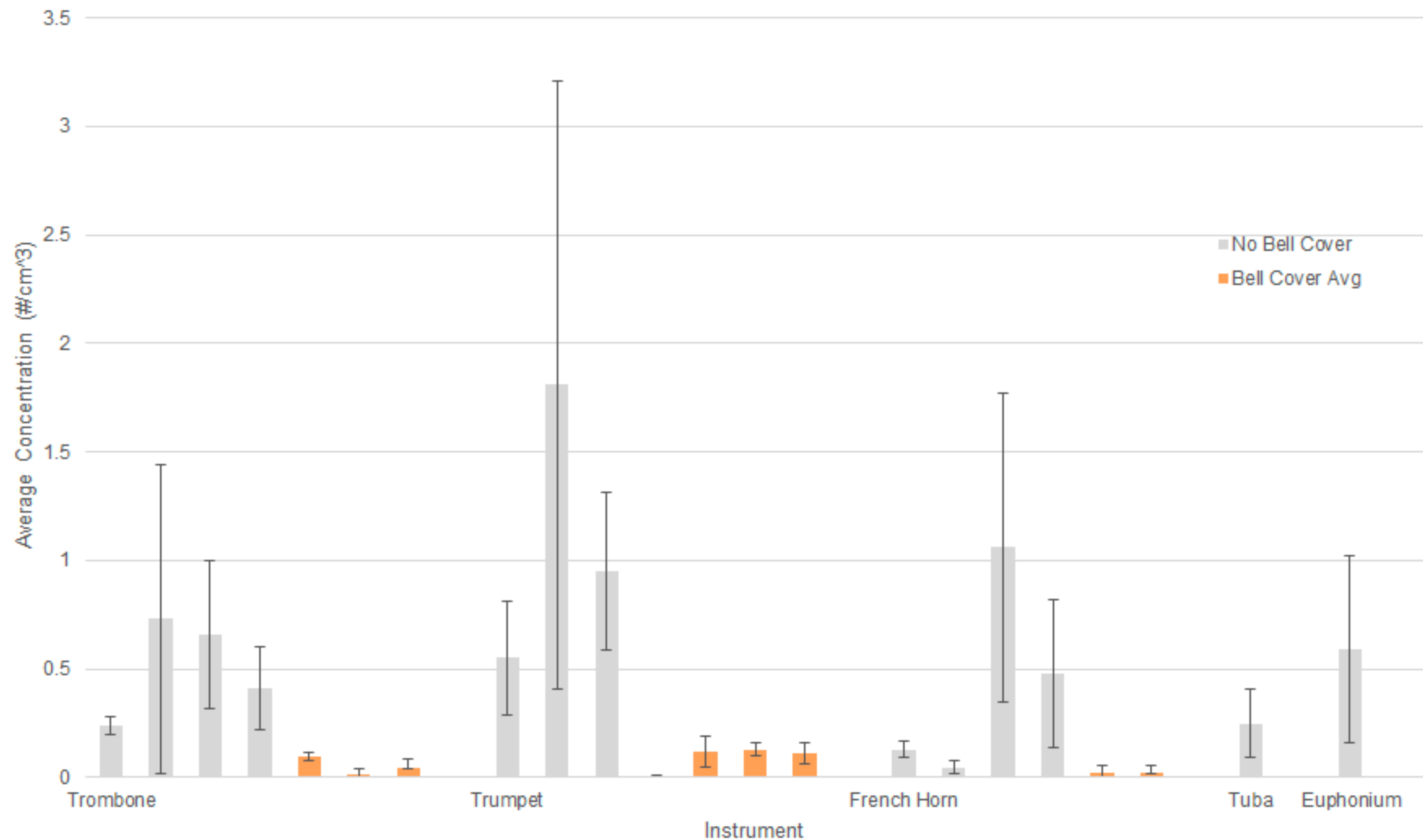
Instrumental, Vocal and General Classroom Music, Theatre, Speech, Debate and Dance classes and activities **may be held in person** following proper mitigation.

Students in School

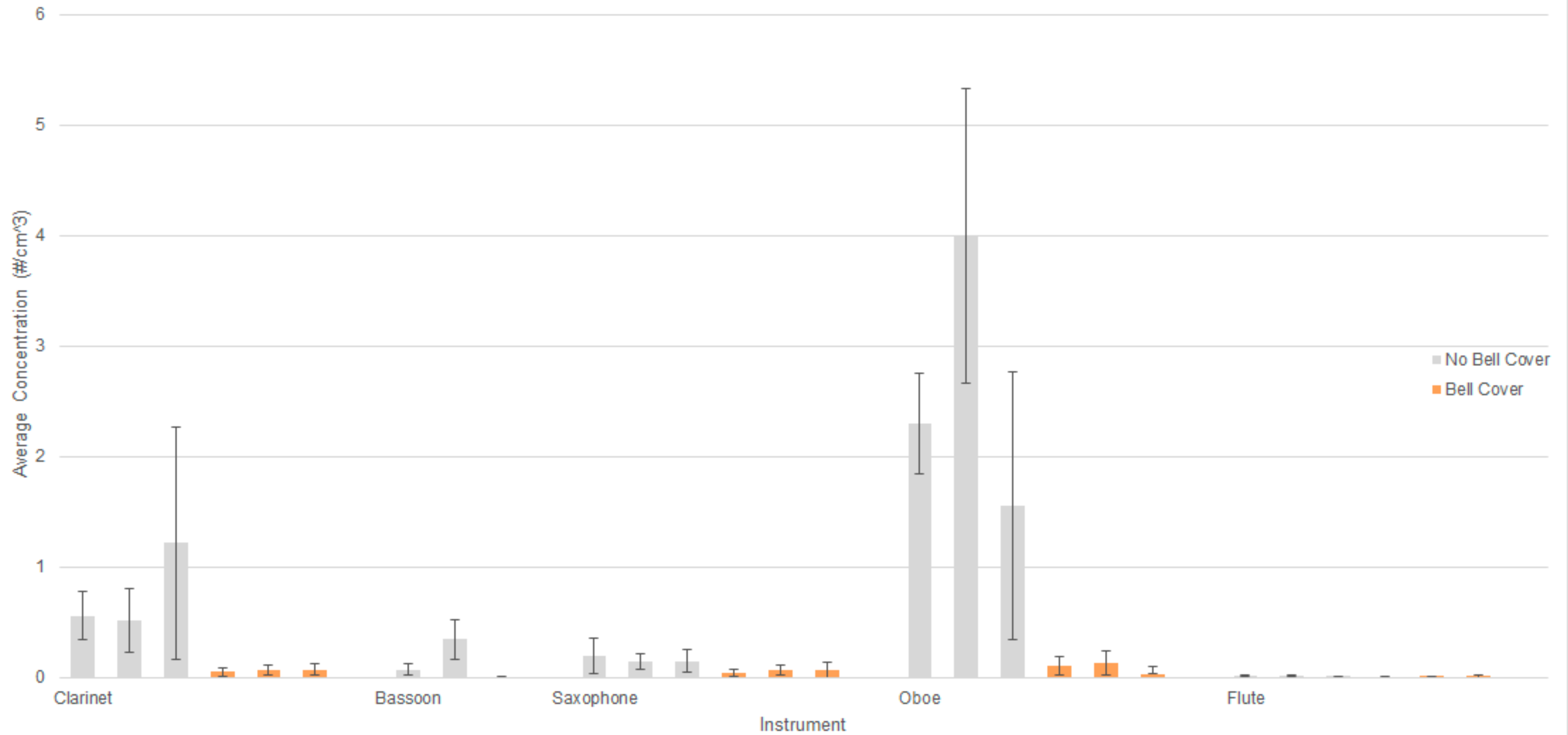
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Arts in School

