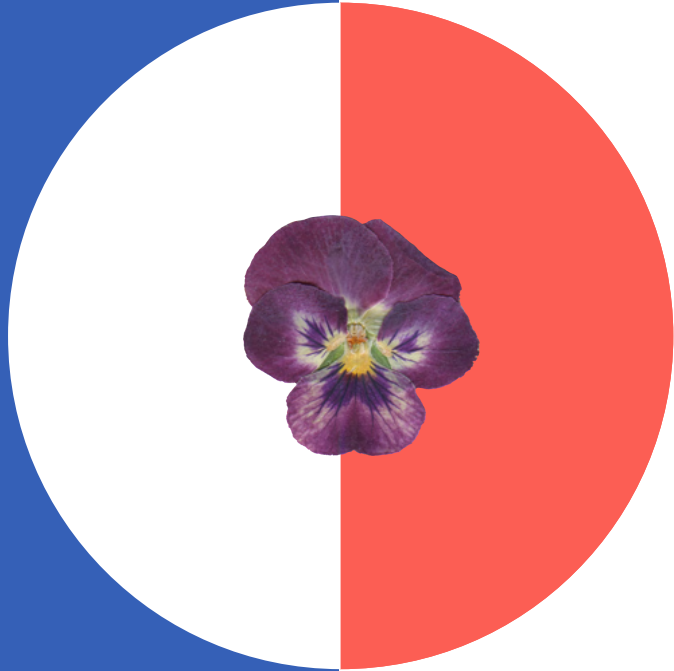




ArtReach



Heart & Art

Using Artmaking to Enhance
Social-Emotional Learning (SEL) in
Classrooms





ArtReach

OUR MISSION

Igniting youth creativity
through creative expression
and community connection



OUR VALUES



Creative Practice

We believe art and creative practice play a crucial role in human development and are an essential part of education for all. Through the transformative power of hands-on artmaking, our Teaching Artists inspire young people to harness their artistic potential and apply it throughout their lives.



Youth Voice

We believe in the power of youth voice, active listening, and self-expression without judgment. Because people learn and express themselves in different ways, our approach helps students build confidence and take ownership of their unique ideas.



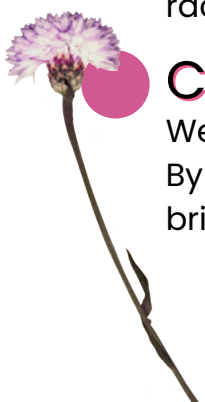
Integrity

We believe all humans should be valued, seen, and heard. Our daily interactions prioritize wellbeing, creativity, and balance. When we lead with compassion and heart, we see pressure dissolve and true creative exploration unfold.



Equity

We believe all young people need access to art, regardless of zip code or socioeconomic status. We embrace diverse perspectives, listening first, and working with young people and collaborators with the intention to learn as much as we teach. We commit to ongoing learning and to the advancement of social, racial, and economic equity.



Community Connection

We believe art brings people together and builds belonging and connectedness. By collaborating through artmaking, we gather, share, learn, uplift, brighten, and bring joy to communities.

