

Intro

Art education extends beyond creative expression. It encourages critical thinking due to its complex nature that is layered with details, meanings, and histories. My classroom consists of a combination of various media artmaking with exploration of artistic concepts and techniques. Through learning about diverse art, my students will gain insight into the struggle, achievements, and values of people of different backgrounds. I engage students in the art making process by beginning with culturally relevant and inspiring themes to facilitate a safe and productive learning environment. My students will have the contextual space to share their voices in discussion, and most importantly focusing on the process, not just the product.

What artmaking looks like in my classroom

Art making in my classroom will consist of hands-on activities and personal demonstrations. I model the artistic process openly and consistently. I think aloud while making, showing students how artists plan, struggle, adapt, and refine their work. By narrating my choices and embracing mistakes as learning opportunities, I help students see that art-making is not about perfection but about process, persistence, and discovery. My own artistic practice deeply informs my teaching; the curiosity, vulnerability, and reflection I experience in my art-making translate directly into the classroom. I use my lived experiences as an artist as an authentic example of an artist. This allows me to teach from genuine experience, connecting the challenges and joys of creating art to the experiences of my students and helping them build confidence in their own artistic identities.

Teaching methods

The teaching methods I focus on are student centered learning, collaboration, and the inclusion of the universal design for learning. I create student autonomy by offering choice within structure, giving clear parameters, and making space for student generated ideas. Reflection and identity work are woven throughout our projects, encouraging students to consider how their personal experiences, interests, and cultural backgrounds influence their artistic choices. Students are invited to explore themes through prompts that can be interpreted literally, symbolically, or emotionally, allowing each learner to express their voice that feels authentic. Choice is embedded into materials, subject matter, and methods of presentation, giving students

the opportunity to determine how they communicate their ideas. In my art classroom, I use Universal Design for Learning to ensure every student can access, engage with, and express their understanding of the curriculum. I create lessons that offer visual demonstrations, verbal explanations, tactile exploration, and peer collaboration so students can connect with new techniques in ways that make sense for them. By designing flexible pathways for creating and responding to art, I establish a studio environment where diverse learners feel supported, capable, and empowered to show their ideas in their own authentic ways.

I create the studio as a space where experimentation is valued as much as finished work. Scaffolding work, such as guided practice or optional technique extensions, ensure that students can work at the level that challenges them without overwhelming them.

My own artmaking

My own artmaking practice plays a central role in how I teach. I share my creative methods openly. Sharing my planning, experimenting, revising, and even the moments of uncertainty that come with trying something new. By modeling the authentic artistic process, I show students that art grows through exploration, risk-taking, and persistence rather than perfection. When I narrate my decision-making or demonstrate how I troubleshoot, students see firsthand how artists think through problems and adapt their ideas. My transparency helps them understand that process is just as valuable as product.

Learning environment

In order to have a safe and positive learning environment I combine structure and proactive strategies. I aim to make each student feel respected, encouraged, and empowered to learn. In order to have a good structure in the classroom, I establish expectations and responsibilities with my students while building respectful relationships. By making a strong effort to know my students individually, I will recognize their strengths along with their areas in need of improvement. Most importantly I will demonstrate respect, discipline, and kindness while my students do the same.

My goal as a teacher

As a teacher, I serve as a mentor that guides students towards confidence, creativity, and exploration. The focus of my teaching will involve respect and discipline but still encourage students to pursue new ideas in a positive learning environment. I will not only transfer the necessary knowledge but empowerment as well and provide the students with the resources they need to succeed. Teaching is not just about the amount of content students retain, it is also about how much each student learns and improves while going beyond their potential. Although I am a teacher, I still remain a learner. I consistently learn from my students, allowing for self reflecting on lessons, teaching strategies, content, and classroom management. I create a classroom where I inspire students to carry an appreciation for art throughout their lives; whether they decide to continue art or not!