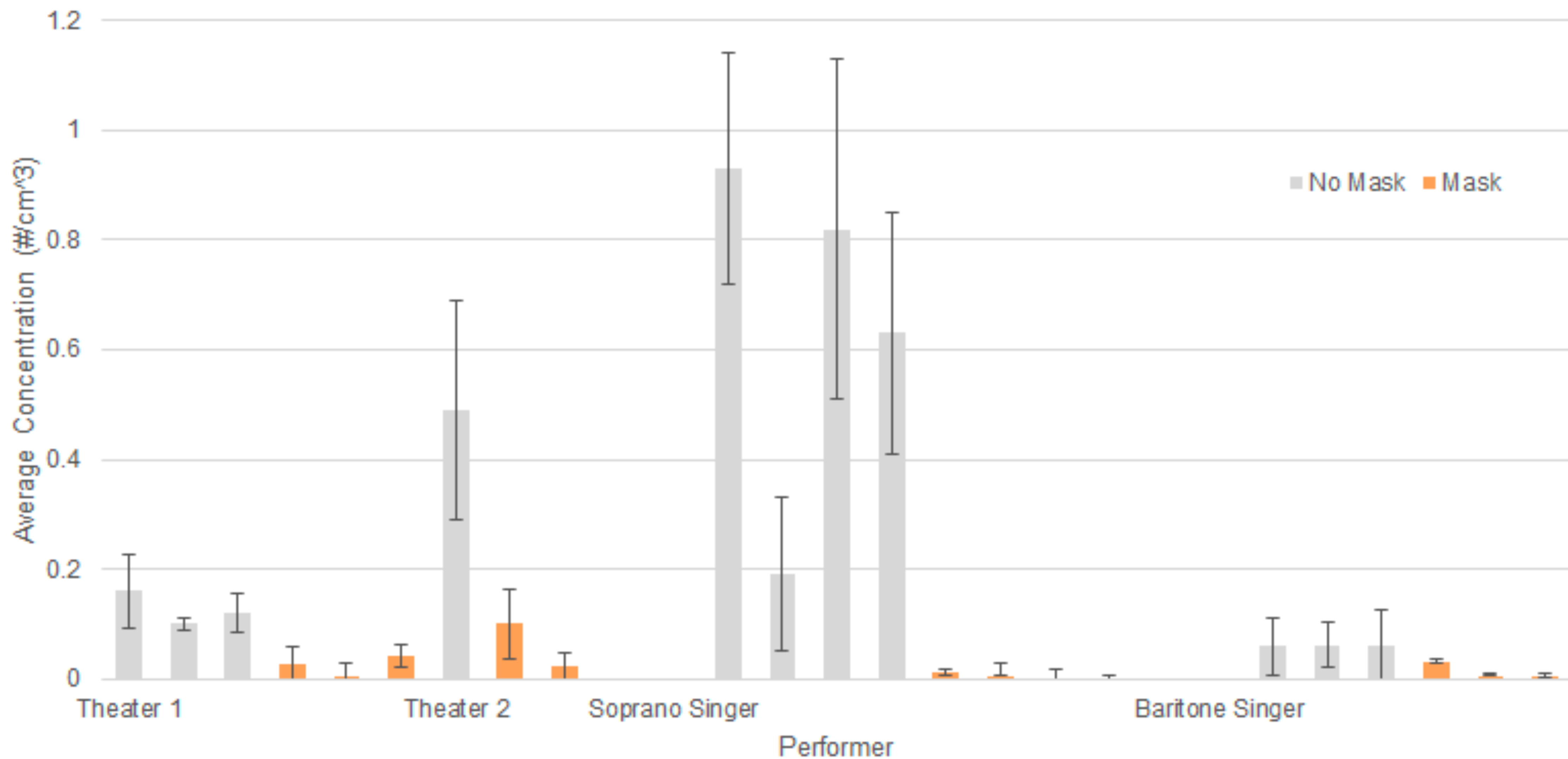
Brass: Average APS Concentration of Each Test with Standard Deviation of Each Test



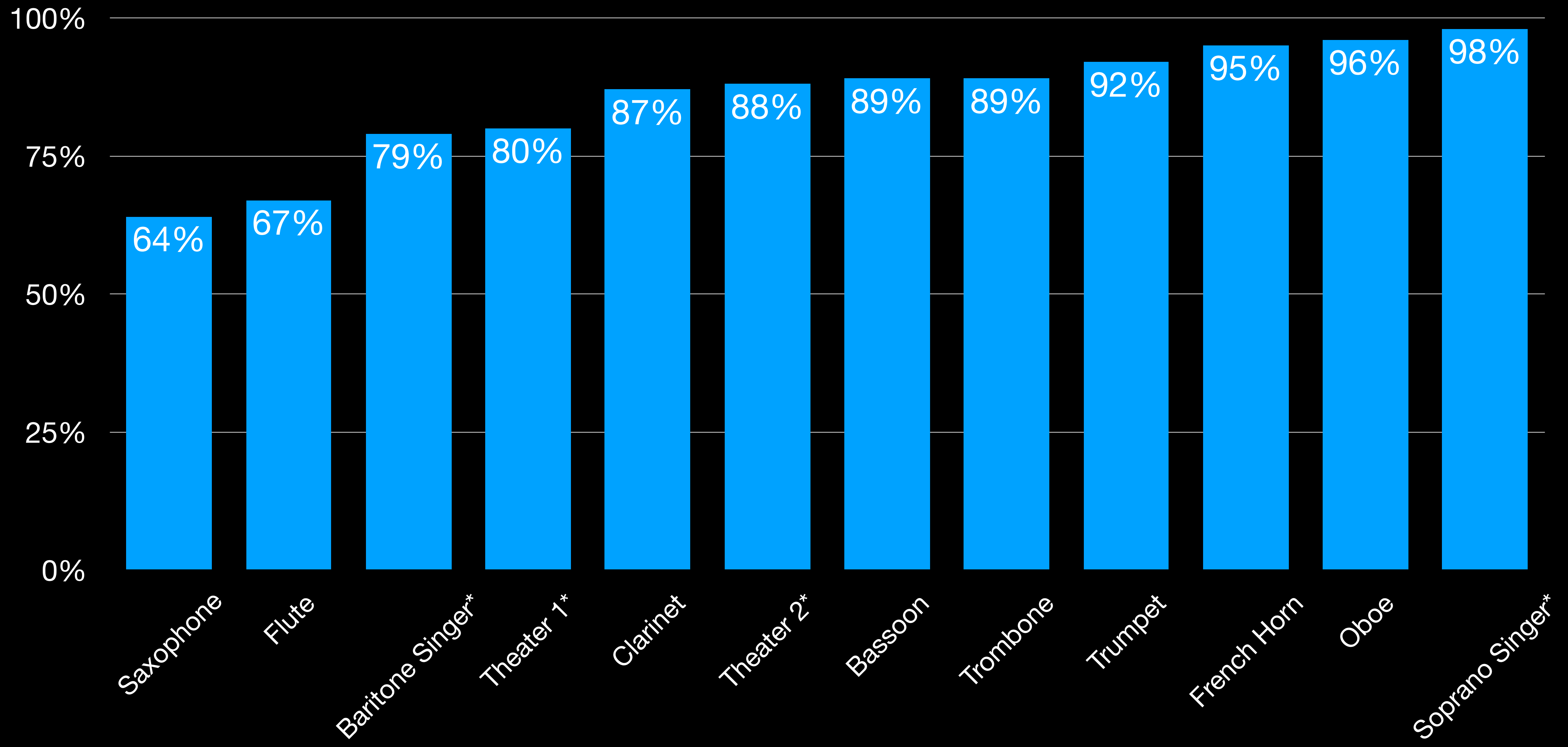
Woodwinds: Average APS Concentration of Each Test with Standard Deviation of Each Test