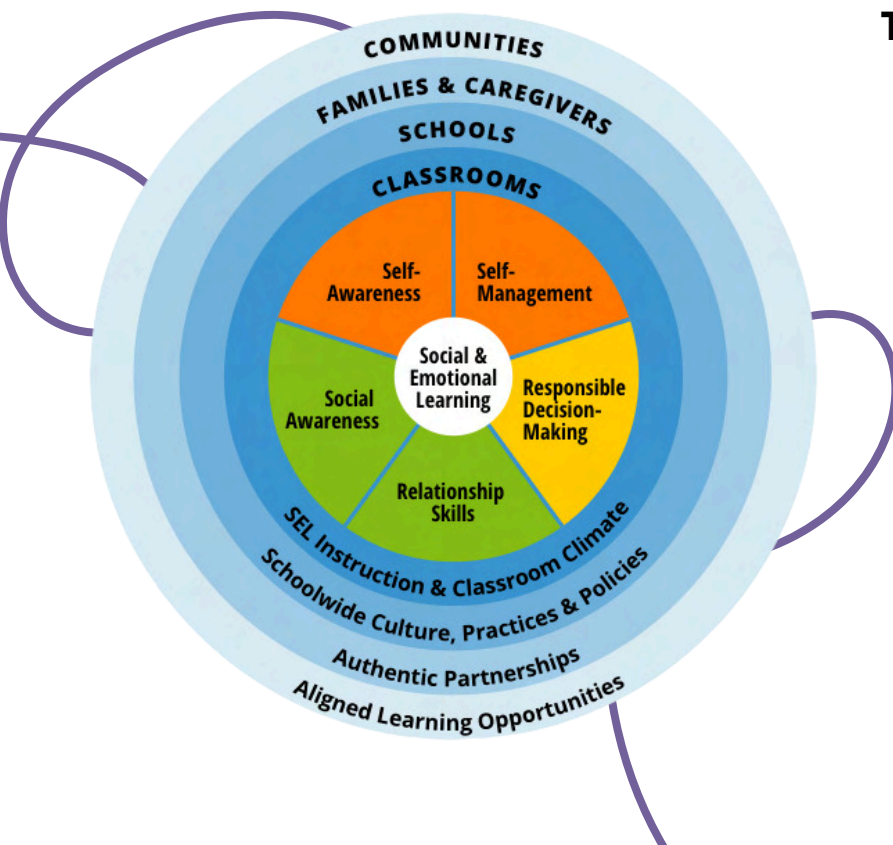
Introduction to Art and SEL

Artmaking is a powerful tool to foster Social-Emotional Learning (SEL) in classrooms, enabling students to express themselves, build emotional resilience, and develop interpersonal skills. By integrating art activities, educators can help students practice self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—the CASEL 5 core SEL competencies.



Benefits of Artmaking for SEL

- 1. Promotes Emotional Expression**
 - Art provides a safe outlet for students to explore and communicate their feelings.
- 2. Encourages Mindfulness and Stress Relief**
 - Creative processes like drawing or painting help students focus and reduce anxiety.
- 3. Builds Empathy and Connection**
 - Collaborative projects foster teamwork, understanding, and respect for peers' perspectives.
- 4. Boosts Confidence**
 - Completing art projects enhances self-esteem and encourages risk-taking in a supportive environment.



Tips for Educators

- Adapt for Age and Ability:** Tailor projects to meet the developmental needs and skills of your students.
- Integrate Across Subjects:** Combine art with literacy, science, or social studies to reinforce SEL themes.
- Celebrate Efforts:** Display artwork to validate students' creativity and contributions.
- Provide Support:** Be attentive to students who may find emotional expression challenging, offering guidance and encouragement.

Best Practices for Integrating Art into SEL

1. Create a Safe, Inclusive Environment

- Foster a classroom culture where all artistic efforts are celebrated, emphasizing that there are no "right" or "wrong" ways to create.
- Use culturally responsive materials and themes to reflect the diverse experiences of students and their communities.
- Establish clear expectations that respect and kindness are essential during discussions about art.

2. Focus on Process Over Product

- Highlight the value of exploration and discovery during artmaking, rather than striving for perfection.
- Encourage students to reflect on how creating art affects their emotions, using prompts like "How did making this piece make you feel?" or "What did you enjoy most about this process?"

3. Incorporate SEL Themes into Art Projects

- Use self-portraits to explore identity and self-awareness, allowing students to represent their unique traits and stories.
- Design projects where students use colors and patterns to symbolize different emotions, helping them connect with and express their feelings.
- Introduce collaborative art activities, such as creating a class mural, to teach teamwork, communication, and shared goal-setting.

4. Model Emotional Expression Through Art

- Share your own creative process, discussing how art helps you navigate emotions and challenges.
- Be transparent about the feelings you experience when creating, demonstrating that vulnerability is a strength.

5. Use Art as a Tool for Discussion

- Display student artwork and facilitate open-ended discussions that explore the themes, emotions, and ideas represented.
- Encourage students to ask each other questions about their creative choices, fostering a sense of curiosity and respect.
- Tie discussions to broader SEL themes, such as empathy, responsibility, or resilience, to deepen understanding.

6. Integrate Movement and Sensory Engagement

- Incorporate tactile materials like clay, fabric, or textured paper to engage students' senses and support mindfulness.
- Include movement-based art activities, such as painting to music or large-scale mural creation, to release energy and promote collaboration.



