

초등학교 음악 교과와 연계한 한국형 사회정서교육(K-SEL) 프로그램 적용 방안

A Study on the Application of the Korean Social and Emotional Learning (K-SEL) Program through Elementary Music Education

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Abstract The purpose of this study is to explore effective strategies for implementing the Korean Social and Emotional Learning (K-SEL) program in connection with elementary music education, in response to the initiation of K-SEL application starting in 2025. To achieve this goal, the concepts and characteristics of social and emotional learning were first analyzed, followed by an in-depth examination of social-emotional competency elements embedded within the 2022 revised elementary music curriculum, grounded on their potential connections with music education. Subsequently, implications were derived through the analysis of both domestic and international cases of integrated music and social-emotional learning programs. Based on these findings, a music-based K-SEL program suitable for elementary school settings was developed, along with specific instructional examples tailored to different grade groups. This study is significant in that it concretely presents an integrated approach aimed at simultaneously enhancing elementary students' musical abilities and social-emotional competencies.

Key words: elementary music education, Korean Social and Emotional Learning (K-SEL), 2022 revised music curriculum, social-emotional competencies

초록 본 연구는 2025년부터 시작된 한국형 사회정서교육(K-SEL) 적용과 관련하여, 초등학교 음악 교과와 연계한 K-SEL 프로그램을 효과적으로 적용할 수 있는 방안을 탐색하는 것을 목적으로 하였다. 이를 위하여 먼저 사회정서교육의 개념과 특성을 분석하고, 음악 교과와의 연계 가능성에 근거하여 2022 개정 음악과 교육과정에 나타난 사회정서 역량 요소를 구체적으로 검토하였다. 다음으로 음악 교과와 사회정서교육을 통합하여 개발된 국내의 프로그램 사례를 분석하여 시사점을 도출하였다. 이를 바탕으로 초등학교 현장에 적용 가능한 음악 기반의 K-SEL 프로그램을 구안하고 학년군별 교수학습 예시안을 제안하였다. 본 연구는 초등학생의 음악적 능력과 사회정서적 역량을 동시에 촉진하는 통합적 접근을 구체적으로 제시하였다는 점에서 의미가 있다.

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I . Introduction

In recent years, rapid social changes such as digital acceleration, advancements in technology including artificial intelligence, and increased social diversity have intensified mental health instability among children and adolescents. According to the 2024 youth health behavior survey, 42.3% of South Korean youth reported experiencing stress, and 27.7% reported feelings of depression (Ministry of Education & Korea Disease Control and Prevention Agency, 2024). Consequently, there is an increasing need for students to develop social and emotional competencies—knowledge, attitudes, and skills essential for understanding and managing their emotions, establishing healthy relationships, and resolving conflicts effectively. These competencies are critical for students to live responsibly and healthily as community members (Seo et al., 2024).

Social and Emotional Learning (SEL) refers to the educational processes designed to cultivate these social and emotional competencies (Kim, 2024). SEL originated in the United States and was further systematized through research by the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL categorized SEL competencies into five areas: self-awareness, social awareness, relationship skills, self-management, and responsible decision-making (Frey et al., 2024). SEL has been widely adopted internationally, with organizations like UNESCO and OECD advocating for its inclusion in global education initiatives (Kim, 2024).

This study focuses specifically on integrating SEL into the music curriculum within the South Korean educational context. According to the 2022 revised music curriculum, music education fundamentally promotes emotional stability and happiness through the enjoyment derived from musical experiences. Additionally, music activities support character development, social growth, and community music culture, aligning closely with SEL objectives (Ministry of Education, 2024).

Previous studies exploring SEL from the perspective of music education have demonstrated the potential for integrating SEL into music curriculum (Choi, 2017, 2019; Cho, 2015a, 2015b; Kim, 2020). A review of previous studies on SEL in other subject areas reveals a range of research conducted in diverse contexts, including the exploration of educational implications and possibilities, analysis of curricula and textbooks, and the development of instructional models. These studies span various disciplines such as visual arts (Shin et al., 2024; Shyu, 2025), science (Kim & Park, 2022; Lee et al., 2022), social studies (Lee et al., 2013), ethics (Son & Choi, 2024), and Korean language arts (Lee, 2015). However, compared to other subjects, systematic implementation and research on SEL within music education remain relatively limited. Particularly, there is a lack of studies specifically addressing the integration of Korean Social and Emotional

Learning (K-SEL) into the 2022 revised music curriculum.