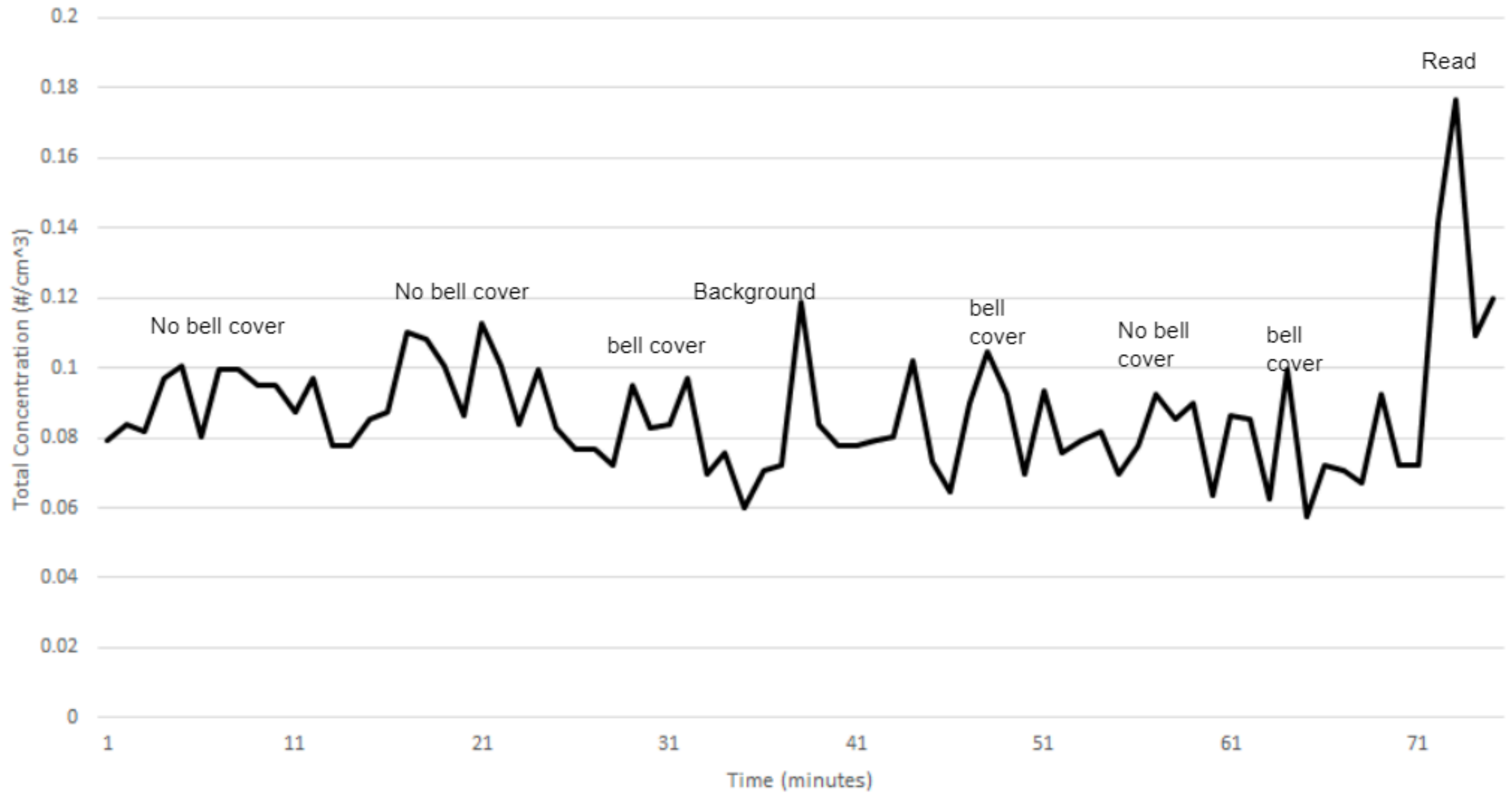
Performers: Average APS Concentration of Each Test with Standard Deviation



Percentage Reduction of Aerosols Using Masks



Flute, APS: Total Concentration over Time



FLUTES AND
RECORDERS WILL
NOT KILL ANYONE

MASK Everything!



ACTORS



**SINGERS
DANCERS**

INSTRUMENTALISTS



INSTRUMENTS

TEACHERS



Performers Teachers Instruments

aerosol emission is reduced between 60% and 90%.

Woodwinds and Brass players should use a mask while playing which includes a small straight slit in a surgical style mask

- Do not use the woodwind/brass mask outside of rehearsal

Teachers are assumed to talk the most and as a result should wear the most efficient mask possible that is readily available, which are surgical masks. (N95s are not recommended at this time due to supply chain issues.)

Teachers should consider using a portable amplifier to keep their voices at a low conversational volume. Students should also ask questions in a low conversational volume with a mask.

MATERIALS MATTER



2 LAYERS or more of DENSE FABRIC
for instruments

WELL-FITTING MASKS
for students



Person - Well Fitting

Multi-layer

Surgical Style Mask

Washable or Disposable

Instrument - Multi-layers

- MERV 13 type material
- Surgical mask type material
- Something > nothing
- Non-stretchy material

DISTANCE

6 FEET
with Mask



Indoors

- 6x6 area
- 9x6 for trombone

Outdoors

- 6x6 area
- Masks strongly recommended
- Instrument bell covers should still be used

TIMING

OUTDOOR

- Playing Instruments, Singing, Acting, or Dancing (*Masks strongly recommended*)
- 30 minute blocks with 6ft spacing
- 5 minute pause between blocks

INDOORS

- Playing Instruments, Singing, Acting, or Dancing (*Masks required*)
- 30 minutes with 6 ft spacing
- Minimum one air change between class

Proper HYGIENE



Instruments
Spaces
People

Spit Valves

- Empty away from others
- Have an absorbent disposable material to catch the condensation (Puppy Pad)

Hand Washing

- Hand sanitizer should be readily available
- Soap and Warm water should be available.
- Hands should be washed after contact with surfaces and others

Common Areas

- Should be managed to limit the number of students at a time in the room.
- Anyone who enters the room should bring a 70% alcohol wipe to wipe all surfaces before and after touching.
- The wipe should be discarded properly upon leaving the storage area.

