

Subject-Area Lesson Planning Tool: Arts



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INTRODUCTION

Arts education can drive students' social, emotional, and academic growth and development. It "addresses an essential form of human communication and provides unparalleled opportunities for exploring multiplicity of viewpoints and self-expression" (Office of Superintendent of Public Instruction [OSPI] Arts Learning Standards Entry Points, p. 4). Ideally, students will leave music, dance, theater, visual arts, and media arts classes with increased content knowledge and a set of social, emotional, and cognitive competencies (knowledge, skills, and mindsets) to know themselves and others better, refine their unique identities, and effectively use their cultural/linguistic assets to engage with the world around them.

"Social emotional learning (SEL) is a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in schools and in life." -- OSPI



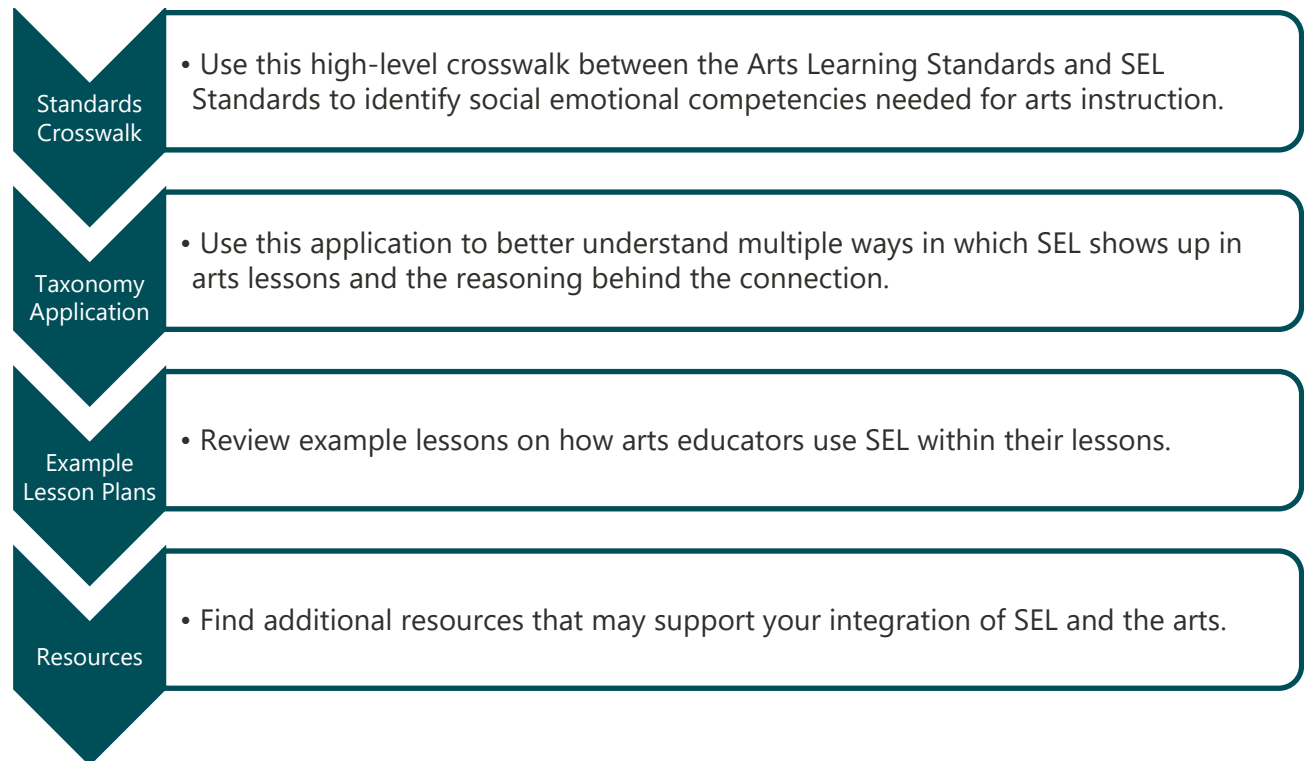
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How to Use This Tool

Effective instruction “relies heavily on the teacher’s knowledge of students’ cultural, academic, and social/emotional assets” ([TPEP Student Growth Goal Rubrics](#)). This lesson planning tool supports arts educators in Washington as they intentionally plan ways to nurture social emotional competencies within their academic lessons. The tool is scaffolded for your use and includes a social emotional learning (SEL) and arts standards crosswalk, application of how the standards align, example lesson plans, and additional resources. (See Figure 1 for an overview of how to use this tool.) You can use the questions for reflection in each section to customize these strategies for your classroom.

