

NJ Social and Emotional Learning Competencies		<p>04 Analyze, interpret & select artistic work for Presentation.</p> <p>CONSOLIDATED EU</p> <p>Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>CONSOLIDATED EQ</p> <p>How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?</p>	<p>05 Develop & refine artistic techniques & work for presentation.</p> <p>CONSOLIDATED EU</p> <p>Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ</p> <p>How do artists improve the quality of their presentation/performance?</p>	<p>06 Convey meaning through the presentation of artistic work.</p> <p>CONSOLIDATED EU</p> <p>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.</p> <p>CONSOLIDATED EQ</p> <p>When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audiences response?</p>
	Self-Awareness	<p>01 Recognize one's feelings and thoughts</p>	<p>EU: An artists' thoughts, feelings, strengths, and limitations affect the selection, interpretation and performance/ presentation/production of artistic works.</p>	
<p>02 Recognize the impact of one's feelings and thoughts on one's own behavior</p>		<p>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.</p>		
<p>03 Recognize one's personal traits, strengths and limitations</p>		<p>EU: Artists build self-confidence through selecting/rehearsing/refining artistic works for performance/ presentation/production.</p>		
<p>04 Recognize the importance of self-confidence in handling daily tasks and challenges</p>		<p>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?</p> <p>EQ: How do varying degrees of self-confidence affect the performance/presentation/production of artistic works?</p>		
Self-Management	<p>05 Understand and practice strategies for managing one's own emotions, thoughts and behaviors</p>	<p>EU: Artists analyze, evaluate, and refine their presentation/performance/production over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>EQ: How do artists' processes and skills for managing emotions impact practice/rehearsal/refinement strategies and the quality of their presentation, production or performance?</p>		
	<p>06 Recognize the skills needed to establish and achieve personal and educational goals</p>	<p>EU: Artists develop strategies for managing behaviors, and recognize and develop skills necessary to achieve goals.</p>		
	<p>07 Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</p>	<p>EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning.</p> <p>EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?</p>		
Social Awareness	<p>08 Recognize and identify the thoughts, feelings and perspectives of others</p>			
	<p>09 Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds</p>	<p>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.</p>		
	<p>10 Demonstrate an understanding of the need for mutual respect when viewpoints differ</p>	<p>EQ: How does social awareness influence the criteria that artists use to select, prepare and present/perform/ produce artistic works?</p>		
	<p>11 Demonstrate an awareness of the expectations for social interactions in a variety of settings</p>			
Relationship Skills	<p>12 Establish and maintain healthy relationships</p>			
	<p>13 Utilize positive communication and social skills to interact effectively with others</p>	<p>EU: Maintaining professional communication, sustaining healthy relationships, and fostering collaboration can greatly enhance the performance/presentation/production of an artistic work.</p>		
	<p>14 Identify ways to resist inappropriate social pressure</p>	<p>EU: The performance/presentation/production of an artistic work is enhanced by seeking help from others.</p>		
	<p>15 Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p>	<p>EQ: How can an artist's relationship with others impact the performance/presentation/production of artistic works?</p>		
	<p>16 Identify who, when, where, or how to seek help for oneself or others when needed</p>			
Responsible Decision-Making	<p>17 Develop, implement and model effective problem solving and critical thinking skills</p>	<p>EU: Artists develop practices for decision making that enable them to realize their creative work in constructive ways.</p>		
	<p>18 Identify the consequences associated with one's actions in order to make constructive choices</p>	<p>EQ: How do artists use problem solving and critical thinking skills to impact the quality of their presentation/ performance/production?</p>		
	<p>19 Evaluate personal, ethical, safety and civic impact of decisions</p>	<p>EQ: How do choices made in the process of preparing and presenting/performing/producing artistic works affect the intended impact on the audience?</p>		