AIRFLOW / FILTRATION



Good ventilation and
air change rate for the space.

Outdoor is Best

- Open air
- Tenting from elements (no sides)

Indoor Air filtration

- HEPA –Size of Room
- Filtration Certification
- CADR -Clean Air Delivery Rate
- AHAM Certification -Association of Home Appliance Manufacturers

Air Change Rate Per Hour (ACH)

- 3 ACH is the standard used for the modeling presented
- Increased ACH recommended if possible

ASHRAE Guidelines -American Society of Heating,
Refrigerating and Air-Conditioning Engineers

KEEPING ARTS ED SAFE AT SCHOOL

MASK Everything!



ACTORS
SINGERS
DANCERS

INSTRUMENTALISTS
INSTRUMENTS

TEACHERS

DISTANCE

6 FEET

with Mask



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MATERIALS MATTER



2 LAYERS or more of DENSE FABRIC
for instruments

WELL-FITTING MASKS
for students



Proper HYGIENE

Instruments
Spaces
People



AIRFLOW / FILTRATION

Good ventilation and air change rate for the space.



SEPTEMBER READY

Fall 2020 Guidance for Arts Education



Updated November 13, 2020

<https://www.artsednj.org/covid19/>

Arts Education Has
More Research on
Mitigation Strategies
Than ANY Content Area

Addressing the Mental Health Crisis



Social Emotional Learning Will Be Front and Center



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:

- **Self Awareness:** Develop healthy Identities
- **Self Management:** Understand and manage emotions,
- **Social Awareness:** Achieve personal and collective goals,
- **Social Awareness:** Feel and show empathy for others,
- **Relationship Skills:** Establish and maintain supportive relationships, and
- **Responsible Decision Making:** Make responsible and caring decisions.





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

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

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.

