

TEACHING PHILOSOPHY

- Students attend school to learn; their role is to be active participants in their learning – from skills acquisition to satisfying curiosity.
- As active participants, students can influence and guide what content is taught when teachers work from an asset-based perspective.
- The partnership between teacher and student creates a welcoming environment for all.



- My passion and enthusiasm for creating and sharing art inspires students to pursue their learning.

I CAN TEACH ...

- historic and contemporary ideas and pedagogy.
- using formalized techniques of Discipline-Based Art Education (DBAE) and the Constructivist theories of Big Ideas & Teaching for Artistic Behavior (TAB).
- the history and culture of art, and an appreciation for art.



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WELCOMING AND AFFIRMING ENVIRONMENT

- The art room is a welcoming place for all learners.
- Students are an integral guide to how and what we learn.
- We are a community of art makers, and the studio belongs to ALL artists.
- We will develop a culture of respect and appreciation for each other, and the art that surrounds us – from the past, the present, and the future.



INCLUSIVE PRACTICE

- The experience of *making* is as important as the art itself.
- Students will be encouraged to play and experiment with media to find their creative voice as an artist.
- Students will have an opportunity to learn about the art that has come before, is currently being made, and that will be made in the future.



FOSTERING HIGH EXPECTATIONS AND RIGOROUS INSTRUCTION

- Students learn through a combination of observing, reading, playing, experimenting, discovering, and practicing – all of which heavily influences how I teach others.
- By demonstrating proper material use, the process of making, introducing different art media, and providing low stakes experimentation, I encourage students to develop art making confidence.

