

## Teaching Philosophy

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Art is a complete teaching tool that can be utilized to facilitate holistic teaching approaches that strengthen interpersonal skills, communication skills and highlight to learners that history is a part of our present. I believe that learners benefit when engaging in formal analysis because it gives them the language necessary to connect seemingly disjointed concepts to one another. What I mean is, analysis is the core of my teaching approach because it requires both the individual's personal experience as well as an understanding of concepts outside of their immediate world. I believe analysis cultivates core skills that are transmutable for both audiences and artists.

My main concern as an artist and an educator is changing the way the public is introduced to the arts. When saying this I not only mean who or what is considered canon, or how one begins the timeline of discussing the history of art; but what qualifies as art entirely. I am interested in centering culturally relevant aesthetics as well as approaching teaching art as an aspect of visual culture. By doing so I can confront the deficits created by antagonistic attitudes towards ethnic studies and critical race theory in classrooms. In my experience learners enter my classroom with a vision in their mind that the West has set the standard for what qualifies as art, whether something has cultural relevance and even how art should function within the society.

I structure my classroom while considering my fundamental concerns - will this spark meaningful conversation? Does this have real life applications? Does this build confidence? I introduce elements of art or design language and utilize them throughout the lesson. I keep lectures brief, using them only as an introduction to artwork or concepts, preferring to either analyse a work, engage in an art making activity or both. My lectures usually feature established and emerging artists whose work expands on the topic at hand.

Utilizing emerging or self contained artists work is vital to my teaching approach, by including these kinds of artists I hope to impart that learners live alongside creatives. Hopefully this will encourage learners to engage with artists at various stages of their career and feel confident in their own art making. I measure confidence in learners by their level of comfortability in asking questions, and their ability to make art work with compassion toward themselves. I conclude all of my classes with show and tell, and class reflection on what was covered. My greatest goal is that learners will use what they experience in the classroom as a model for how to engage and explore outside of the classroom.