Self Awareness

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a wellgrounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Examining prejudices and biases
- Linking feelings, values, and thoughts
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

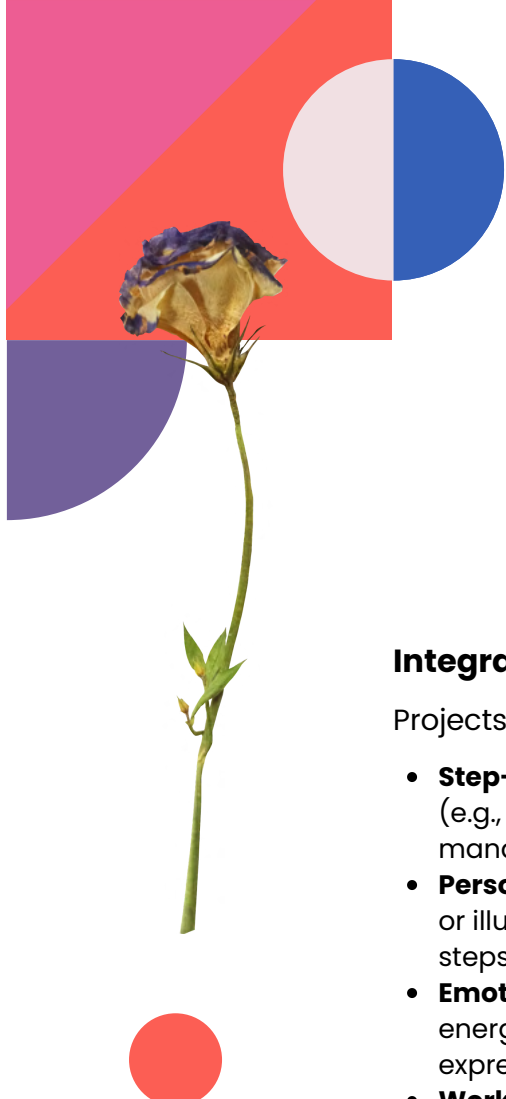
Integrating Self Awareness with Artmaking

Projects

- **Identity Collage:** Students create a collage using personal photographs, symbols, or words that represent their identity, values, and interests. This allows them to reflect on who they are and what matters most to them.
- **Emotion Portraits:** Using abstract shapes, colors, and textures, students depict their current emotional state or a range of emotions they've experienced recently, exploring self-expression through visual art. [Find this lesson on the ArtReach Learning Portal.](#)
- **Timeline of Me:** Students design a visual timeline that highlights key moments in their life, using mixed media to represent pivotal experiences that have shaped their self-awareness.
- **My Strengths and Challenges Shield:** Students create a personal crest or shield divided into sections that represent their strengths, challenges, and aspirations.
- **Future Vision Boards:** Students use magazines, drawings, and symbols to create a board visualizing their dreams, goals, and the person they aspire to become.

Artistic Habits of Mind:

- **Reflective Journaling:** Incorporate a practice where students write or draw in a sketchbook at the beginning or end of class to reflect on their feelings, artistic process, or something they learned about themselves that day.
- **Intentional Color Choices:** Encourage students to choose colors intentionally in their artwork to represent their emotions or personal connections to the project, followed by a discussion about their choices.
- **Mindful Observation:** Start class with a mindfulness exercise where students observe a piece of art, a natural object, or their surroundings and describe how it makes them feel, connecting it to their internal state.
- **Classroom Affirmation Wall:** Create a collaborative space where students can write or illustrate affirmations, strengths, or positive observations about themselves or their peers.
- **Personal Goal Setting:** At the start of a project, have students identify personal growth goals, whether artistic (e.g., "I want to improve my shading skills") or reflective (e.g., "I want to be patient with myself during this project"), and revisit these goals during critique sessions.



Self Management

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

Integrating Self Management with Artmaking

Projects

- **Step-by-Step Artmaking:** Assign a project requiring a multi-step process (e.g., sketching, underpainting, and layering) to help students practice managing their time and resources effectively.
- **Personal Art Plan:** Before starting a project, have students create a written or illustrated plan outlining their goals, the materials they'll need, and the steps they'll follow, promoting organization and foresight.
- **Emotion Regulation Art:** Students create art as a tool for calming or energizing themselves, such as designing mandalas for mindfulness or expressive line drawings to release frustration.
- **Work-in-Progress Checkpoints:** Incorporate projects with regular progress reviews where students self-assess their work and make adjustments based on their goals and timeline.
- **Sculptural Balance Challenge:** Students create sculptures requiring physical balance, teaching patience, focus, and persistence as they problem-solve through trial and error.