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**

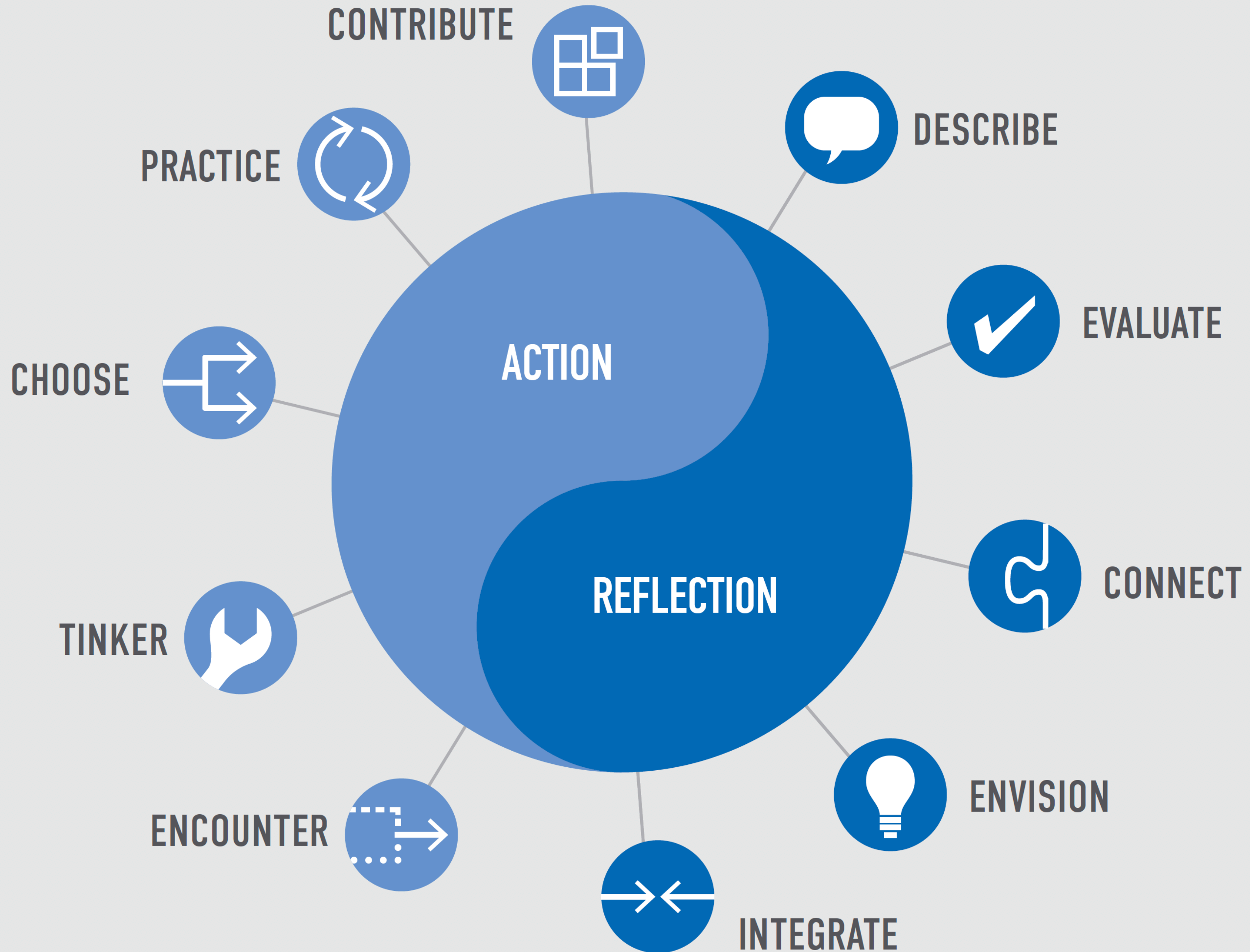
Developmental Experiences

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Developmental Relationships

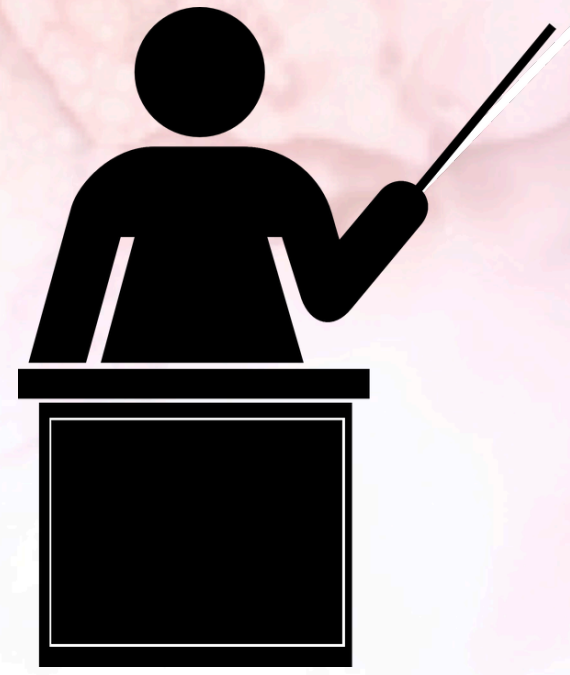
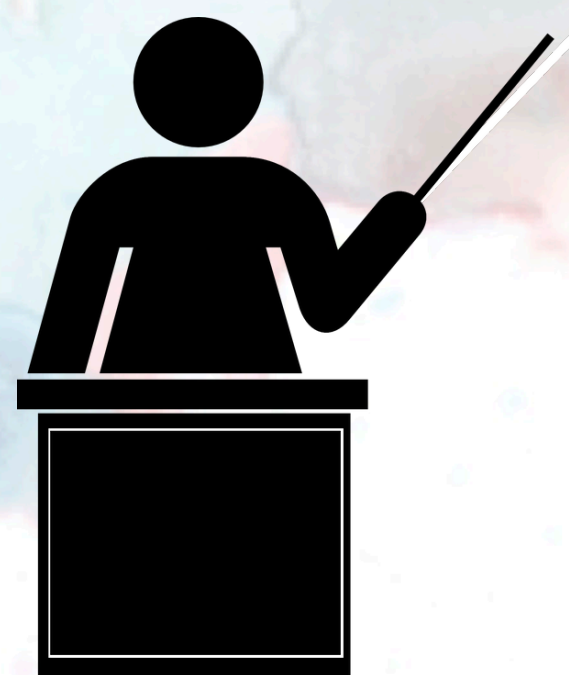
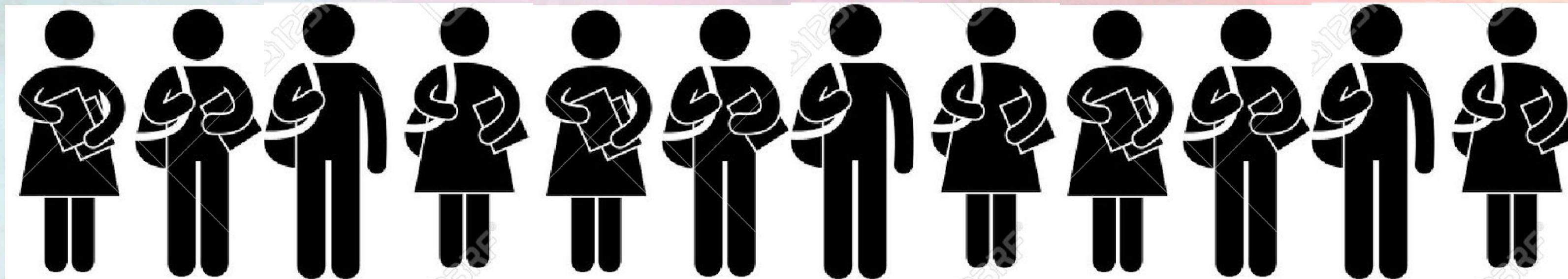


Do you see the Arts in these words?

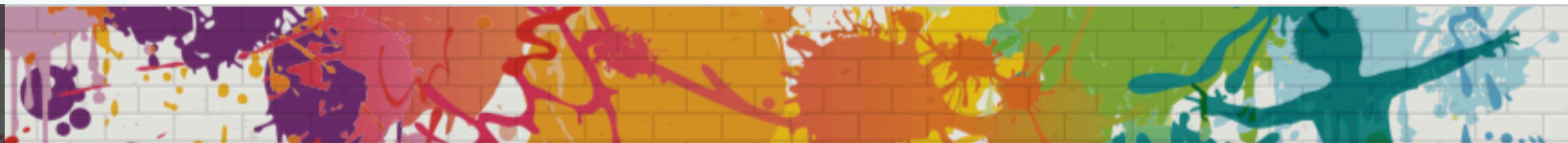


Why May Arts Educators Have an Advantage with Developmental Relationships?





Why May the Arts Have an Advantage with Developmental Experiences?



**Music Education is
Social**

**Music Education is
Emotional**



Arts Education Is Essential

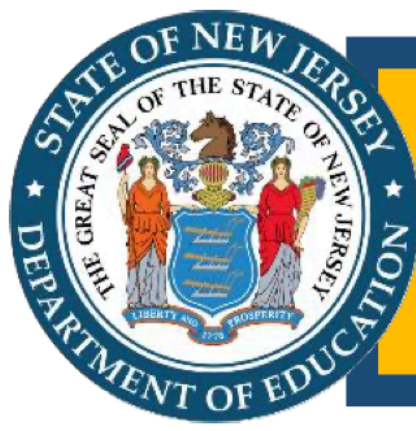
Arts education supports the social and emotional well-being of students, whether through distance learning or in person.

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.