This study aims to investigate the theoretical basis of SEL and explore practical strategies for implementing K-SEL programs linked with elementary school music education. It seeks to provide a comprehensive integration of SEL and music education and propose practical programs for educational practice. The significance of this study lies in its support for the nationwide implementation of K-SEL in schools by specifically linking it with music education. The study will first define K-SEL and explore its compatibility with music education. Subsequently, it will propose practical implementation methods and exemplary instructional programs connecting K-SEL and elementary music education.

II. Theoretical Background

1. Concept of social and emotional education

1) Definition of SEL

SEL is an educational approach designed to enhance students' social and emotional competencies based on emotional and social intelligence theories (Park et al., 2024). SEL first emerged in the United States in the late 1990s as a response to widespread school violence and firearm



[Figure 1] The framework of SEL (CASEL, 2020, p. 1)

incidents, originating from growing concerns over students' mental health. It supports the effective integration and implementation of various efforts for students' social and emotional development (Kim, 2024). Within this context, the Collaborative for Academic, Social, and Emotional Learning (CASEL) outlines the SEL framework as shown in [Figure 1].

And CASEL defines SEL as follows.

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities (CASEL, 2020, p. 1).

2) International examples of SEL

SEL is an educational approach to enhance not only academic achievement but also mental health, emotional development, and social competencies. Leading countries such as the U.S. and the U.K. have systematically incorporated SEL into school curriculum at national or state levels to address educational inequality, improve mental health, and prevent school violence.

The U.S., being the first to develop and implement SEL, serves as a model for many other countries (Oh et al., 2024). Washington D.C.'s Office of the State Superintendent of Education (OSSE) developed the first comprehensive SEL standards for public education from kindergarten to adult learners over three years and released them in 2024 (Office of the State Superintendent of Education, 2024). These standards are structured across five competencies: Self-awareness, Self-management, Socio-cultural awareness, Relationship skills, and Decision-making and agency. Designed to be integrated across all subjects rather than as a standalone course, the standards serve as practical guidelines for embedding SEL into education.

In the U.K., SEL is known as SEAL (Social and Emotional Aspects of Learning). Launched in 2005, the SEAL program was initially introduced in primary schools and later expanded to secondary schools. It comprises five learning domains: self-awareness, self-regulation, motivation, empathy, and social skills. The Department for Education provided a structured guideline for

curriculum implementation across school years (Oh et al., 2024). The Education Endowment Foundation (EEF) also released guidelines for implementing SEL in primary education, emphasizing its effectiveness in improving academic performance and emotional stability (van Poortvliet et al., 2019).

Singapore's SEL approach is referred to as Character and Citizenship Education (CCE). It emphasizes values such as respect, responsibility, resilience, integrity, care, and harmony, focusing on holistic education grounded in family values (Oh et al., 2024). The SEL approach in Singapore reveals characteristics that are comparable to those found in the Korean SEL perspective.

These diverse implementations of SEL across cultural contexts collectively aim to promote students' holistic growth and underscore the importance of national standards and guidelines, providing valuable insights for the development of SEL in Korea.

2. Understanding Korean SEL (K-SEL)

1) Background of K-SEL

Recently, growing awareness of students' mental health issues has highlighted the need for universal mental health education targeting all students (Seo et al., 2024). Accordingly, the Ministry of Education announced the nationwide implementation of universal SEL in schools starting in 2025 (Ministry of Education, 2025). To support this initiative, a task force of mental health and education experts began developing a Korean-tailored SEL (K-SEL) program (Ministry of Education & Korea Education Environment Protection Agency, 2024).

2) Purpose and objectives of K-SEL

K-SEL aims to enable students to take ownership of their lives and live harmoniously with others by maximizing their potential through learning social-emotional values and enhancing mental health awareness. The three educational objectives related to knowledge, skills, and attitudes are:

- Acquire proper knowledge about the interrelation of emotions, thoughts, and physical responses and effective emotional regulation methods.
- Effectively manage one's emotions and stress while empathizing with others and contributing to the community.

- Foster a positive life attitude and awareness of mental health, reduce stigma around mental illness, and develop coping strategies for emotional challenges.

