

Julia Lundy

Education Philosophy

Introduction:

With a background in studio art, I believe that it is important for students to develop their creative thinking skills. Creativity is not only a skill that is applicable to the arts, but one that serves its purpose in any field. As an educator in the arts, I believe fostering creativity is essential for students to develop not only as artists but as critical thinkers and problem solvers across all disciplines. In order to do so, I construct lessons that serve to strengthen the creative impulses of students.

Developing Interdisciplinary Skills:

I design lessons that are meant to pose a manageable challenge to students, exposing them to new forms of creative practice and experimentation. I believe that in order to learn, it is necessary to make mistakes and overcome them. Reflection is an important aspect of this where students are prompted to talk about their work. Applying this logic to a larger scale, students are learning to look back at a product they created, appreciate their successes, and recognize their areas of improvement. Being able to apply these self-reflective habits outside of artmaking will prepare them for success as they progress into building their future. In art education, I believe it is important to emphasize process over product, and growth over perfection. For this reason, an education in the arts goes beyond mastery of skill and extends to support well-rounded development.

Classroom Environment:

Collaboration is becoming increasingly important in the development of my teaching philosophy. When students are comfortable in the classroom and with their peers, their ability to create is heightened. This means encouraging communication and freedom within the space. In terms of freedom within the classroom, there is a balance between this and structure that is essential in order to create a productive and positive environment. In order to retain the freedom I aspire to

give my students within the classroom, I create detailed, structured lesson plans. This balance between freedom and structure not only allows students to feel comfortable within their environment but also serves as a form of classroom management. To summarize this, I encourage students to find freedom and comfort within the classroom in order to inspire a collaborative environment. This leads to heightened levels of participation and creative impulses.

Conclusion:

As an art educator, it is my responsibility to teach students more than just technical skills. In order to do this, I am meeting students where they are at in their learning and nurturing positive, creative habits. Through educating the whole student, I am hopeful that they will leave my class with strengthened creative impulses and a heightened appreciation for art in their everyday lives. Art has an impact that expands far beyond the ability to create; it inspires progression, awareness, and comprehensive thinking. This is a lasting influence that art education has on the personal and professional lives of students.