

## My Philosophy of Art Education

My philosophy of art education is defined by the freedom that art provides us. Not only by helping us in discovering ourselves, but other perspectives around us. Since every student is different in their own unique ways, I strive to create an atmosphere where my students can feel expressive, secure, and engaged through the arts. Creating a learning environment where my students grow experience in their general understanding of art while spreading this knowledge into the community is crucial for my classroom. A major goal of mine is creating an art program that provides students to connect with the community. Through connecting with our community our students will be able to see the benefits of art socially, emotionally, vocationally, and intellectually.

My classroom will be student centered, with the key focus of creating a choice-based curriculum featuring personalized learning. Through differentiated learning I will also be guiding them through visual and haptic methods of learning in art. In my units I will use a variety of formative and summative assessments with students individually or in groups to help students talk about their work, and of their peers. I create confidence in my students through collaboration and positive reinforcement. Not only do my students develop an understanding of themselves, they also learn to appreciate other viewpoints while expanding their own. I am an abundant choice teacher, where I allow creativity and freedom while also giving my students some structure in choices to be successful.

My teaching is built from an existentialist approach with my goal is to help students better understand who they are as individuals. This also means that the student should have a choice in what they learn and that the curriculum needs to be somewhat flexible. Søren Kierkegaard is an existential philosopher who believes in self-expression and freewill for choice-based learning. I will follow this philosophy with my choice-based curriculum while still featuring my personalized learning. Existentialists let a child know that they can always overcome adversity through the choices they make. It shows students that they should have a growth mindset. Instead of saying “I can’t” they can say “I can – and these choices will move me toward my goals”. My goal as an art educator is to provide the freedom for my students to discover and take risks while encouraging their curiosity in art. I plan to build rapport and develop relationships with my students to have a strong program. I will do this by creating an atmosphere that welcomes my students and makes them feel safe. My plan is to not only gain

respect from my students, but also give my students the same respect. Through work of building respect and trust one day at a time.

My belief is that students should be encouraged to develop their own ideas and make learning choices with the support of responsive instructors. All of my art units allow a choice-based teaching method. I believe in allowing my students flexibility and having each of our standards connect with their own personal interests. In my curriculum all of my big ideas reflect social-emotional learning. I believe social-emotional learning may be most effective in their elementary school stages to increase self-esteem, think more creatively, and to become self-aware. The imaginative world in art comes into play for developing minds to help them think about lives outside of the one they are currently living in. While in middle school students may struggle with their identity, self worth, and relationship building. Here, art encourages students' self-expression and creative freedom that can build confidence as well as a sense of individual identity. The skills mastered in the art classroom in high school are critical thinking, risk-taking, and cultural art discoveries. These skills are all important life skills that are formed by having social-emotional learning in the art room for students throughout their K-12 years.

Throughout my art education career my goal is to continuously reflect my philosophy in teaching, I hope to accomplish all my goals and to create a strong art program. Allowing the opportunity for my students to be comfortable, confident, and creative is my top priority throughout my goals and beliefs. Visual communication in art can express things words sometimes cannot. It can narrate who we are, what we feel, and to tell a story we may want to share. I will advocate for my students to find and use their voice and to tell the stories they wish to share. I know my role as an art educator and I am motivated and eager to empower every student that enters my room.

Work Cited:

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