Embedded
Intentional
Sustained

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

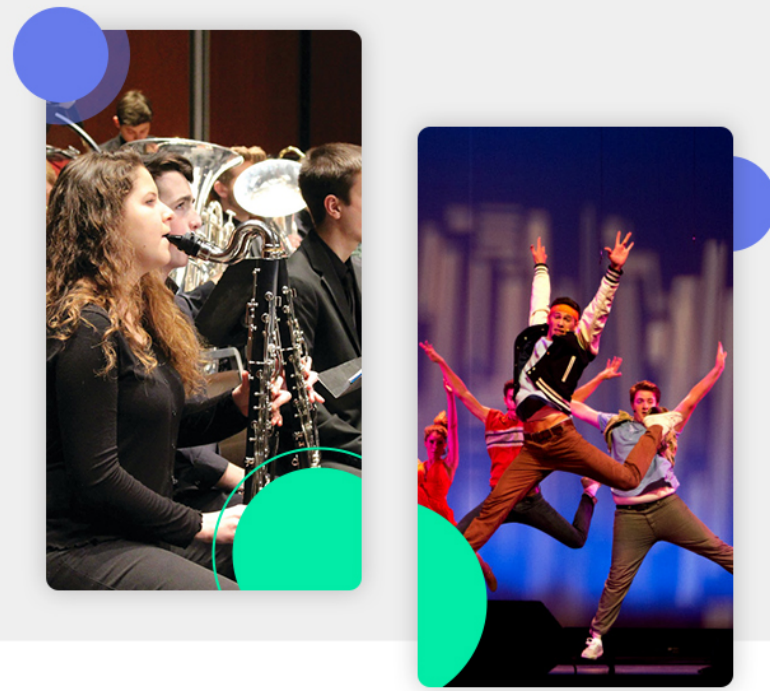
	NJ Visual and Performing Arts Standards	Creating			Performing/ Presenting/Producing			Responding			Connecting			
	New Jersey Visual and Performing Arts Standards and the New Jersey Social and Emotional Learning Competencies	1. Generate and conceptualize artistic ideas and work.	2. Organize and develop artistic ideas and work.	3. Refine and complete artistic ideas and work.	4. Analyze, interpret and select artistic work for presentation.	5. Develop and refine artistic techniques and work for presentation.	6. Convey meaning through the presentation of artistic work.	7. Perceive and analyze artistic work.	8. Interpret intent and meaning in artistic work.	9. Apply criteria to evaluate artistic work.	10. Synthesize and relate knowledge and personal experiences to make art.	11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		
NI Social and Emotional Learning Competencies	CONSOLIDATED EU	Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.	Artists organize and develop creative ideas by balancing what is known with what is new	Refinement of artistic work is an iterative process that takes time, discipline, and collaboration	Artists make strong choices to effectively convey meaning through their understanding of content and expressive intent.	Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, and refine their presentation/performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Artists judge presentation/performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.	Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.	The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.	Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.	Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.	People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.		
	CONSOLIDATED EQ	How do artists generate creative ideas?	How do artists make creative decisions?	How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?	How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation?	How do artists improve the quality of their presentation/performance?	When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audience response?	How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?	How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.	How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work?	How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?	What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and our communities?		
SELF	Self-Awareness	1. Recognize one's feelings and thoughts	EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. EU: Recognizing the impact of one's feelings and thoughts on the creative process. EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?			EU: An artists' thoughts, feelings, strengths, and limitations affect the selection, interpretation and performance/presentation/production of artistic works. EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.			EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EU: Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works. EU: Awareness of ones' thoughts and feelings, coupled with evaluation criteria, can help viewers respond to artistic works more objectively.			EU: The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works. EQ: How does one's feelings and thoughts connect to artistic works? EQ: How does one's behavior connect one's feelings and thoughts to artistic works?		
		2. Recognize the impact of one's feelings and thoughts on one's own behavior	EU: Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges. EQ: How does the recognition of one's personal traits, strengths and challenges influence the creative process?			EU: Artists build self-confidence through selecting/rehearsing/refining artistic works for performance/presentation/production. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product? EQ: How do varying degrees of self-confidence affect the performance/presentation/production of artistic works?			EU: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic works? How can responding to artistic works inform one's awareness of their thoughts and feelings? EQ: Why is it important to have self-confidence when responding to artistic works?			EU: An artist's ability to develop ideas, expand literacy, and gain perspectives (societal, cultural, historical, and community contexts) is influenced by the recognition of one's thoughts and feelings. EQ: How are one's thoughts and feelings uncovered and recognized when artists investigate the aspects of an artistic work (cultural, societal, historical, and theoretical)? EQ: How does knowledge of one's thoughts and feelings connect them to the artistic works and enhance literacy in the arts and our communities?		
		3. Recognize one's personal traits, strengths and limitations	EU: Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration EQ: How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?									EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?		
		4. Recognize the importance of self-confidence in handling daily tasks and challenges										EU: An artist's confidence in the value of personal experiences, ideas, and knowledge is essential to interpret meaning in an artistic work. EQ: How does building self-confidence impact making and relating to artistic works? EQ: How does handling daily artistic tasks build self-awareness?		
SELF	Self-Management	5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors	EU: Emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work. EU: Managing emotions, thoughts, and behaviors is an integral part of the generation, refinement, and completion of creative ideas. EQ: How do different strategies for managing one's emotions affect the creative process?			EU: Artists analyze, evaluate, and refine their presentation/performance/production over time through openness to new ideas, persistence, and the application of appropriate criteria. EQ: How do artists' processes and skills for managing emotions impact practice/rehearsal/refinement strategies and the quality of their presentation, production or performance?			EU: Managing one's emotions, thoughts and behaviors can impact how the viewer perceives, analyzes and interprets an artistic work. EQ: How do artistic works challenge one's emotions, thoughts and behaviors? EQ: How does the practice of responding to artistic expression develop capacity to manage emotions, thoughts or behaviors?			EU: Understanding and applying appropriate evaluation criteria helps manage ones' own emotions, thoughts, and behaviors. EQ: How does appropriate evaluation criteria model constructive ways to help contextualize and manage emotions, thoughts, and behaviors when responding to, or receiving feedback about, an artistic work?		
		6. Recognize the skills needed to establish and achieve personal and educational goals	EU: Artists recognize the skills needed to generate, refine and complete creative ideas in order to achieve their goals. EQ: How do artists balance what is known with what is discovered during the creative process?			EU: Artists develop strategies for managing behaviors, and recognize and develop skills necessary to achieve goals. EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning. EQ: How do strategies for self-management contribute to the process of preparing for presentation/performance/production?			EU: Analyzing, interpreting and evaluating artistic works/process develops the ability to better identify, understand, and apply essential skills needed to achieve one's goals. EQ: How can understanding and appreciating artistic works/process help artists/audiences achieve one's goals? EQ: How does a practice of responding to artistic works hone skills that are also needed to achieve one's goals?			EU: Through engagement in the artistic process artists develop strategies for managing one's emotions, thoughts and behaviors. EQ: How does engaging in the arts deepen our understanding of our own strategies for building perseverance, managing emotions, thoughts and behaviors? EQ: What strategies for building perseverance, managing one's emotions, thoughts and behaviors are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work?		
		7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	EU: The creative process is iterative and requires perseverance and strategies to overcome obstacles in order to successfully execute the artist's vision. EQ: How does overcoming obstacles during the creative process impact the refinement and completion of an artistic work? EQ: How does perseverance in addressing obstacles during the creative process impact an artist's creative decisions?						EU: When responding to artistic works, the perception, interpretation, and application of criteria builds capacity to persevere and overcome barriers to achieve one's goals. EQ: How do perceptions, interpretations, and application of criteria effect one's view of artistic works?					
OTHERS	Social Awareness	8. Recognize and identify the thoughts, feelings and perspectives of others							EU: Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural differences among individuals and groups are recognized and acknowledged. EQ: How does awareness of thoughts, feelings, perspectives, and cultural differences influence the way one responds to artistic works and invoke consideration about artistic impact?			EU: Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others. EQ: How does engaging in the arts help one identify their own thoughts, feelings and the perspectives of others.		
		9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds	EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist's intent. EQ: When should the differences among individuals, groups and others' cultural background influence the creative process?			EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/perform/produce artistic works?						EU: Life experiences provide artists with a variety of perspectives to express and become aware of the differences among individuals, groups and others' cultural backgrounds. EU: Artists create diverse & different artistic expressions synthesizing knowledge (personal, societal, cultural, and historic). EQ: How does engaging in the arts cultivate and demonstrate awareness of the various differences among individuals?		
		10. Demonstrate an understanding of the need for mutual respect when viewpoints differ							EU: Openness and mutual respect for differing viewpoints impact one's perception, analysis or interpretation of artistic works. EQ: How does understanding the need of mutual respect for differing viewpoints impact the way an artist or audience perceives, analyzes, interprets artistic works?			EU: Engagement in the arts provides opportunity to develop mutual respect for differing viewpoints (personal, cultural, societal and historical). EQ: How does engaging in the arts provide opportunities to demonstrate an understanding of the need for mutual respect when viewpoints differ?		
		11. Demonstrate an awareness of the expectations for social interactions in a variety of settings							EU: Considering the artists' intent heightens awareness to social interactions in a variety of settings. EQ: How do the differences among individuals, groups and others' cultural background influence one's response to artistic works?			EU: Life experience informs artistic expression raising awareness of societal interactions and a variety of perspectives (personal, cultural, societal and historical). EQ: How does engaging in the arts provides opportunity to demonstrate awareness of the expectations for social interactions in a variety of settings?		
	Relationship Skills	12. Establish and maintain healthy relationships	EU: Artists conceptualize and generate ideas and works in relationship with others. EU: Artists are able to explain their intent and creative choices in constructive ways. EQ: How do social skills, social norms, and maintaining healthy relationships influence the creative process?			EU: Maintaining professional communication, sustaining healthy relationships, and fostering collaboration can greatly enhance the performance/presentation/production of an artistic work.			EU: Responding to artistic works develops capacity for positive communication and constructive conflict resolution. EU: Artists rely on feedback and critique from others in response to an artistic work. Artists utilize appropriate criteria to analyze/assess and evaluate the performance/ presentation/ production of an artistic work. EQ: How do artists communicate intent through artistic works to engage audience and provoke conversations?			EU: Artists explore, establish, and maintain healthy relationships through comradery, safe space and/or a sense of belonging and purpose. EQ: How does connecting to the arts help establish and maintain healthy relationships? EQ: How does connecting to the arts develop positive communication and social skills?		
		13. Utilize positive communication and social skills to interact effectively with others										EU: The arts provides a community and outlet for students to individualize their personal experiences, ideas and interpretation in order to resist inappropriate social pressure and learn to appreciate diversity. EQ: How does engaging in the arts help provide context or skills to help students navigate inappropriate social pressure and learn to appreciate diversity?		
		14. Identify ways to resist inappropriate social pressure				EU: The performance/presentation/production of an artistic work is enhanced by seeking help from others. EQ: How can an artist's relationship with others impact the performance/presentation/production of artistic works?						EU: Understanding a broad range of experiences (personal, societal, cultural and historical) in the arts can be used to empathize with others, and prevent or resolve interpersonal conflicts in constructive ways. EQ: How does understanding cultural and societal context in the arts to empathically prevent and resolve conflicts in constructive ways? EQ: How does engaging in the arts develop the skills to empathically prevent and resolve conflicts in constructive ways?		
		15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways	EU: Artists utilize conflict management skills when working collaboratively to fulfill an artistic vision. EQ: How does conflict impact the creative process?									EU: Through connection and participation in the arts, artists learn to seek opportunities for help, either for oneself or for others when needed. EQ: How can engagement in the arts build artists comfort with seeking help for oneself or others when needed? EQ: What artistic opportunities are available (within cultural, societal and historical contexts) in which artists can seek help for oneself or others?		
		16. Identify who, when, where, or how to seek help for oneself or others when needed	EU: Artists identify and seek input from others during the creative process. EQ: How do artists balance their own creative ideas with the input of others?											
	Decision-Making	Responsible Decision-Making	17. Develop, implement and model effective problem solving and critical thinking skills	EU: Artists rely upon problem solving, critical thinking, and personal perspective when making creative choices. EU: Artists consider the impact of decisions made during the creative process. EQ: In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process?			EU: Artists develop practices for decision making that enable them to realize their creative work in constructive ways. EQ: How do artists use problem solving and critical thinking skills to impact the quality of their presentation/performance/production?			EU: Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work. EQ: How does responding to an artistic work develop the capacity to evaluate and think critically.			EU: Knowledge and personal experiences in the arts can be used to implement and model effective problem solving and critical thinking skills. EU: Societal, cultural and historical exposure and analysis in the arts can be used as a conduit to implement and model effective problem solving and critical thinking skills. EU: How artists synthesize their knowledge (personal, societal, cultural, ethical, and historical) has social impact. EQ: How does engagement in, and the analysis of, the arts develop problem solving and critical thinking skills? EQ: How does engagement in the arts help identify consequences and the impact of decisions associated with one's actions in order to make constructive decisions? EQ: How can artists make art based on knowledge (personal, societal, cultural, ethical, and historical) to impact their social context?	
			18. Identify the consequences associated with one's actions in order to make constructive choices											
19. Evaluate personal, ethical, safety and civic impact of decisions														