Artistic Habits of Mind:

- **Classroom Agreements:** Collaboratively create a set of expectations for maintaining focus, cleaning up, and respecting materials, reinforcing accountability and teamwork.
- **Time Management Skills:** Provide a visual timer or schedule for art projects, helping students practice pacing their work and prioritizing tasks to complete projects on time.
- **Mindful Cleanup Routines:** Designate a specific cleanup process with assigned roles or zones, encouraging students to practice responsibility and stay on task during transitions.
- **Art Break Spaces:** Create a designated space where students can briefly step away to manage emotions or reset during challenging moments, using quiet reflection or small art tasks.
- **Growth Journals:** At the end of each class, have students reflect in a journal about what they accomplished, what challenges they faced, and how they managed their time and emotions. Over time, this builds self-monitoring and self-regulation skills.



Relationship Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

Integrating Self Management with Artmaking

Projects

- **Collaborative Mural:** Students work together to design and paint a mural that reflects a shared theme, such as community or diversity, fostering teamwork and communication.
- **Partner Portraits:** Students pair up to create portraits of one another, encouraging active listening, observation, and positive interpersonal interaction.
- **Storytelling Through Art:** Groups collaborate to create a visual story using comics, dioramas, or sequential panels, requiring them to share ideas, negotiate roles, and build on each other's creativity.
- **Kindness Quilt:** Each student creates a square that represents acts of kindness they've experienced or given. The squares are combined into a classroom quilt, symbolizing collective care and empathy. [Find this lesson on the ArtReach Learning Portal.](#)
- **Art Exchange Project:** Students create small artworks and exchange them with classmates, accompanied by a written note of appreciation, building trust and connection.

Artistic Habits of Mind:

- **Peer Feedback Circles:** During critique sessions, teach students how to give constructive, supportive feedback and receive it gracefully, modeling respectful communication.
- **Collaborative Problem-Solving:** Present a challenge, such as building a structure or creating a group sculpture, where students must work together to overcome obstacles and make decisions collectively.
- **Shared Materials Stations:** Set up shared material stations where students need to practice turn-taking, sharing, and keeping materials organized for the next user, emphasizing responsibility to others.
- **Conflict Resolution Role-Play:** Discuss potential art room conflicts (e.g., disagreements over materials or creative direction) and have students role-play solutions, teaching strategies for managing interpersonal issues.
- **Celebrate Peer Achievements:** Create a classroom ritual where students can nominate and celebrate each other's accomplishments, fostering a culture of encouragement and mutual respect.



Social Awareness

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

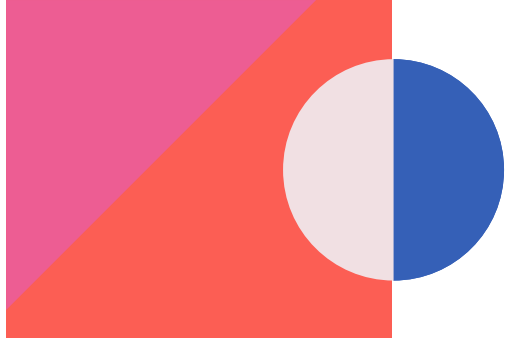
Integrating Self Management with Artmaking

Projects

- **Community Portraits:** Students create artwork that highlights a member or group in their community, celebrating their contributions and fostering appreciation for diversity and connection. [Find this lesson in the ArtReach Learning Portal.](#)
- **Cultural Symbol Exploration:** Students research symbols or art forms from different cultures and create pieces inspired by them, promoting respect and understanding of cultural heritage.
- **Empathy Maps in Art:** Have students design artwork based on an empathy map for a character or individual (real or fictional), exploring what they feel, think, and experience to build perspective-taking skills.
- **Activist Art Posters:** Students design posters advocating for a social issue they care about, such as environmental conservation, equality, or mental health awareness, connecting art to community action.
- **Art for Social Causes:** Collaborate with a local charity or organization, where students create art pieces to raise awareness or fundraise for a shared cause, emphasizing art's impact on social change.

Artistic Habits of Mind:

- **Art History Through Social Contexts:** Discuss how artists throughout history have addressed social issues, encouraging students to analyze art in its broader social and cultural context.
- **Perspective-Taking Discussions:** Incorporate prompts that ask students to reflect on how different people might view their artwork and how their art might resonate with diverse audiences.
- **Diverse Artist Spotlights:** Regularly introduce students to artists from different backgrounds, emphasizing how their art reflects their cultural identity, challenges, and contributions to society.
- **Group Problem-Solving Art Challenges:** Present open-ended challenges requiring students to work together, using collaborative skills to find inclusive and creative solutions.
- **Classroom Community Agreements:** Develop a set of agreements focused on respect, inclusion, and empathy in the art room, revisiting these values in critiques and group discussions to foster a socially aware learning environment.



