

# Teaching Philosophy

## Artistic Education and Social Sculpture

I believe every person is creative and has the ability to think and work like an artist. Not every student will pursue a career in the arts, but every student can learn to observe carefully, imagine possibilities, solve problems, make decisions, and communicate ideas.

Creativity is not a talent limited to a small group of people. It develops through practice, effort, experimentation, reflection, and persistence. I treat creativity like a muscle that becomes stronger through use. Students need meaningful opportunities to explore materials, test ideas, make mistakes, revise their work, and try again.

**Make. Learn. Teach.** These three ideas guide my classroom.

Students make to explore questions and turn ideas into visible form. They learn by working with tools and materials, studying artists, discussing artwork, solving problems, and reflecting on their decisions. They teach when they explain their process, share discoveries, provide feedback, and contribute to the learning of the group.

I support a growth mindset by treating mistakes as part of the artistic process. A drawing that does not work, a structure that collapses, or a digital file that needs revision can become an opportunity for learning. Assessment should recognize planning, experimentation, effort, craftsmanship, reflection, and growth rather than focusing only on the final product.

Inclusion is central to my teaching. Students enter the classroom with different experiences, interests, identities, abilities, languages, and levels of confidence. I provide multiple ways for students to access information, develop ideas, use materials, and demonstrate learning. Clear demonstrations, visual examples, written instructions, individual support, flexible processes, and structured peer collaboration help create a classroom where more students can succeed.

Artistic expression allows students to examine their experiences and understand perspectives beyond their own. Students should be able to make work connected to their interests, communities, cultures, and questions. At the same time, they should learn how to discuss difficult ideas respectfully and support their interpretations with evidence.

Technology is part of contemporary artistic practice. I integrate photography, video, digital drawing, graphic design, web-based tools, and artificial intelligence when they support a clear learning goal. Students should understand how digital tools work, how they influence visual culture, and how to use them responsibly. Technology should extend artistic thinking rather than replace observation, craftsmanship, decision-making, or personal expression.

I also believe art education should prepare students for life beyond the classroom. Students practice time management, communication, collaboration, revision, documentation, presentation, and problem-solving

throughout the creative process. These skills support careers in fine art, design, education, media, technology, fabrication, architecture, marketing, and many other fields.

My role is to provide structure, instruction, resources, encouragement, and honest feedback. I establish clear expectations while giving students room to make meaningful choices. I want students to leave the classroom with stronger skills, greater independence, and confidence in their ability to create.

The art classroom can function as a form of social sculpture: a shared space shaped by the actions, ideas, and contributions of everyone involved. Through making, learning, and teaching, students develop not only as artists but also as thoughtful participants in their communities.