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			
		CREATE	PERFORM/ PRESENT/PRODUCE	RESPOND	CONNECT
SOCIAL-EMOTIONAL LEARNING COMPETENCIES	01 SELF-AWARENESS	CR/SoA	PR/SoA	RE/SoA	CN/SoA
	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

1900+ ARTS EDUCATORS EMPOWERING

50+ LEARNING STRATEGIES THATS A LOT

ILLUMINATING THE INTERSECTION BETWEEN ARTS EDUCATION AND SOCIAL-EMOTIONAL LEARNING

SELARTS.org

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

Self Awareness and Create



CREATING

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.

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 dtaily tasks and challenges inform the process of refining and completing a work of art?</p>

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 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>

- EE* **COMING SOON**
- LE* **LESSON EXAMPLE**
- MS* **LESSON EXAMPLE**

ILLUMINATING THE INTERSECTION BETWEEN ARTS EDUCATION AND SOCIAL-EMOTIONAL LEARNING

Student will be able to recognize one's feelings and thoughts.

Early Elementary	Late Elementary	Middle School	High School
<ul style="list-style-type: none"> Recognize and name different types of positive and negative emotions. 	<ul style="list-style-type: none"> Identify situations that produce positive and negative emotions. Identify body sensations (e.g., tight muscles, racing heart, distracted, etc.) associated with positive and negative emotions. Continue to effectively identify one's own emotions, with increasing vocabulary. 	<ul style="list-style-type: none"> Identify personal, social cultural, and environmental triggers that produce a negative emotional response (e.g., anger, stress, etc.) and those that produce a positive emotional response. Continue to effectively identify one's own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions. 	<ul style="list-style-type: none"> Analyze how one's own thoughts and emotions affect decision making and responsible behavior. Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions.

Advocating for Music Education through Social Emotional Learning

Capitalizing on Our Super Power!

Music **IS** Social • Music **IS** Emotional

Why SEL is a strong argument for music education:

- Purposeful integration of SEL into music education will **enrich the students' personal connection** to music.
- The relationship built between teachers and students over multiple years of instruction fosters the caring environment necessary to **help build school connectedness and foster empathy**.
- The perseverance needed to dedicate oneself to musical excellence **fosters resilience both in and out of the music classroom**.
- Musical creation fosters self-awareness and allows for students to **develop a greater sense of autonomy and emotional vocabulary**.
- The collaborative community developed in the music classroom around music-making **welcomes discussions and an awareness of acceptance and embracing diversity**.
- **Musicians learn the necessity of personal goal-setting, self-assessment, and accountability** as they develop high standards for musicianship and themselves.
- **Music is a cultural necessity and is fundamental to being human.** Music education and SEL exposes and deepens this for a cross-section of the student body.

