

Art, SEL, and Social Sciences Crosswalks

Artistic Process

Creating: Conceiving and developing new ideas and work

	Cr. 1. Generate and conceptualize artistic ideas and work	Cr.2. Organize and develop artistic ideas and work	Cr.3. Revise, refine, and complete artistic work
SEL: Demonstrate skills related to achieving personal and academic goals	Primary - 1C.2a. Describe the steps in setting and working toward goal achievement. 1C.3a. Set a short-term goal and make a plan for achieving it.	Secondary - 1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	Secondary - 1C.4b. Apply strategies to overcome obstacles to goal achievement. 1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria
Social Science: Creating Essential Questions	SS.IS.1.6-8 Create essential questions to help guide inquiry about a topic SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.		

Artistic Process

Performing: Realizing artistic ideas and work through interpretation and presentation.

Presenting: Interpreting and sharing artistic work.

Producing: Realizing and presenting artistic ideas and work.

	Pr.4. Select, analyze, and interpret artistic work for presentation	Pr.5. Develop and refine artistic techniques and work for presentation	Pr.6. Convey meaning through presentation of artistic work
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Artistic Process

Responding: Understanding and evaluating how the arts convey meaning.

	Re.7. Perceive and analyze artistic work	Re.8. Construct meaningful	Re.9. Apply criteria to evaluate artistic work
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		interpretations of artistic work	
SEL: Recognize personal qualities and external supports	Primary - 1B.1a Identify one's likes and dislikes, needs and wants, strengths and challenges. 1B.2a. Describe personal skills and interests that one wants to develop.		Primary - 1B.3a. Analyze how personal qualities influence choices and successes

Artistic Process

Connecting: Relating artistic ideas and work with personal meaning and external context.

	Cn. 10. Synthesize and relate knowledge and personal experiences to make art	Cn.11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
SEL: Recognize the feelings and perspectives of others		Primary - 2A.1a. Recognize that others may experience situations differently from oneself. 2A.1b. Use listening skills to identify the feelings and perspectives of others. 2A.2b. Describe the expressed feelings and perspectives of others. Secondary - 2A.4a. Analyze similarities and differences between one's own and others' perspectives. 2A.4b. Use conversation skills to understand others' feelings and perspectives. 2A.5a. Demonstrate how to express understanding of those who hold different opinions.
SEL: Recognize the individual and group similarities and differences		Primary - 2B.1a. Describe the ways that people are similar and different. 2B.2a. Identify differences among and contributions of

		<p>various social and cultural groups.</p> <p>2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.</p> <p>Secondary - 2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.</p> <p>2B.4b. Demonstrate respect for individuals from different social and cultural groups.</p>
SEL: Consider ethical, safety, and societal factors in making decisions		Secondary - 3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors
Social Science: Creating Essential Questions	SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.	
Social Science: Anthropology		SS.Anth.1.9-12 Analyze the elements of culture and explain the factors that shape these elements differently around the world.
Social Science: History Grades 9-12		<p>SS.H.7.9-12 Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.</p> <p>SS.H.2.6-8.MdC. Analyze multiple factors that influenced the perspectives of people during different historical eras.</p>
Social Science: History: First Grade: Living, Learning, and Working Together		SS.H.3.1. Compare perspectives of people in the past to those of people in the present.
Social Science: Geography Grades 6-8		SS.G.2.6-8 LC. Explain how humans and their

		environment affect one another. SS.G.2.6-8 MdC. Compare and contrast the cultural and environmental characteristics of different places or regions. SS.G.4.6-8. LC. Identify how cultural and environmental characteristics vary among regions of the world.
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Reflection:

For SEL standards, the first one I looked at pertained to setting goals and working towards achieving them, which I aligned with the artistic process of creating. Setting goals in art is so crucial to the actual making process, especially when we come up to obstacles and need to revise our plans. From an SEL standpoint, goal-setting builds independence and agency, as well as critical thinking skills to solve problems. From an artistic perspective, we as teachers need to move away from art being a finished product or piece, and focus on the steps we took and the directions we went in.

