

TEACHING

PORTFOLIO

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Teaching Philosophy

In the history of art education, one of the movements in the late nineteenth century really fascinates me is called “Progressive Education”. It is a pedagogical movement that response to traditional methods of teaching. It focuses more on giving value to experiential learning than formal learning, and concentrating on the development of children’s talents. The methods of the new or progressive education come from the Philosophy of John Dewey that education is life, growth, reconstruction of human experiences, and a social process. Gaining a new way of life through learning is also one of the outcomes I wish the students to experience.

The main goal of the new methods is personality development through guidance. And as a teacher I wish to be the one who can achieve this goal in my teaching. S.K.Robinson once said: “ Human’s resources are like natural resources; they are often buried deep.” I believe each of student are like mines. As an educator, I ought to help them discover and develop their “resources”. In the process of helping them find things that excite them and their spirit, I tend to let students gain experiences and learn from a 'hands-on' approach. We will sometimes go outdoors, parks, and museums as one of our workshops. Another thing I find important when learning is not afraid of “being wrong”, rather than just focusing on what are accomplished in the end. It is also said that if you are not preparing to be wrong, you will never come up with anything surprising and original. Thus, I highly encourage students to try all kinds of means and methods when they approach a project. For example, using different materials and media. In my teaching, they are basic structures, however, most of them can be personalized based on individual needs. Things can be discussed and all kinds of thoughts regarding to the topics are welcomed. Another thing I think is important not only in students’ educational journey, but also in their future lives is creativity and imagination. Picasso once said: “All children are born artists, but the problem is to remain an artist as we grow up.” Children are full of whimsical ideas, and I hope my students, after a long education journey, still do.

Inclusivity Statement

Diversify my teaching structure for the students will be one of the most important part of my teaching goal. Each student is different and comes from different backgrounds, and they are encouraged to express different ideas and thoughts in class. In order to create an inclusive and diverse learning environment, I will let each of the students introduce themselves and share their culture and interests to the class on the first day of class. Also, during the academic year, assignments that need to present in front of class are also great opportunities to foster inclusivity. They can present in their own preferred ways. This would let the students connect more with each other and make friends. Group projects are also going to be included. All kinds of teaching forms will enable students to develop their potential and interest of the topic to the biggest extend. Learning is not only about grades and academic achievements, but is also about a way of life. I hope the process of learning would be enjoyable and interesting, and the grades will be the by-product of the process. Einstein once said that interest is the best teacher and I highly agree with the statement. Therefore, as a teacher, I believe that it is the art of the teacher to awaken joy and interest in creative expression and knowledge.

Students come from different backgrounds, will also add more variety to my teaching. I would let them communicate and share with their classmates of their own unique perspectives based on their cultures, and they will be respected. Our learning environment will be free and equitable. If we are having students who are underrepresented socially and economically, for example, English learners, simple words and phrases will be used in the class. Additionally, when it comes to grading a paper, I will also focus more on their ideas rather their grammar errors. However, opportunities to bump up their grades will be possible. Additional help will be provided to them if they need an appointment with me, and I would love to help the students. If we have more students who come from low income family, I would recommend the class to use PDF textbooks and use computers and printers at school when it is necessary. This is not only helping them reduce their financial burden, but also helping our society to have a sustainable future. For me class, non-discrimination is being assured. Speaking of additional help for the students who would need it, I would stay late after school two times a week for the students who want to make appointment during the day, but are not able to due to their busy schedule. This I believe would be very helpful to the students base on my personal experience. I was lucky that I had a very nice Italian professor as my art history teacher. I had a hard time to understand the lecture, and she offered extra time to me to ensure I get on the track. As an international student who have used a second language studied for almost 6 years, I deeply understand the

importance of having an equitable learning environment, and put careful consideration in my class.