Figure 1. Road Map for Using the Lesson Planning Tool



Questions for Reflection

Before advancing to the next section, reflect on some of your own assumptions and beliefs:

- How do you see social emotional competencies align with specific arts standards? Which social emotional competencies do artists tend to use? How do you encourage students’ development of those competencies?
- How do teachers explicitly connect social emotional competencies to effective teaching practices (the four Affirming Learning Environment practices in Module 2 and the Lesson Design Practices in Module 3) to promote students’ learning of the arts standards? How do you reinforce students’ use of those competencies?
- What social emotional competencies do you use to create the conditions for the kind of learning necessary for all students to develop arts skills and engage with arts content?

CROSSWALK OF THE WASHINGTON ARTS LEARNING STANDARDS AND THE SEL STANDARDS

Arts education in Washington is integrated across five disciplines: music, dance, theater, visual arts, and media arts. These disciplines share 11 anchor standards organized into four artistic processes (Creating, Performing/Presenting/Producing, Responding, Connecting). Each standard and process has a specific set of knowledge and skills, as well as social emotional competencies needed to engage in them. To get started, review the high-level crosswalk between the [Arts Learning Standards](#) and the [Social Emotional Learning \(SEL\) Standards and Benchmarks](#).

Artistic Process	Anchor Standards	Example of Alignment with Washington SEL Standards
<p>Creating: Conceiving and developing new and artistic ideas and work</p>	<ol style="list-style-type: none"> 1. Generalize and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<p>To successfully develop new artistic work, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate awareness and understanding of one’s own emotions and emotions’ influence on behavior (Self-Awareness 1A) throughout the artistic process. • Demonstrate awareness of their personal and collective identities encompassing areas of strength, areas of growth, aspirations, and cultural and linguistic assets (Self-Awareness 1B) in artistic endeavors. • Demonstrate a range of communication and social skills to interact effectively with others (Social Management 5A) through artistic mediums.

Artistic Process	Anchor Standards	Example of Alignment with Washington SEL Standards
<p>Performing: Realizing artistic ideas and working through interpretation and presentation</p> <p>Presenting: Interpreting and sharing artistic work</p> <p>Producing: Realizing and presenting artistic ideas and work</p>	<p>4. Select, analyze, and interpret artistic work for presentation.</p> <p>5. Develop and refine artistic techniques and work for presentation.</p> <p>6. Convey meaning through the presentation of artistic work.</p>	<p>To successfully perform, present, and produce artistic ideas and work, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate the skills to set, monitor, adapt, persevere, achieve, and evaluate [artistic] goals (Self-Efficacy 3A). • Demonstrate awareness and ability to speak on behalf of their personal rights and advocacy (Self-Efficacy 3C) for one’s artistic ideas and beliefs. • Demonstrate skills to manage their emotions, thoughts, impulses, and stress in constructive ways (Self-Management 2A), and responsible decision-making and problem solving (Self-Management 2B) throughout the artistic process.
<p>Responding: Understanding and evaluating how the arts convey meaning</p>	<p>7. Perceive and analyze artistic work.</p> <p>8. Interpret intent and meaning in artistic work.</p> <p>9. Apply criteria to evaluate artistic work.</p>	<p>To successfully make meaning from others’ artwork, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate an awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities (Social Awareness 4A) and how they are communicated through artwork. • Demonstrate an awareness of their emotions (Self-Awareness 1A) and personal and collective identities (Self-Awareness 1B) and how these factors influence their response to art. • Demonstrate the ability to engage in respectful and healthy relationships with individuals of diverse perspectives (Social Management 5C) to discuss artistic ideas.