Responsible Decision Making

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Integrating Self Management with Artmaking

Projects

- **Eco-Art Challenge:** Students create art using recycled or sustainable materials, making decisions about material sourcing and learning about environmental impact.
- **Art Budget Plan:** Assign a project where students must "budget" their materials and time effectively, teaching them to allocate resources responsibly while completing their artwork.
- **Choose Your Path Artwork:** Offer multiple techniques or themes for a project and require students to justify their choice, encouraging thoughtful decision-making based on their goals and values.
- **Public Art Proposal:** Students design a concept for a public art piece, considering factors like location, audience, and message, and present their rationale to the class.
- **Cause and Effect Narrative:** Students create a visual narrative showing how choices lead to consequences, emphasizing the ripple effect of decisions in their lives and communities.

Artistic Habits of Mind:

- **Material Conservation Practices:** Teach students to plan their material use carefully, avoid waste, and make choices that balance creativity with sustainability.
- **Ethical Representation Discussions:** Encourage students to reflect on how their artwork represents people, cultures, or sensitive topics and to make ethical choices in their visual storytelling.
- **Time Management Exercises:** Implement mini-projects or timed challenges to help students practice prioritizing steps and staying on task, reinforcing the importance of managing time effectively.
- **Critique with Accountability:** During peer critiques, ask students to provide constructive feedback and take responsibility for how their comments might impact others, fostering thoughtful and empathetic communication.
- **Personal Art Goals Reflection:** Have students set achievable goals at the beginning of a project, then reflect on their decisions throughout the process to evaluate how they aligned with their intentions and values.

Lesson Plan & Educator Guide

What Is Home? [Find all the project resources on the ArtReach Learning Portal!](#)



This project is designed to engage student artists in their ideas of home and belonging by making a representation of what home means to them. Home does not have to be represented by where they live, but rather home is embodied in a feeling of belonging, being embraced for who they are, and who or what in their lives makes them feel recognized. Students will learn about artists who have depicted home through sculpture and painting. They will also reflect on the concept of symbols and how artists use symbols in their work to convey meaning and big ideas. Students will use simple construction and drawing techniques to create their representations of home.

Anticipatory Priming & Front Loading

This project can be completed start to finish in one session, however, student outcomes can be improved with anticipatory priming and front loading some of the content, if your schedule allows. Included with the lesson resources is a slide deck that contains information about the inspiration artists, artistic techniques, vocabulary, and the social-emotional learning integration.

We recommend going through these slides either as a class, in small groups, or independently. Students can collaboratively discuss the questions on the slides or independently reflect. You can choose to introduce the slides as part of a flipped classroom model so that students are familiar with the artists and project prior to creating along with the Teaching Artists in the ArtReach Studio videos.

Included with the lesson resources is a project brainstorm that allows students to spend a bit more time with the project components of symbolism and what home means to them before moving on to the art making session.

Art Vocabulary & Disciplinary Literacy

Each lesson includes an Art Vocabulary Toolbox to familiarize your students with disciplinary literacy in art. Review these terms with your students throughout the lesson.

Symbol

In art, a symbol represents something that is hard to depict like a feeling or idea. For example, a symbol for love is a heart or the color red.

Sculpture

An artwork that is three-dimensional, meaning that it takes up space out in the room. Sculpture can be viewed from all sides.

Construction

Building something. Artists construct their sculptures with various materials and they can work with or without a preconceived idea.

Oil Pastel

A type of art medium that involves pigment mixed into an oil-based binder. They can be used like a crayon and blend well with fingers.

Discussing Art: Best Practices

Throughout the lesson and in the ArtReach Studio videos, we will ask the students to look at the work of contemporary artists to gain inspiration for their own work. Here are a few questions you can ask that promote visual literacy:

- What do you notice?
- What do you see that makes you say that?
- What does this image say to us?
- What more can we find out?

The purpose of the discussion is to promote exploration and engagement with visual art. There is no right or wrong answer to look for. In this lesson, you can guide the conversation towards what home means and other symbols, but be open to what else arises!



Beverly Buchanan
School Shack, 1987

SEL Integration

This project promotes awareness of what it means to belong and how we can feel at home in many different contexts including different places, in nature, or with people and communities. Students will reflect on these ideas and find and discuss symbols to represent where they feel at home.

It can be helpful to set some ground rules about respect, sharing, and being open to the experiences of others before you dive in to discussion, if you are involving the whole class.