3) Structure of the K-SEL program

K-SEL consists of four developmental stages: early elementary (grades 1-2), upper elementary (grades 3-6), middle school (grades 7-9), and high school (grades 10-12), each with specific learning goals and activities (Ministry of Education & KEEPA, 2024).

Since social-emotional competencies are difficult to acquire in a short period, each developmental stage of the program emphasizes consistency and continuity. To support this, learning goals and contents were structured by school level according to students’ developmental tasks, based on both domestic and international research and studies. <Table 1> presents an overview of the K-SEL program (Ministry of Education & KEEPA, 2024).

The program provides detailed instructional materials tailored to each grade level and aligned with subject-specific learning outcomes. It encourages interdisciplinary integration and alignment with cross-curriculum themes such as health education, character education, and career guidance (Ministry of Education & KEEPA, 2024).

<Table 1> Overview of the K-SEL program (Ministry of Education & KEEPA, 2024)

Period	Domain	Key competency	Contents
1	Mental health	Understanding K-SEL	• Understanding Korean SEL competencies • Introduction to the six-period program
2	Self	Self-awareness	• Recognizing connections between emotions, body, and behavioral responses • Understanding one's individuality and uniqueness
3	Self	Self-management	• Techniques for emotional regulation • Coping strategies for complex and intense emotions and stress
4	Relationship	Social awareness and relationship management	• Assertiveness and communication skills • Positive interpersonal relationship skills
5	Community	Community values awareness and management	• Sense of belonging, pride, and community values • Rule compliance, fairness, responsibility, cooperation, solving community problems, and making contributions
6	Mental health	Mental health awareness and management	• Understanding and managing mental health issues • Asking for help

III. Exploring the Linkage Between Music Education and K-SEL

1. The meaning and value of music education as SEL

Music, as an art form that expresses and receives human emotions and a cultural activity that mediates social relationships between individuals and communities, is an appropriate subject for facilitating SEL. The diverse activities within the music curriculum help students recognize and regulate their emotions, empathize with others, and develop healthy interpersonal relationships. Furthermore, music naturally promotes core SEL competencies such as self-motivation and responsible decision-making. For example, singing or playing instruments enables students to express their emotions, listen to others, and engage in cooperative ensemble performances, providing opportunities to cultivate social awareness and relationship skills. In this sense, music education extends beyond mere expressive activities and organically connects with key elements of SEL, such as emotional recognition, sharing, regulation, and the development of communal attitudes.

The potential of music education for social and emotional learning has also been supported by previous studies (Cho, 2015; Choi, 2017, 2019; Kim, 2020). Music education functions not only as a means of skill acquisition or expression but also as an educational tool to foster emotional empathy, self-awareness, and social relationships.

These findings suggest that music can be designed to encompass core SEL competencies and that music education can internalize and implement the educational goals of SEL. Therefore, music can serve as a vital channel for school-based SEL and contribute to students' emotional stability, empathy, and sense of community. Based on this premise, this study aims to explore the integration of the K-SEL program, which will be implemented nationwide starting in 2025, into elementary music education.

2. Reflection of K-SEL core competencies in the 2022 revised music curriculum

This section examines how the core competencies and elements of K-SEL are reflected in the 2022 revised music curriculum. Since this study focuses on the elementary school level, the analysis is limited to the elementary music curriculum.

1) Subject characteristics and goals

Characteristics section of the music curriculum includes the nature, value, and influence of music, as well as the purpose and priorities of the music subject. The goals section presents

<Table 2> K-SEL core competencies reflected in characteristics and goals (Ministry of Education, 2024)

Curriculum component		Content	K-SEL Competencies
Charac- teristics	Essence of music	Music fosters imagination and creativity through expressive activities based on musical ideas and feelings. It provides emotional stability and happiness through the enjoyment of sound and music.	• Self-awareness, self-management • Mental health awareness and management
	Essence and value of musical Activities	Through collaborative musical experiences in daily life, students develop personality traits such as self-esteem, responsibility, and balance. Music promotes social growth by encouraging communication across regions, generations, and classes, and helps foster insights and empathy toward humanity, culture, and society.	• Relationship management • Community values awareness and management
	Essence of the music subject	Music education promotes holistic growth by encouraging active participation and creative activities that connect with other disciplines, while facilitating communication with others.	• Self-management • Relationship management
	Key focus areas of the music subject	The curriculum encourages students to engage in performance, appreciation, and composition with emotional sensitivity, creativity, and autonomy. It aims to foster understanding of democratic communities and promote cultural communication.	• Self-awareness, self-management • Social awareness • Community values awareness and management
Goals	General goal	The aim is to nurture individuals who are emotionally sensitive, creative, and autonomous, and who can communicate within various communities in everyday life.	• Self-awareness, self-management • Social awareness • Community values awareness and management
	Specific goals	a. Cultivate emotional sensitivity by appreciating the beauty and value of music. d. Develop autonomy to actively engage in musical experiences. e. Promote communication through respect for diverse musical expressions via cooperative activities. f. Recognize musical cultures and their societal roles to contribute to one's community.	• Mental health awareness and management • Self-awareness, self-management • Social awareness • Community values awareness and management

