Beyond Magical Thinking
Arts Education and Social & Emotional Development

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Investing in education research for the purpose of making education better.

We believe that cultivating knowledge and new ideas about education will ultimately improve students’ lives and enrich society. The Foundation pursues its mission by awarding research grants and fellowships and by strengthening the connections among education research, policy and practice through its communications and networking activities.
Session Overview

- Brief Video
- Let's Dance!
- Model Overview
- What do you think?
- Q & A
FMC inspires possibilities through dance education programs that strengthen schools and communities with limited arts access through in-school and out-of-school dance residencies and partnerships. Improve student Social Emotional Learning while engaging in different dance styles such as Ballet, Latin, African, Hip Hop, and many more!
Theory of Action Goals

Describe the role arts education can play in children’s social-emotional development and the mechanisms by which arts education can affect social-emotional competencies.

• Illuminate for practitioners how arts education can best foster social-emotional development—and consequently to help practitioners be more thoughtful and intentional in their design of arts curricula.

• Support efforts to more clearly express why arts education matters by articulating how arts education can play a role in development and engagement in school.

• Lay the foundation for future research on the relationship between arts education and social-emotional development.
Project Approach

- Empirical evidence linking art education to social-emotional (SE) outcomes
- Mechanism by which art education leads to SE outcomes

- Literature Review
- Community Research

- Theory of Action

- Teaching artist/arts partner administrator focus groups
- CPS teacher focus groups
- Principal/school administrator interviews
- Parent/student interviews
What Do We Believe About Art and Art Education?

• Art—and consequently an education in the arts—matters for its own sake.

• Art educators’ beliefs about art were commonly aligned with Romantic notions of art as offering transcendent, sublime, and emotional experiences.

• Therefore art educators tended to emphasize social-emotional development more than one might see in teachers of other subject areas.
Foundations for Young Adult Success
Action-Reflection Experiences
### Art Practices

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<th>Performing/ Presenting/Producing</th>
<th>Responding</th>
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### Art Practice

The art activity in which participants are engaging.

**Example:** Rehearsing and performing scenes in preparation for a formal presentation of a theatrical production.
Socio-Emotional Component

The social-emotional side of the same activity in which participants are engaging: the relational, meaning-making, and self-management aspects of an art practice.

Examples: Working together to accomplish a goal with minimal adult supervision, experiencing regular successes and failures, having repeated opportunities to engage in challenging activities, observing peers going through all of the above.
### Social-Emotional Components

**Social-Emotional Learning Components**

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<th><strong>Self-Management and Self-Discipline</strong></th>
<th><strong>Interpersonal Relationship Skills</strong></th>
<th><strong>Self-Expression and Identity</strong></th>
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<td>Awareness of myself and my surroundings; the ability to manage my attention, emotions, and behaviors in a goal-directed way.</td>
<td>Skills and competencies that help me in building relationships and understanding others.</td>
<td>A sense of continuity of who I am across time and across multiple social identities; the ability to define myself and express what matters to me.</td>
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Art Practices

ART PRACTICE EXAMPLE: THEATRE

ARTISTIC PROCESS: PERFORMING

SOCIAL-EMOTIONAL LEARNING COMPONENTS:
- INTERPERSONAL RELATIONSHIP SKILLS
- SELF-EXPRESSION AND IDENTITY
Art Practices
Art Education Process

The broader arc or cycle of artistic activity, encompassing both artistic process and product at the level of program or curriculum.

Example: The full arc of rehearsing for and performing a play in a High School production of Les Misérables (Larson & Brown, 2007).
Art Competency

The development of art knowledge and skills (this was not the focus of our project).

Examples: Developing performance skills, stage presence
Social-Emotional Competency

The cognitive, social, and emotional processes, skills, beliefs, and behaviors that enable young people to interact productively with others and work toward their goals.

Examples: Deeper understanding and awareness of one’s own emotions, ability to recognize the emotional states of others, greater skill at recognizing the effects of emotion on behavior.
Cultural Beliefs - Arts Education

CULTURAL BELIEFS ABOUT ART

ART IS EMOTIONAL AND SPIRITUAL

CREATES SAFE SPACES
ENABLES EXPLORATION OF CULTURE & BELIEFS
FOSTERS TRUSTING RELATIONSHIPS
PROMOTES DIFFERENTIATION

ART EDUCATION PROCESS: MUSIC

ART COMPETENCY
SOCIAL-EMOTIONAL COMPETENCY

INGENIUTY
UCHICAGO Consortium on School Research
Art Education Process: Middle school student taking piano lessons

Art Practice: Preparing for and then performing in a piano recital

SE Component: Dealing with performance anxiety using breathing and mindfulness practices; focusing on the details of the art practice as a way of removing anxiety-provoking distractions; practicing compassion and empathy for others

SE Competencies: Improved skills for self-management and self-regulation; ability to transfer social-emotional competencies from one domain to another; compassion and empathy for others

Takeaway for teacher: Art practices may activate underlying challenges and provide a novel context in which to productively work through these challenges using new strategies. By being attuned to the ways in which art practices draw upon students’ underlying personal needs, issues, and characteristics, educators can find ways to use the challenge of the experience to intentionally and consciously promote creative personal and interpersonal growth.
Theory of Action Implications

Opportunity
Intentionality
Lessons for Other Subjects
Research Opportunities
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• Find resources and tools at the new forumfyi.org!