Artistic Process	Anchor Standards	Example of Alignment with Washington SEL Standards
<p>Connecting: Relating artistic ideas and work with personal meaning and external context</p>	<p>10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<p>To successfully relate artistic ideas with personal meaning and context, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate self-awareness and understanding of external influences (e.g., culture, family; Self-Awareness 1C) and how these factors influence their interaction with art and artistic processes. • Demonstrate an awareness of and respect for similarities and differences among community, cultural and social groups (Social Awareness 4B), as well as an understanding of the variation within cultural groups (Social Awareness 4C) , and how these factors influence artistic expression and meaning. • Contribute productively to one’s school, workplace, and community (Social Engagement 6C) through artistic discussion, creation, and advocacy.

Questions for Reflection:

- How did the information in the crosswalk align with your existing knowledge of the relationships between the arts and SEL? Were there new ideas that broadened your thinking about the relationships between these areas? What questions emerged for you as you reviewed this crosswalk?¹
- What Affirming Learning Environment practices (e.g., Warmth and Support, Responsibility and Choice, Student-Centered Problem Solving) and Learning Design practices (e.g., Balanced Instruction, Cooperative Learning, Self-Assessment and Self-Reflection) might facilitate students’ development and application within these examples?
- How can you ensure that you incorporate students’ personal and cultural strengths and assets as you continue to nurture social emotional competencies in instruction related to the arts?

¹ These three question prompts are adapted from the Project Zero Thinking Routine *Connect, Extend, Challenge*, <https://pz.harvard.edu/resources/connect-extend-challenge>.

TAXONOMY APPLICATION

Now that you have had a chance to explore, at a high level, some alignment between the arts disciplines and the SEL standards, review some concrete ways to ensure that you are meeting your students' SEL needs within the arts curriculum. Specifically, you will review concrete examples of how various [SEL Standards and Benchmarks](#) connect to the arts disciplines. As you review these examples, ask yourself the following questions as you begin to plan your own arts lessons that more intentionally integrate and nurture social emotional competencies. The following questions are based on the SEL-Academic Integration taxonomy that you have been learning about in the module series *Academic Learning Is Social and Emotional: Equity-Centered Social Emotional Learning in Washington*.

1. Explicit skill alignment: Which SEL standards are the same skills, knowledge, and mindsets as those within the arts standards?
2. Explicit strategy alignment: What social emotional competencies within the SEL standards do students use to accomplish specific arts tasks?
3. Ways of interacting: How do students use their social emotional competencies within the SEL standards to participate in activities that help them learn arts skills and content?
4. Ways of being: What social emotional mindsets and habits do artists (e.g., musicians, dancers, actors, illustrators) develop to be successful?

As you consider these examples, remember that the goal for you as an educator is to create the conditions that encourage students to develop, apply, and exhibit their social emotional competencies while learning arts content. The questions and examples in the table that follows can help you begin to intentionally integrate these efforts.

Arts Skills: Examples

Performing Skill Standard, Enduring Understanding	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
<p>Music: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. (MU:Pr4.1.3)</p>	<p>Ways of Being and Self-Awareness 1B (Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.).</p>	<p><i>Musicians select</i> their music that they listen to and perform based on their own identities as a musician, and their own personal and cultural assets.</p>

Creating Skill Standard, Enduring Understanding	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
<p>Dance: Express an idea, feeling, or image through improvised movement, moving alone or with a partner (DA: Cr2.1.K)</p>	<p>Explicit Strategy Alignment and Self-Awareness 1A (Demonstrates an awareness and understanding of one's own emotions and emotion's influence on behavior).</p>	<p>To be able to express an idea, feeling or improvised movement in dance, <i>a student should also</i> recognize one's emotions and the emotions that one wants to express.</p>