the general objectives and detailed goals based on music subject competencies. The K-SEL core competencies reflected in the characteristics and goals sections are summarized in <Table 2>.

The characteristics and goals of the music curriculum reflect the core SEL competencies in the self domain—self-awareness and self-management—by emphasizing the expression and enjoyment of human emotions and thoughts through sound, and the autonomous use of music. Furthermore, the curriculum promotes social awareness and relationship management in the relationship domain by encouraging collaboration, recognizing and respecting others’ or different cultures’ characteristics, and fostering communication through music. Engaging with music within communities and taking on roles reflects the community values awareness and management competency in the community domain. Finally, experiencing emotional stability and happiness through music aligns with mental health awareness and management in the mental health domain.

2) Content structure and achievement standards

In the 2022 revised music curriculum, the content structure presents core ideas and content elements for each domain—performance, appreciation, and composition—in a tabular format. The achievement standards are then developed based on the content elements. Upon reviewing the content structure by area, the key ideas related to core K-SEL competencies were identified in

<Table 3> K-SEL core competencies reflected in the content structure (Ministry of Education, 2024)

Domain	Core ideas	K-SEL competencies
Performance	• Music expresses human feelings, thoughts, and experiences through harmonized sounds, based on its unique principles and structures. • Individual or collaborative music performance is shaped by human sensitivity and socio-cultural contexts. • People engage and communicate through shared musical experiences using various media and expressive methods.	• Self-awareness • Social awareness, relationship management
Appreciation	• Musical appreciation and responses vary depending on personal sensitivity and socio-cultural backgrounds. • Through everyday music experiences, individuals discover and empathize with aesthetic values and meanings.	• Self-awareness • Social awareness
Composition	• Individual or collaborative music creation is manifested through diverse processes and outcomes, influenced by human sensitivity and cultural context. • People construct music autonomously using diverse media and techniques in daily life, contributing through creative expression.	• Social awareness • Self-management

each domain. These findings are summarized in <Table 3>.

The core ideas presented in each domain of the curriculum content show that students' learning is associated with self-awareness and self-management in the self domain, as well as social awareness and relationship management in the interpersonal domain, particularly in understanding the principles, contexts, and applications of music.

Meanwhile, an analysis of the achievement standards for grades 3-4 and 5-6 in the elementary music curriculum reveals the inclusion of core SEL competencies, as summarized in <Table 4>.

<Table 4> K-SEL core competencies reflected in achievement standards (Ministry of Education, 2024)

Domain	Achievement standards	K-SEL competencies
Performance	[4M01-03] Enjoy music through body movements or play that match singing and instrumental activities.	• Self-awareness, self-management • Social awareness • Community values awareness and management • Mental health awareness and management
	[4M01-04] Participate in musical performance with interest by experiencing music in daily life.	
	[6M01-03] Collaboratively express music using various methods while considering harmony.	
	[6M01-04] Engage in everyday musical activities by preparing simple performances.	
Appreciation	[4M02-04] Listen to music in daily life with curiosity and enjoyment.	• Self-management • Mental health awareness and management
	[6M02-04] Discover beauty and empathy by listening to music in everyday contexts.	
Composition	[4M03-01] Express feelings and imagination spontaneously to develop interest in music.	• Self-awareness, Self-management • Social awareness • Mental health awareness and management
	[4M03-04] Develop an open attitude by imitating sounds or scenes from surroundings.	
	[6M03-01] Express ideas and emotions confidently using various media and methods.	
	[6M03-04] Create music using everyday stories or situations, fostering an open-minded approach.	