After that, I looked into “recognizing personal qualities and external supports”. A crucial piece of art classes that I think is missing from public education is the development of style through the examination of preferences – or teaching students to find what they like and dislike in art through a critical lens. Even though both of these are core standards, they are implemented very rarely, so I imagine it would be beneficial to intertwine them together.

I also looked at “analyzing how personal qualities influence choices and successes” and tied it to “apply criteria to evaluate artistic work” and imagined a way to take art critique and tie it to personal lives, and vice versa. Cause and effect is often taught in science, history, and even language classes, so it’s important to extend that understanding towards the art we see in class – i.e. “This piece feels sad because it is blue.” – and then apply it to ourselves – i.e. “I am tired in class today because I did not sleep well last night.” Only when students can learn how to see the world as effects of a root cause can they truly begin to problem solve: maybe they’ll start painting their pieces with yellow, and getting more sleep at night.

The easiest artistic standard by a landslide to align with SEL *and* social science standards is the Connecting piece which asks students to relate art to societal, cultural, and historical contexts. In SEL, we have a lot of standards that require students to practice their empathy with the people around them, and this can be exemplified, scaffolded, or even challenged by using artwork that shows students new and different perspectives. If making art is about self-expression, then the reflection of art is about understanding other people’s self-expressions, and seeing art from different societies, cultures, and histories helps to re-personify the figures, people, and ideas we learn about. It also works the opposite way, when researching an art piece and finding out about the artist or the place it was made in can deepen our understanding of society, culture, and history. The deeper we ask students to delve into the artwork, the more we can practice these conversational skills between the classmates. There

are a couple of specific SEL standards that relate directly to bullying which I thought were interesting, and listed here as well.

For Social Science, I found that the standards on creating essential questions for research and history purposes lined up with the beginning of the artistic process, same as the SEL standards for setting goals. I think it is good and important for all areas of intentional study to begin with the student asking questions with the purpose of answering them through learning and making.

The research questions are built upon further in SS.IS.1.3-5 which asks students to explain the importance of the questions to (their) selves and others, which I combined with the connecting part of the artistic process to synthesize and relate personal experiences. I think all knowledge should be relational. In a perfect world, the knowledge we are guiding our students towards is always relevant and the students understand how and why. So these standards seemed important to me especially in their overlap. Art is generally and stereotypically seen as self-expressive, but social sciences is the study of other humans and how they used to work, which is always relevant to us as humans. In the art standard, the first step is to synthesize personal knowledge and then make the work, while the social science standard asks for the question first and then to relate it personally, which I thought was an interesting cycle.

And that was the only standard that I found immediately about the student's direct correlation with the subject. As stated previously for the SEL standards, I found the most overlap in Cn.11. "Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding" and the social science standards, which seems straightforward since social science does tend to cover societies, cultures, and histories. Similarly with the last standard, I like the idea of switching the order of the artwork and the analysis. For example, showing students an artwork of a different culture and then exploring the context, versus reading about the culture and then seeing the art at work. Specifically crucial in SS.Anth.1.9-12 is to "explain the factors that shape these elements differently around the world," so we must teach and ask our students to compare and contrast how cultures vary and why, which could be very useful with artistic knowledge about the types of crafts, architecture, pottery, silverware... All these things which humans use and have used for thousands of years but have evolved or adapted due to the setting or landscape or the level of technology. There's an opportunity here to speak about the histories of the art processes and how they were influenced and affected by the cultures, societies, and histories... and of course vice versa. I also added "SS.H.7.9-12 Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice" as I can see the beginnings of a lesson plan that dives into political propaganda poster symbolism, work force decorations, and protest posters. Speaking on the elements and principles of design to discuss the intentions of specific compositions for specific communications would be a fantastic way to deepen student knowledge not only about the artists and makers of these pieces, but also the audiences that they expected to see their works.