Performing/Presenting/Producing Skill Standard, Enduring Understanding	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
<p>Theater: Practice drama/theatre work and share reflections individually and in small groups (TH: Pr6.1.3).</p>	<p>Way of Interacting and Self-Efficacy 3A (Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.)</p>	<p>To practice and reflect on their own performance, <i>students will first have to</i> set their own performance goals and determine how they will monitor and evaluate their progress toward their goals.</p>

Responding Skill Standard, Enduring Understanding	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
<p>Visual Arts: Compare one's interpretation of a work of art with the interpretations of others (VA: Re7.1.5).</p>	<p>Explicit Strategy Alignment and Social Awareness 4A (Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.)</p>	<p>To be able to compare one's interpretation of a work of art with their own, <i>students will, at the same time,</i> demonstrate an awareness of the others they are interacting with to determine the other's interpretation as well.</p>

Connecting Skill Standard, Enduring Understanding	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
<p>Media Arts: Use personal experiences, interests, and models in creating media artworks (MA: Cn10.1.1).</p>	<p>Ways of Being and Self-Awareness 1B (Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.)</p>	<p><i>Artists use</i> their personal experiences, interests, and models, inclusive of their personal and collective identities and assets as they develop media artwork.</p>

Questions for Reflection:

- What did you learn from these taxonomy examples? What does it mean to intentionally embed SEL and academics in the arts?
- What are some questions you may ask yourself to become more intentional in your approach to SEL–academic integration?
- How can you incorporate multiple, lived experiences and interpretations through a more intentional SEL–academic integration approach in the arts?

EXAMPLE LESSON PLANS

This section of the tool provides example lesson plans that intentionally embed the Arts Learning Standards and the SEL Standards and Benchmarks. You can use this tool, and what you learned from the module, to help guide you as you make instructional decisions together with your students. As you review the examples, note how the educator uses multiple taxonomy approaches within a single lesson.

The lesson plan examples follow the steps and guiding questions below.² These steps and guiding questions provide an approach to critically self-reflect and more intentionally support students in developing and applying social emotional competencies within the context of academic learning. For more in-depth guidance on lesson planning for SEL–academic integration, check out the [Academic Integration Planning tool](#), as well as a set of videos featuring Washington educators implementing and reflecting on their lessons.

- Step 1: Prepare** In step 1, identify the assets and strengths that your students can leverage in this lesson, the academic and social emotional outcomes you want to see for your students, and what social emotional competencies you will bring to the lesson as an educator

- Step 2: Plan** In step 2, determine what equity-centered practice you will use (e.g., 10 instructional practices) and which taxonomy approach you will focus on. During this step, you will develop or modify your lesson to intentionally embed SEL.

- Step 3: Reflect** In step 3, reflect on what you found to be successful and challenging in implementing the lesson, and reflect on your own social emotional competencies.

² Adapted from Yoder, N., Ward, A. M., & Wolforth, S. (2021). *Teaching the whole child: Instructional practices that integrate equity-centered social, emotional, and academic learning*. American Institutes for Research. [https://www.air.org/sites/default/files/2021-12/Social emotional-Learning-Equity-Centered-Instructional-Practices-December-2021.pdf](https://www.air.org/sites/default/files/2021-12/Social%20emotional-Learning-Equity-Centered-Instructional-Practices-December-2021.pdf)

Lesson Plan Example 1: First-Grade Music

Step 1: Prepare	
Student Considerations	
<i>What are some of the interests, assets, and gifts that contribute to your students' social emotional and academic success and to their success in your classroom community?</i>	
These considerations will be unique to the educator and their students. For example, an educator might note here that their students have become particularly strong in their ability to actively listen to their peers, that they have formed a cohesive and supportive community, or that they tend to be highly inquisitive. The educator could then state some preliminary thoughts on how a lesson might draw upon the students' strengths.	
Academic Standards	SEL Standards
<i>What academic standards will you focus on?</i>	<i>What Washington SEL standards/social emotional competencies will you focus on?</i>
With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. (MU:Pr4.1.1)	Self-Awareness 1A: Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior. (With adult assistance, I can recognize, identify, and name my emotions, feelings, and thoughts.)
With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. (MU:Re9.1.1)	Social Awareness 4B: Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups. (With adult assistance, I can identify ways that people and groups are similar and different.)
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cn10.1.1)	
Learning Goals	Educator SEL
<i>What learning goals will you focus on with your students?</i>	<i>What social emotional competencies will you leverage to implement your lesson?</i>
<ol style="list-style-type: none"> 1. Students will discuss how folk songs from different cultures can evoke emotions in oneself. 2. Students will discuss how they can use music to express their feelings. 	These competencies will be unique to the educator and could include relevant competencies that the educator feels confident about or ones the educator is trying to work on. For example, the educator might note that they will be using social awareness to observe students' body language, tone of voice, or engagement level to gauge how students are experiencing the potentially stressful parts of an activity.