In the performance domain, students develop a wide range of K-SEL core competencies by engaging in musical play, participating in performance activities, and experiencing collaborative expression. In the appreciation domain, students are encouraged to independently seek out and enjoy music in daily life, developing empathy through musical experiences—supporting core competencies in the self and mental health domains. Lastly, in the composition domain, students express their emotions and imagination through music, enjoy creative exploration, and build confidence while also learning to respect and empathize with others' musical expressions. These

experiences foster competencies in the self, relationship, and mental health domains. The achievement standards in each area encompass not only musical elements but also a variety of musical activities, which can contribute to fostering students' core competencies through songs that address diverse themes relevant to social-emotional education. This underscores the significance of music education in supporting the goals of Korean-style social-emotional learning and affirms its educational legitimacy within this framework.

3) Teaching, learning, and assessment

The 2022 revised music curriculum presents detailed directions and methods for teaching, learning, and assessment. However, the assessment section does not explicitly reference social and emotional learning. Therefore, the K-SEL core competencies reflected in the teaching and learning section are summarized in <Table 5>.

<Table 5> K-SEL core competencies reflected in teaching and learning section (Ministry of Education, 2024)

Instructional content	K-SEL competencies
• In the Performance domain, students are encouraged to participate joyfully in singing and playing instruments in ways connected to their daily lives and to communicate within the community. • In the Appreciation domain, students cultivate emotional sensitivity through listening and responding to music. • In the Composition domain, students express feelings and imagination in unique musical ways, gaining positive experiences and confidence in music. (d) Instruction should consider students' diverse characteristics and developmental levels, providing opportunities for active participation and creating a respectful atmosphere in all musical activities. (e) Collaborative activities with the community are encouraged to develop musical insight.	• Self-awareness and self-management • Social awareness and relationship management • Community values awareness and management • Mental health awareness and management

The teaching and learning section of the 2022 revised music curriculum illustrates the integration of all core competencies of K-SEL, including the self domain, relationship domain, community domain, and mental health domain, through diverse activities in the domains of performance, appreciation, and composition. In particular, when students engage in music as a medium to explore and express their emotions, demonstrate respect for others, and participate in collaborative tasks, such processes underscore the educational significance and value of music within the framework of K-SEL.

IV. Application of the K-SEL Program in Connection with the Elementary Music Curriculum

1. Research participants and methods

This study was based on the upper-grade level of the K-SEL program developed in 2024, and accordingly, the target group comprised elementary school students in Grades 3 through 6. When linking the K-SEL program with the music subject, the following considerations were taken into account:

First, the competency components were integrated into musical activities—performance, listening, and composition—based on the overall structure of the Korean SEL program. Second, the proposed program model reflected the grade-band achievement standards and instructional guidelines outlined in the 2022 revised music curriculum. Third, the program was revised and refined based on feedback from three SEL support team teachers and two experts with doctoral degrees in music education.

2. Overview of the music-integrated K-SEL program

A review of the core principles of the K-SEL program for students in grades 3 to 6 reveals several key guidelines for design and implementation. Lessons are delivered through a three-step process: understanding, practice, and application. All activities are designed to integrate K-SEL competencies and can be adapted in connection with various curriculum and school programs, framed as part of daily life education tailored to student contexts (Ministry of Education & KEEPA, 2024).

Based on these principles, the structure of the K-SEL program was reconfigured to align with the music curriculum. The revised period plan is presented in <Table 6>.

<Table 6> Period flow of the K-SEL program integrated with the music curriculum

period	K-SEL domain	Main theme	Grades 3-4		Grades 5-6	
			Achievement standards	Proposed lesson topics	Achievement standards	Proposed lesson topics
1	Mental health	Building SEL skills	[4M02-04]	Reflect on emotions and feelings conveyed in different types of music	[6M02-04]	Appreciate music in daily life and discuss various emotional responses
			[4M03-01]	Create sounds that match various emotions or situations	[6M03-01]	Express current emotions through sound and organize them in a mind map
			[4M01-03]	Sing songs while using matching facial expressions or body movements	[6M01-03]	Express emotions from conflict situations in various ways
2	Self	Understanding emotions	[4M02-04]	Listen to music of different moods and express responses through gestures	[6M02-04]	Analyze how music conveys emotions in videos or animations
			[4M03-01]	Improvise music to express personal emotions or feelings	[6M03-01]	Use digital media to express a range of emotions through music
3	Self	Learning self-regulation skills	[4M03-04]	Present music that expresses emotions for given situations	[6M03-04]	Compose and perform a rap on a chosen emotional theme
			[4M02-04]	Share and compare emotional responses to the same music with peers	[6M02-04]	Listen to music selected by peers and infer their emotions
4	Relationships	Practicing listening and empathy	[4M03-04]	Play 'emotion sound quiz' to empathize with peers' feelings	[6M03-04]	Create a musical drama titled 'our story' to prevent school violence