CASEL 5 SEL FRAMEWORK

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a wellgrounded sense of confidence and purpose. Such as: • Integrating personal and social identities • Identifying personal, cultural, and linguistic assets • Identifying one's emotions • Demonstrating honesty and integrity • Linking feelings, values, and thoughts • Examining prejudices and biases • Experiencing self-efficacy • Having a growth mindset • Developing interests and a sense of purpose

Project Set Up

Prior to playing the ArtReach Studio video for the art making portion of the project, set up these materials for each student:

- Two pieces of 9" x 6" chipboard
- Pencils
- Erasers
- Scissors
- Glue sticks
- Oil pastels

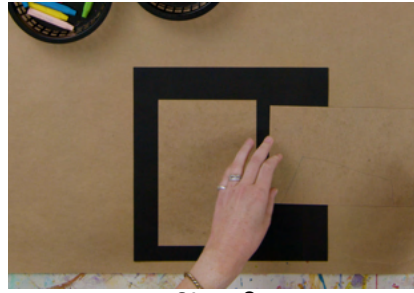


Project Steps



Step 1

Begin by deciding how you will represent your house. Students can include a roof, windows, doors, balconies, and chimneys.



Step 2

Draw the shapes needed to create the elements of the house using pencil on one of the pieces of chipboard.



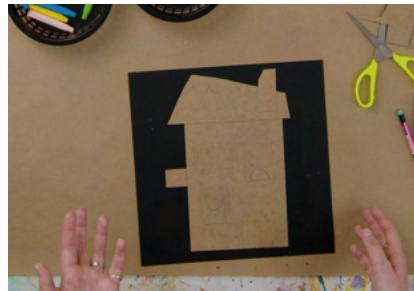
Step 3

Cut out all the shapes. Reserve extra chipboard for details.



Step 4

Glue the pieces of the house onto the other piece of chipboard. Apply a lot of glue and hold for at least 20 seconds to make sure it sticks.



Step 5

Once the pieces are firmly glued down, start drawing your symbols of home. Sketch in pencil first if needed.



Step 6

Color the houses using oil pastel.



Step 6 continued

Oil pastel can be blended to create gradients or shading.



Step 7

Continue coloring with oil pastel until all the brown of the chipboard has been covered.

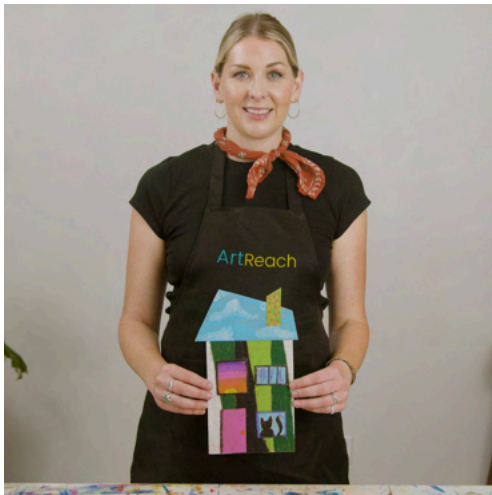
Ideas for Expanding the Project

This project can be scaffolded for younger students or expanded for older students.

For younger students (Kindergarten through 3rd grade), it may help them decide on their symbols by giving them several categories of belonging to reflect on such as a place in nature, people, a tradition, or a place they feel safe. Precutting some of the house elements can also help very young artists with the project or cutting shapes together, step by step.

Older students (middle through high school) could expand their representations of home and create 3-D sculptures using the chipboard. They could also incorporate found materials that symbolize what home means to them. Beverly Buchanan utilized a lot of found materials in her work and can be an excellent focus artist for older students.

Project Reflection



After completing the What Is Home? project, here are a few ideas for a project reflection.

Turn & Share: Have students share their artwork and discuss. Discussion questions are provided in the ArtReach Studio video.

Gallery Walk: Students circulate the room and look at each other's work. Best practices for a gallery walk include no talking, no touching, and no running as ground rules.

Artist's Statement: See the lesson resources for an outline and sentence frames for an artist statement.

Class Neighborhood: Students can display their homes in a class neighborhood that reflects safety and belonging.