Step 2: Plan

SEL-Academic Integration Strategy

What instructional practice(es) will you use to integrate SEL and academics? What SEL-academic integration taxonomy approach(es) will you use?

In the space provided, list the practices and approach that comprise your integrative strategy:

- **Instructional Practice:** Warmth and Support, Responsibility and Choice, Youth-Centered Problem Solving, Power of Language, Cooperative Learning, Group Discussions, Self-Assessment and Self-Reflection, Balanced Instruction, Expectations and Rigor, and/or SEL Competence Building

Exemplar Answer: Warmth and Support, Group Discussions

- **SEL-Academic Integration Taxonomy Approach:** Explicit Skill Alignment, Explicit Strategy Alignment, Ways of Being, or Ways of Interacting

Exemplar Answer: Ways of Being

Description of Lesson Activities

What activities will you consider for differentiating instruction and incorporating SEL before or within instruction?

- Begin with a song-based welcoming activity that invites students to identify their emotions (represented by puppies that each show different expressions).
- Explain that students will be using stuffed animals in class; go over expectations for using stuffed animals in class and discuss the scenario of someone choosing the stuffed animal that you wanted.
- Song 1: Pimpon (lullaby)
 - Sing the song Pimpon together as a class; have students pretend to “fall asleep” at the end of the song.
 - Discuss lullabies in a group discussion. Ask students:
 - What are lullabies that you have heard before?
 - How do lullabies make us feel?
- Song 2: Paruparong Bukid (Filipino folk song)
 - Sing the song Paruparong Bukid together as a class.
 - Ask students about how they like to show love and care.
 - Students share out if they have ever sung to someone else or had someone sing to them.
- Have students put all of their stuffed animals in the middle of the circle and sing a lullaby to them.

Formative Performance Task

In what ways will you ensure that students mastered the academic and social emotional competencies of the lesson?

Step 2: Plan

- Students sing “you’ve got magic”, stuffed animals respond “yeah!” Students share compliment with stuffed animal or “something they think is magical” about them.
- Stuffed animals sing “You’ve got magic” to students, and students respond “yeah.” Stuffed animals share a compliment with the student or “something they think is magical” about them.
- Students close by sharing how singing this song with the stuffed animals made them feel.

Lesson Plan Example 2: Fifth-Grade Visual Arts

Step 1: Prepare	
Student Considerations	
<i>What are some of the interests, assets, and gifts that contribute to your students' social emotional and academic success and to their success in your classroom community?</i>	
These considerations will be unique to the educator and their students. For example, an educator might note here that their students have become particularly strong in their ability to actively listen to their peers, that they have formed a cohesive and supportive community, or that they tend to be highly inquisitive. The educator could then state some preliminary thoughts on how a lesson might draw upon the students' strengths.	
Academic Standards	SEL Standards
<i>What academic standards will you focus on?</i>	<i>What Washington SEL standards/social emotional competencies will you focus on?</i>
Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts. (VA:Re9.1.5)	Social Awareness 4A. Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. (I can identify verbal, physical, and situational cues that affect how others may feel.)
Compare one's own interpretation of a work of art with the interpretation of others. (VA:Re7.1.5)	Self-Awareness 1C. Demonstrate self-awareness and understanding of external influences—e.g., culture, family, school, community resources and support. (I can reflect on feedback from others and find personal satisfaction in meeting my goals.)
Learning Goals	Educator SEL
<i>What learning goals will you focus on with your students?</i>	<i>What social emotional competencies will you leverage to implement your lesson?</i>
<ol style="list-style-type: none"> 1. Students will collectively develop a set of processes and agreements of interaction to guide classroom "artist critiques" in order to respectfully give and receive feedback. 2. Students will apply their understanding of a well-known artist from history through role play (in a mock critique exercise). 	These competencies will be unique to the educator and could include relevant competencies that the educator feels confident about or ones the educator is trying to work on. For example, the educator might note that they will be using social awareness to observe students' body language, tone of voice, or engagement level to gauge how students are experiencing the potentially stressful parts of an activity.