<Table 6> Continued

period	K-SEL domain	Main theme	Grades 3-4		Grades 5-6	
			Achievement standards	Proposed lesson topics	Achievement standards	Proposed lesson topics
5	Community	Protecting our valuable community	[4M01-03]	Engage in musical play and communicate with friends	[6M01-03]	Explore harmonious sounds on the theme of “emotion” and perform with instruments
			[4M03-01]	Create music and movements that express emotions and perform as a group	[6M01-04]	Deliver heartfelt messages to others through musical performances
			[4M01-04]	Introduce and perform music you enjoy listening to at your favorite place or time	[6M01-04]	Prepare a performance of music that suits the mood of school or class events
6	Mental health	Caring for our minds	[4M02-04]	Play ‘music broadcast station’ to suggest songs that fit friends’ stories	[6M02-04]	Find and recommend music that helps regulate negative emotions

3. Practical applications of the K-SEL program integrated with elementary music education

This section presents examples of applying the K-SEL program, as previously designed in connection with the elementary music curriculum. For Grades 3-4, the example focuses on the self-management skills under the Self domain, while for Grades 5-6, it highlights the theme practicing listening and empathy under the relationship domain. These examples are detailed in the form of teaching and learning materials.

First, K-SEL application example 1 is for Grades 3-4 in <Table 7>.

This example for Grades 3-4 centers on the theme learning self-management skills with the specific topic expressing emotions and feelings through musical improvisation. Activities aim to help students identify and manage various emotions. Through the use of visual cards and music listening, students develop emotional literacy, which they then translate into musical expressions. This lesson fosters self-expression through music and provides foundational experiences for developing emotional awareness and regulation, which may extend to real-life emotional control. The next application example 2 for Grades 5-6, is presented in <Table 8>.

<Table 7> K-SEL application example 1 (Grades 3-4)

SEL domain	Self	Core competency	Self-management
Main theme	Learning self-management skills		
Lesson topic	Expressing emotions and feelings through musical improvisation		
Grade level	Grades 3-4	Period	3/6
Music domain	Composition	Music competencies	Sensitivity, self-directed learning
Achievement standard	[4M03-01] Improvise music to express feelings and imagination, fostering interest in music.		
Learning objective	Develop the ability to recognize and regulate one's own emotions by expressing them through improvised sounds and movements.		
Stage	Teaching and learning activities		Materials and notes
Introduction (5')	○ Motivation • Discuss the emotions felt from images or facial expressions. ○ Learning objective Let's express our emotions through musical improvisation and explore how to regulate them.		□ emotion cards ☞ Create a safe environment for students to express their feelings freely.

<Table 7> Continued

Stage	Teaching and learning activities			Materials and notes
Development (30')	○ Understanding various emotions: • Listen to music that conveys joy, sadness, surprise, etc., and identify their features. • Connect musical elements such as tempo, dynamics, and timbre to emotions. ○ Practicing emotion regulation through improvised expression: • Improvise short expressions using instruments, voice, or body movements based on the themes 'When I feel good' and 'When I feel bad'. • Understand that all emotions are valid and necessary. • Create a 'musical prescription' that helps regulate emotions. ○ Applying self-regulation in daily life: • Share a sound you expressed today that you think could help regulate emotions. • Discuss an emotion regulation strategy you would like to try in your daily life.			□ audio sources ☞ Positively acknowledge and accept the emotions identified by students. □ various instruments, work sheet ☞ Guide students to consider how music can support emotional regulation.
Conclusion (5')	○ Share reflections on the lesson: • Discuss what students learned about regulating emotions.			
Evaluation element	Evaluation criteria	Assessment method	Feedback	
Practice regulating emotions by expressing feelings and emotions through improvisation	• Knowledge and understanding • Process and skills	• Observation assessment • Self assessment	Provide support through peer or teacher modeling when students experience difficulty with improvisation.	