VAPA Standards

- VA:Cr1.1.3a – Elaborate on an imaginative idea.
- VA:Cr1.2.1a – Use observation and investigation in preparation for making a work of art.
- VA:Cr1.2.2a – Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
- VA:Cr2.1.4a – Explore and invent art-making techniques and approaches.
- VA:Cr1.1.5a – Combine ideas to generate an innovative idea for art-making
- VA:Cr2.1.5a – Experiment and develop skills in multiple art-making techniques and approaches through practice.
- VA:Re.7.1.3a – Speculate about processes an artist uses to create a work of art.
- VA:Re.7.2.3a – Determine messages communicated by an image.
- VA:Cn11.1.5a – Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

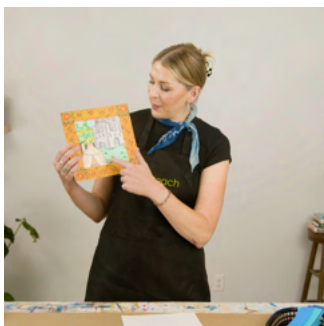
We love to see the art you create
with your students! Share it with us
@ArtReachSD



ArtReach

LEARNING PORTAL

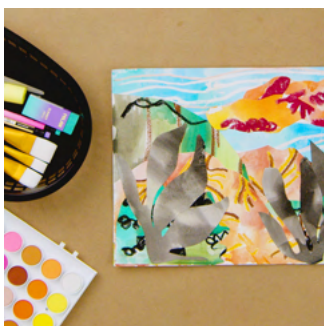
The ArtReach Learning Portal offers educators adaptable, SEL-focused art lessons, including video content, making it ideal for virtual or in-person learning. It provides resources to support diverse student groups, emphasizing creativity, equity, and accessibility. Featuring standards-aligned lesson plans, activities, and guides, the portal helps teachers integrate visual arts into classrooms or remote settings. By promoting community connection and youth creativity, it empowers educators to inspire students through meaningful, skill-building art experiences.



Engaging Video Lessons

10 Full-Length Video Lessons to allow you to create with your students

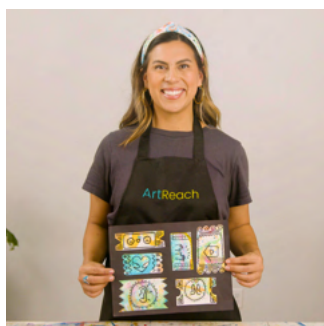
The ArtReach Learning Portal features engaging video lessons that bring art projects to life while taking care of the teaching element, so classroom teachers can fully participate alongside their students. Each video provides clear, step-by-step guidance, making it easy for students to follow along and build confidence in their creativity. Designed to support teachers regardless of their art experience, these videos allow educators to focus on fostering connection and creativity in their classrooms.



Thoughtful, Standards-Based, SEL Aligned Projects

Diverse art media and techniques while incorporating SEL themes

The ArtReach Learning Portal offers 10 engaging projects that explore diverse media and art techniques, allowing students to experiment and express themselves creatively. Each lesson is process-based, encouraging students to focus on the journey of creating, not just the final product. Aligned with educational standards and Social-Emotional Learning (SEL) goals, these projects foster self-expression, emotional awareness, and collaboration. Through hands-on experiences in a variety of art forms, students build artistic skills while developing emotional intelligence, deepening their connection to the creative process.



Student Resources to Deepen Learning

Bilingual Student Resources for further accessibility

The ArtReach Learning Portal provides a wealth of student resources to support creative learning. Each project is complemented by slide decks featuring focus artists, key vocabulary, and context that enrich students' understanding of art history and techniques. Students also have access to worksheets for planning and ideation, helping them develop and refine their ideas before beginning their artwork. Additionally, they are guided through writing Artist Statements to reflect on their creative process. All resources are bilingual, ensuring accessibility for a diverse student population and fostering an inclusive learning environment.



Scan the QR code to access a free lesson on the ArtReach Learning Portal!

\$19.99 per month or \$195 per year
At checkout, use **IGNITE20** to get 20% off
of a new Learning Portal membership

Have questions? Email Sierra, sierra@artreachsandiego.org

ArtReach

ARTREACH SCHOOL PARTNERSHIPS

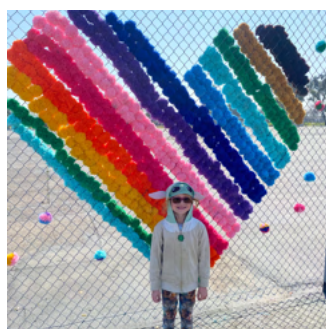
ArtReach is your partner in inspiring creativity and fostering learning through the arts. Our programs are designed to make art accessible for all students, nurturing self-expression, critical thinking, and social-emotional growth. With ArtReach, schools gain a valuable resource that enhances student engagement, builds artistic skills, and connects learning to real-world experiences. Let's collaborate to spark creativity and empower the next generation!