Step 2: Plan

SEL-Academic Integration Strategy

What instructional practice(es) will you use to integrate SEL and academics? What SEL-academic integration taxonomy approach(es) will you use?

In the space provided, list the practices and approach that comprise your integrative strategy:

- **Instructional Practice:** Warmth and Support, Responsibility and Choice, Youth-Centered Problem Solving, Power of Language, Cooperative Learning, Group Discussions, Self-Assessment and Self-Reflection, Balanced Instruction, Expectations and Rigor, and/or SEL Competence Building

Exemplar Answer: Power of Language, Group Discussions

- **SEL-Academic Integration Taxonomy Approach:** Explicit Skill Alignment, Explicit Strategy Alignment, Ways of Being, or Ways of Interacting

Exemplar Answer: Explicit Strategy Alignment, Ways of Being

Description of Lesson Activities

What activities will you consider for differentiating instruction and incorporating SEL before or within instruction?

- In a preceding lesson, students were asked to research a well-known artist and create a work in the style of that artist. This research included reflection on the artist's point of view and values regarding artmaking. In this lesson, students will assume the role of the artist that they researched and imagine what it would be like if all of the artists were assembled together for a critique of one another's art.
- Introduce the concept of an artist critique. Offer a set of potential processes and agreements of interaction that can be used during an artist critique to guide students in inclusive and engaging dialogue (consider adapting from these practitioner-friendly resources on [giving and receiving feedback](#) and [student reflection](#)). Engage in a group discussion on these processes and agreements, asking whether they will help the class provide feedback while showing concern for others. Make adjustments based on this initial discussion.
- Guide students in conducting a mock critique in which all of the students are playing the role of the artists that they studied in the prior lesson. Ask students to consider what they learned about the artist's point of view and values and to bring that perspective to their portrayal. The subject of the critique could be one of the works created by the students in the prior lesson (when they were asked to create a work in the style of the artist they researched) or it could be a work from history that the teacher presents (in character). Ask students to adhere to the draft processes and agreements of interaction.
- After the mock critique, debrief on what worked well and what could be improved for a future critique session and agree on revisions to the processes and agreements of interaction. (The debrief conversation may also include reflection on stereotyping given

Step 2: Plan

the role-playing component of the critique.) The class can then use the updated processes and agreements when engaging in future critique sessions involving original student-created works.

Formative Performance Task

In what ways will you ensure that students mastered the academic and social emotional competencies of the lesson?

The students were able to follow the agreements of the mock artist critique to demonstrate their understanding of how to respectfully give and receive critical feedback.

Resources

[Afrocentric Social Emotional Learning Through the Arts](#) (Ingenuity's Virtual Learning [IVL])

[Arts Education and Social Emotional Learning Outcomes Among K–12 Students: Developing a Theory of Action](#) (Ingenuity & University of Chicago Consortium on School Research)

[The Center for Arts Education and Social Emotional Learning](#) (ArtsEdSEL)

[Connecting the Arts to Social Emotional Learning](#) (Washington OSPI)

[EdTA SEL Lesson Plan Library](#) (Educational Theatre Association [EdTA])

[The Roots: A Culturally Responsive & Antiracist Arts Framework](#) (Seattle Public Schools)

[Statement on Social Emotional Learning](#) (Society for Music Teacher Education)

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