<Table 8> K-SEL application example 2 (Grades 5-6)

SEL domain	Relationship	Core competency	Social awareness and relationship management
Main theme	Practicing listening and empathy		
Lesson topic	Creating a music-based play to practice empathy and listening in the context of school violence prevention		
Grade level	Grades 5-6	Period	4/6
Music domain	Composition	Music competencies	Creativity, communication
Achievement standard	[6M03-04] Create music based on everyday situations or stories with an open-minded attitude.		
Learning objective	Express conflict situations through musical drama, foster empathy for peers' emotions, and promote attitudes to prevent school violence.		

<Table 8> Continued

Stage	Teaching and learning activities	Materials and notes	
Introduction (5′)	○ Motivation • Share and discuss various conflict situations experienced at school. ○ Learning objective Let's create a music-based play to prevent school violence by empathizing with various emotions.	☞ Encourage students to freely share their experiences.	
Development (30′)	○ Understanding others' emotions: • Reflect on the importance of active listening and empathy in conflict situations • Express various situations and emotions through music ○ Preparing and rehearsing the drama: • Decide on a story to dramatize and divide it into scenes • Express the story through music by empathizing with the characters' feelings and the situations in each scene ○ Presenting the musical play and sharing reflections • Perform each group's assigned scene as part of the musical play • Share experiences of listening to and empathizing with peers while creating the musical play • Reflect on the role of music in practicing active listening and empathy	☐ conflict scenario video ☞ Encourage students to understand the need for listening and empathy in emotional conflict situations. ☐ various instruments ☞ Guide students to appreciate other groups' performances with an attitude of attentive listening.	
Conclusion (5′)	○ Share thoughts on the activity: • Make a pledge to practice empathy and consideration in daily life.		
Evaluation element	Evaluation criteria	Assessment method	Feedback
Creating a musical play to prevent school violence through empathy with various emotions	• Process and skills • Values and attitudes	• Observation assessment	Support students who are hesitant to participate by offering alternative roles suited to their abilities.

This example for Grades 5-6 is centered on the theme practicing listening and empathy with the lesson topic creating a music-based play to practice empathy and listening in the context of school violence prevention. Through this activity, students analyze conflict scenarios and explore the emotions involved. They collaborate in groups to compose and present a musical drama, enhancing their ability to understand others' perspectives, express empathy, and develop

skills in communication and cooperation—all while reinforcing their role in creating a more positive school environment.

V. Conclusion

This study aimed to explore the potential integration of the K-SEL program, introduced in 2025, with the elementary school music curriculum, and to present concrete strategies for classroom implementation. To this end, the theoretical foundations of social-emotional education were reviewed, its connection with the music curriculum was examined, and practical application plans were developed. The main findings are as follows.

First, the K-SEL program is structured into six sessions based on four domains and core competencies. Its design inherently supports interdisciplinary and integrated instruction, aligning with this study's focus on curriculum linkage, particularly with the music subject.

Second, the compatibility between the music curriculum and the K-SEL framework was closely examined. The music subject, by nature, facilitates the expression of emotions, respect for others' expressions, and the development of a communal attitude. These characteristics make it an effective medium for K-SEL. This alignment was further confirmed through an analysis of the 2022 revised music curriculum, where key K-SEL competencies were embedded across various elements.

Third, a model for integrating the K-SEL program with the music curriculum was proposed, specifically for Grades 3-6 in elementary school. Based on the K-SEL session structure, the study linked K-SEL domains, major themes, and lesson content with relevant achievement standards in the music curriculum. Furthermore, sample lesson plans were developed to demonstrate practical implementation.

This study confirms the feasibility of developing a music-centered K-SEL program tailored to students' developmental stages. Experts who participated in the review of the sample program noted that such a program is meaningful in that it enables students to internalize SEL competencies through musical activities, thereby preserving the essential nature of music education while simultaneously achieving the educational goal of social-emotional development.

Despite its significance as a program tailored to the Korean educational context and emotional culture, K-SEL currently has limitations, as it consists of only ten sessions over two years. This highlights the need for its restructuring based on interdisciplinary integration and the development of practical application cases.

In this regard, the present study holds value in concretizing the potential of music-integrated K-SEL from a practical perspective. It is hoped that, in the future, the development and implementation of grade-band-specific programs in the context of school music education will further establish music as a core subject that supports students' holistic development from multiple dimensions.

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