

Teaching Philosophy –

My reasons for wanting to teach art stems from the personal experiences I had in the art classroom growing up. In elementary school, I was featured in the county art show for the very first time. In middle school, I discovered a serious love for drawing and painting. In high school, I explored my interests and even took a photo 101 class in addition to the traditional fine art courses. Art education should be taught in all the educational levels, regardless of district or state. It gives children another avenue to excel in beyond the traditional subjects of math, english or science. It has been proven that children benefit from positive reinforcement; for some children, the arts are what they merit positive reinforcement in.

An art education program should be fluid and flexible in accordance with each school year. Art teachers especially need to be open to daily lesson plan changes to fit the needs and skills of said students. As for the curriculum, I feel as though it should offer students a wide variety of mediums, techniques and approaches to art making. I also want to specify the importance of “choice” or selected choice in art – this way your students can truly like they have created an original work from start to finish. In my own pre-service teaching, I have encouraged artistic individuality and material exploration with my students. During my elementary field experience in particular, I had students explore a variety of art making materials and experiment with primary and secondary colors.

My personal art program will be implemented through a discipline-based art education lens - DBAE for short. DBAE promotes education across four disciplines within the arts: aesthetics, art criticism, art history and art production. It suggests that there is more to art education than just studio time, which I can agree to. I am inspired by the concept of infusing art history and art criticism into the curriculum. Both historical and contemporary artists can give students a solid foundation as to what art is today and how it has evolved over time. I also am interested in exploring the avenue of art criticism in the K-12 classroom. I will encourage my students to give praise while also giving criticism to soften the harshness that can come from formal art critiques. In the end, I want all of my students to feel safe and comfortable in my classroom – but pushing their art skills to the best of their ability is of utmost importance to me.