WE NEED TO CHANGE THE "HOW" OF MUSIC EDUCATION SO WE DO NOT LOSE THE "WHAT." SEL CAN BE THE "WHY" BY MEETING OUR STUDENTS' NEEDS THROUGH MUSICAL SEL.

Music Education & SEL: *The Heart of Teaching Music*

<p>Recognizing Strengths & Weaknesses</p> 	<p>Being Consistent</p> 	<p>Setting Goals</p> 	<p>Expanding Musical Ideas</p> 
<p>Developing Awareness & Honesty</p> 	<p>Communicating with Peers</p> 	<p>Managing Time</p> 	<p>Reflecting After Practice</p> 



SELF

Realizing the personal/collective value of music education.

OTHERS

Understanding how this value will be perceived by those making decisions

DECISIONS

Promoting music education through advocacy

See
the
Framework

For more information or help advocating for music education through SEL contact:

Scott Edgar
edgar@lakeforest.edu
Bob Morrison
bob@artsedresearch.org

SCHOOL leader

NOW
MORE
THAN
EVER:

THE Importance OF Social-Emotional Learning

Virtual Workshop
Preview

The Big Ideas of
Board Governance

NJSBA's Pandemic
Advocacy Agenda



Social and Emotional Learning and Arts Education

A secret weapon—and a superpower—for
our schools

BY ROBERT MORRISON AND MAURICE J. ELIAS

The importance of social-emotional learning (SEL) is indisputable—and in recent years the recognition of that fact has grown exponentially.

SEL has rightfully emerged as an educational priority, as school leaders confront the ever-increasing signs of stress and trauma our students are experiencing. The alarming rise in suicides (which are now appearing in our middle schools and high schools), social media shaming, ghosting, peer pressure, and school shootings have all contributed to what is clearly a mental health crisis in our schools. All of this was occurring pre-COVID-19.

The COVID-19 pandemic has only exacerbated these issues due to the anxiety and loss some students are sustaining, the social isolation that comes with stay-at-home orders, the milestones students have missed (graduations, concerts, proms, trips, sports activities, travel), and even questions regarding career aspirations and students' finding a successful pathway to their passion in life.

The confluence of student mental health and well-being issues and the COVID-19 pandemic has thrust the need for SEL front and center.

Social-Emotional Learning Let's take a step back for a second and consider the recent ascendance of SEL. These competencies are nothing new. They have always been with us, and their purpose is to help us meet the tests of life.

These tests begin for children when they wake up in the morning. Some wake to chaos, hecticness, and/or disorganization. These tests are exacerbated in context of poverty, or pandemic. Maybe they have to take care of siblings, or leave early because their parents have to get out to work. Maybe they walk to school in a dangerous neighborhood. Or maybe their school is not safe—a concept that now evokes concerns about health in addition to physical or emotional safety. Maybe they come home to an empty house, or go to an after-school center, or have to pick up siblings and take care of them after school. Maybe their parents—or one parent, or guardian—has a physical or mental health or substance abuse issue—or is dealing with COVID or grief from a COVID loss.

When young people—or any people—experience these tests of life, their ability to complete important tasks—like schoolwork, homework, workplace responsibilities, and even child care—is affected. We don't have the concentration we need, the focus, the emotional control, or the perspective. Teachers don't teach effectively and students don't retain and use much of what they have been taught. When we are able to adapt to the tests of life—which, amazingly, is more often than not—it's because we are able to put a set of skills we are born with—SEL skills—to productive use. But just like our inborn ability to learn language or mathematics, these skills

need to be guided and developed if they are going to be robust enough to handle challenges today—and the unknowns we surely will face tomorrow.

What is SEL exactly? It's the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively. The skills we are talking about, often called the "CASEL 5" because they were named by the Collaborative for Academic, Social, and Emotional Learning (www.casel.org) are these:

Self-Awareness

- **Identifying emotions:** Identifying and labeling one's feelings
- **Recognizing strengths:** Identifying and cultivating one's strengths and positive qualities

Social Awareness

- **Perspective-taking and empathy:** Identifying and understanding the thoughts and feelings of others
- **Appreciating diversity:** Understanding that individual and group differences complement each other and make the world more interesting

Self-Management

- **Managing emotions:** Monitoring and regulating feelings so they aid rather than impede the handling of situations
- **Goal setting:** Establishing and working toward the achievement of short- and long-term pro-social goals

Responsible Decision Making

- **Analyzing situations:** Accurately perceiving situations in which a decision is to be made and assessing factors that might influence one's response
- **Assuming personal responsibility:** Recognizing and understanding one's obliga-

Embedded

Intentional

Sustained

“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



Addressing the Fiscal Crisis



How Do We Address the Fiscal Crisis?




How Do We Address the Health Crisis?



How Do We Address the Mental Health Crisis?





ADVOCACY!

Proactive > Reactive > Inactive

**When is the best time
to plant a tree?**

**When is the second
best time?**



**We have to prepare for the
2021/2022 School Year...**

NOW!



ARTS

FEED

NOW

Get Informed

- Survey All Arts Educators
- Gather Data by Parrish
- What is Happening (What Themes Emerge)
- Identify Concerns, Strengths and Needs
- Analyze the Information
- Develop a Plan



Get Organized

- There are 70 Districts (plus charters) in Louisiana
- Develop Advocates for Arts Education in Each
 - Parents, Educators, Students, Concerned Citizens
 - Organize to Build Community of Support
- Understand the Budget Process
- Organize Local Groups Through Communication (Email, Facebook Groups, etc.)
- Hold Training Sessions for Teams (Zoom)



Develop Your Message

- Safe Implementation of Programs
- Social-Emotional Learning Connections
- Budget
 - Staffing, Curricular Support, Scheduling
 - Understanding the Budget Process
- Learning Expectations Have Not Changed
- Kids in Schools = Arts in Schools



Calling All CHAMPIONS

ARTS **ED** NOW

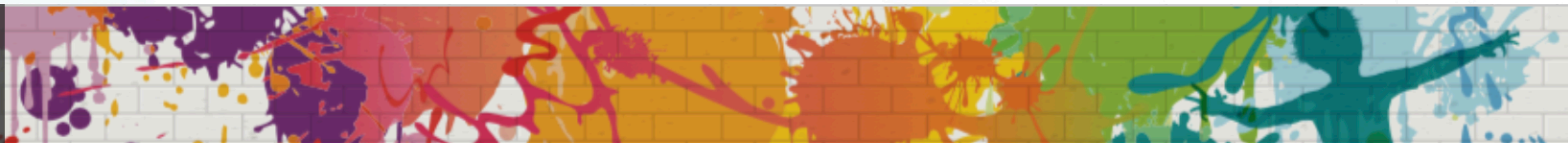
Let's Mobilize!

TO KEEP ARTS PROGRAMS IN PLACE

GET READY FOR 2021

- Regroup & Brainstorm - 11/23
- Activation Webinar - 12/7
- Final Prep for Launch - 1/8

**Bad behavior during
the pandemic must not
be allowed to be
institutionalized**



**Organize Now
To Ensure Our
Programs Tomorrow**



Where Do We Go From Here?

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