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| Pittsburg State University |
| Teaching Philosophy |
| Art Education |

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“Art is not what you see, but what you make others see.” – Edgar Degas

As artists, we are to take what is personally viewed or experienced and transform it into visual representation. We present our work to communicate with our viewers. Strength, courage, and confidence are necessary in order to put the artwork in the public eye, to communicate your ideas and thoughts with the possibility of either rejection or praise.

As teachers, we take our world of knowledge about our content or experience and transform it into absorbable information. We present our lessons to supply our students with tools and knowledge to help them be successful individuals. Patience, understanding, and perception are necessary in order to create engaging lessons, produce a functional community within the classroom, and encourage development.

Art has always been an area that both comforts and challenges me as a student and a person. As a young child, I absolutely loved art. I even painted on the walls to my mother’s dismay. Around middle school, often the time when a student’s artistic confidence is shaken and weak, I had a teacher that did not nurture my artistic passion. I was lucky enough, with encouragement, to find my passion for art once again as a high school student, which allowed me to foster my abilities and aesthetic.

Effort in terms of artisanship and communication is how I would define my personal aesthetic. As an artist myself, understanding the technical difficulties that go into each aspect of creating a work of art is of value. Each work requires a process of research, critical thinking, and working with a particular medium despite its challenges. To create art, each individual has to train themselves as a problem finder; meaning that they have the knowhow to anticipate or become aware of the difficulties that may arise and having the constructive attitude to find the solution. Another dimension of my aesthetic is when I am looking at an artwork, I want to learn something from it, whether it be about the work, the artist, or myself. Each work needs to communicate a thought or idea, for it to be successful in my opinion. These dimensions of aesthetic transfer into the teaching methods I plan to guide my curriculum.

As an art teacher, I will follows the methods of Discipline-Based Art Education, Visual Culture and Integrated Art. Disciplined-Based Art Education has four key components: art studio, art history, art criticism, and aesthetics, which will help to form the structure of my class. Students will learn skills and techniques from art studio, influences, and context from art history, as well as determine of the value, function, and quality through aesthetics and criticism. Visual Culture is a way of promoting the art that is in the eye of everyone, from the pop art of a consumer to the fine art of a gallery attendee. Using this vision will help students to become more open-minded to the uses of art and how much of their world is designed. Integrated art is about working with other disciplines such as language arts or math, and incorporating those standards into visual art standards. This allows students to learn the same material in a different way, using another section of the brains cognitive abilities in an artistic environment.

Students need a sense of safety in order to feel free to express themselves through art or discussion. I consider the best standard is to promote a comfortable, respectful, and inviting environment for my classroom. This is up to the teacher to set those standards for their room, lessons, and students, and to be consistent in implication. I believe that a classroom, specifically an art classroom, requires both warmth and structure. This can be implemented through walls, light, color, organizational storage, or any number of things.

For my classroom, each wall will have a different task. Two walls will be dedicated to displaying artwork, one full of student work and the other exhibiting art works from famous artists. This wall will change throughout units and lessons depending on the theme or subject. The other walls will have important information for students, like prompts and due dates, and a blank space for critique. As for supplies and storage, there will be a place for everything and everything will have its place. This will allow for a better flow for teaching and learning.

The philosophy I follow is progressivism for areas of teaching and learning. I believe my job as a teacher is to prepare students for their future by allowing growth and knowledge exploration. Students should have an active role in the classroom. I feel that the worst thing I could do for my students and myself is to talk at them hoping they will learn something. I want to learn with my students and guide them in their problem solving.

When it comes to my student philosophy, I follow an eclectic combo of progressivism and existentialism. My goal for them is to become problem-finders, make educated decisions, and find their passions. I found that most aim for students to be problem solvers, meaning they a given the problem. However, when they get into their careers, they are not going to be provided the problem, hence, the need to be problem-finders.

The eclecticism combo mentioned previously is how I approach knowledge and what is worth knowing. Education should be more than just learning information; it should be processed and applied. Teaching skills to students is great, but guiding them on its application is phenomenal. For instance, teaching student how to analyze Van Gogh’s *Starry Night* is to provide a skill, having them go to a museum and apply the critique process to any artwork allows for them to development and face challenges set before them.

Art is the area that allows me to constantly develop and overcome challenges as an artist, teacher, and person. It is completely frustrating at times but that only fuels my passion. I managed to find my niche with the aid educators and I want to be a mentor and a person of guidance for my students. I want to implement progressivism and existentialism to allow for a creative and exploratory environment. They have knowledge and skills that need application and opportunities. I believe that art fosters growth and students have expansive amounts of potential to develop and shine into creative individuals with effort and passion.