Professional Development Workshops for Educators

at ArtReach HQ or at your school or district site

We're thrilled to offer professional development workshops designed to enrich teaching through art, available both at ArtReach HQ and on-site at your school or district. These interactive sessions focus on integrating contemporary art, social-emotional learning, and creative techniques into your curriculum. Engage in hands-on projects, collaborate with peers, and explore resources that inspire classroom creativity. Whether you're experienced or new to art education, our workshops are tailored to meet the needs of every educator. Join us at our headquarters or let us bring the workshop experience to you!



In School Programs

Artist Residencies, SPARK Program, Before/After School, Field Trips

ArtReach brings the joy of art-making directly to schools through a variety of programs designed to engage and inspire students. Our Artist Residencies provide hands-on, standards-aligned lessons led by professional teaching artists, while the Spark Program focuses on collaborative art-making for large-scale installations that connect students to their school and community. We also offer before and after-school programs to extend creative learning beyond the school day. Additionally, students can visit ArtReach HQ for field trips, experiencing immersive, interactive art-making in our dynamic studio space.



The ArtReach Learning Portal

Bring creative accessibility to your students

The ArtReach Learning Portal offers educators adaptable, SEL-focused art lessons, including video content, making it ideal for virtual or in-person learning. It provides resources to support diverse student groups, emphasizing creativity, equity, and accessibility. Featuring standards-aligned lesson plans, activities, and guides, the portal helps teachers integrate visual arts into classrooms or remote settings. By promoting community connection and youth creativity, it empowers educators to inspire students through meaningful, skill-building art experiences.



Scan the QR code
to visit our
website for more
information

Have an idea for partnership?

We are so excited to
collaborate with you!

Have questions? Email Brooke,
brooke@artreachsandiego.org

ArtReach

Professional Development Workshops

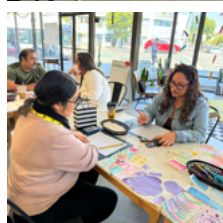
We're excited to offer new professional development workshops at ArtReach HQ for educators looking to enrich their teaching with art. These interactive sessions will focus on integrating contemporary art, social-emotional learning, and creative techniques into your curriculum. Join us for hands-on projects, collaboration with peers, and access to resources that will inspire creativity in your classroom. Whether you're experienced or new to art education, our workshops have something for everyone!



Art Now: Bringing Contemporary Creativity into the Classroom

Monday, January 27, 2025, 4-6pm

This session equips educators to engage students with contemporary art, exploring diverse artists and themes tied to current social, cultural, and environmental issues. Learn strategies to inspire creativity, dialogue, and critical thinking through dynamic art projects.



Exploring Identity: Integrating Art & Ethnic Studies

Monday, January 27, 2025, 4-6pm

This session helps educators integrate art into California's Ethnic Studies graduation requirement. Aligned with National Core Art Standards, participants explore identity through contemporary art, gaining adaptable projects and strategies to enhance engagement, cultural awareness, and community in any classroom.



Heart & Art: Tangible Strategies for Integrating SEL into Creative Lessons

Monday, February 24, 2025, 4-6pm

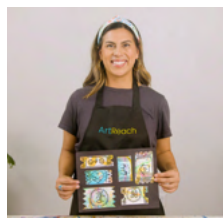
This session helps educators integrate SEL into art lessons with hands-on strategies, fostering emotional expression, self-awareness, and empathy through creative projects and reflective practices.



Art Within Social Movements: Integrating Art & Ethnic Studies

Monday, January 27, 2025, 4-6pm

This session explores how visual art drives social change, aligning with the Ethnic Studies theme of Social Movements and Equity. Educators gain resources, adaptable projects, and strategies to inspire student engagement with equity and justice, seamlessly integrating art into any subject.



Creative Connections: SEL Through Contemporary Art with the ArtReach Learning Portal

Monday, March 24, 2025, 4-6pm

This hands-on workshop teaches educators two SEL-focused art projects inspired by contemporary practices. Explore self-expression, emotional processing, and social connection while gaining access to the ArtReach Learning Portal for resources and ongoing inspiration.



Scan the QR code to see our current Professional Development schedule.

\$20 each session // \$50 bundle of 3
At checkout, use **CODE: PD10** to get \$10 off of a bundle of three sessions.

Have questions? Email Sierra, sierra@artreachsandiego.org

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