Course Descriptions

ABC-1090

Painting Foundation

One semester: 3 studio credits

Painting has been one of the commonest art forms in history. We will be focusing on exploring all kinds of means of representation of art by using paints and pigments onto different media such as, canvas, panels and paper. Learning how to stretch a canvas is also important and will be demonstrated in the first week of class. Color theory will not only be explored and investigated in a theoretical aspect, but also as a practical aspect. An exploration of terms, such as, ground, space, form and content will be discussed in class with an emphasis on technical skills. Class critiques occur on a weekly basis. Museum visits will be organized three times throughout the semester in order to develop a deeper understanding of painting and art history.

ABC-6811

Hands' On Soft Sculpture

One semester: 3 studio credits

Required Equipment fee: \$150

Since 1960s, soft sculpture has used all kinds of materials to carry out its own charm in the art world. The materials that are usually being considered are cloth, rubber, foam, yarn, felt, paper, fibers, and other non-rigid materials. Other materials are also welcomed to bring into the class to discuss and explore. Professional fabrication techniques are necessary, which will be included as the semester goes on. In different stages, students are

going to explore forms, surfaces and skills, such as sewing, casting, and pattern-making. The first hour of each class will begin with a presentation and discussion and then break into small groups to work on the group project. After the fifth session, students will be able to work on their own projects. Individual critiques will be given weekly.

ABC-3147-B

Advanced Urban Botanicals Drawing

One semester: 3 studio credits

I was once said that the clearest way into the universe is through a forest wilderness. Plants have their own charm that always inspire. As a group of advanced drawing class, we will visit local sites in person instead of imitating images in classroom to get more possibilities and ideas about the art work and also embracing the nature and be surrounded by flora and plants. Making sketches while we are on sites will be a practice included. Also, we will explore micro and macro environments by using our nature lab to have a deeper understanding of the structure of the plants and how they grow. There will be challenges and fun at the same time as the semester goes on. Different mediums are going to be used, such as watercolor, colored pencil, charcoal and so on. Note: Prior taking this class, the student needs to have already taken one of the other drawing classes.

Syllabus

ABC-3147-B
Advanced Urban Botanicals Drawing
Spring 2021
Drawing
Credits: 3
Fri 1:00 - 4:00

Course Description:

As a group of advanced drawing class, we will visit local sites in person instead of imitating images in classroom to get more possibilities and ideas about the art work and also embracing the nature and be surrounded by flora and plants. Making sketches while we are on sites will be a practice included. Also, we will explore micro and macro environments by using our nature lab to have a deeper understanding of the structure of the plants and how they grow. There will be challenges and fun at the same time as the semester goes on. Different mediums are going to be used, such as watercolor, colored pencil, charcoal and so on.

Goals:

1. To explore different approaches to create an art work.
2. Engaging various methods for one project to gain a deeper understanding of the art work.
3. Exploring students' potential in bringing a simple sketch into a bigger project.

Learning Objectives:

1. **Completion of all course assignments and requirements:** **70%**

[*Participating in the field trip and spend the whole class time. in the botanical garden, and try to find as many inspirations as possible]

- 1) Complete a two-page reflection on the creative process of the class project.
- 2) Make a zine after the fifth field trip to local botanical gardens, and submit a PDF document (zine) to google drive.

2. Present the final hard-copy zine to class. 20%

3. Course Attendance: 10%

Course Schedule:

First Class:	<ul style="list-style-type: none"> ● Introduction of this class 	Assignment #1: Be prepared to show your previous work and share with the class DUE AT SECOND MEETING
Second Class:	<ul style="list-style-type: none"> ● Discussion – presentation of your works 	Assignment #2: Be prepared to draw and go on a field trip. Please bring sketch book and any material you might need for your creative process.
Third Class:	<ul style="list-style-type: none"> ● Field trip (Class held at the botanical garden) 	No Assignment for this meeting

Fourth Class:	<ul style="list-style-type: none"> ● Field Trip ● Work in groups 	Assignment #3: Be prepared to share sketches, ideas, and/or working proofs. DUE AT FIFTH MEETING
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Fifth Class:	<ul style="list-style-type: none"> ● Share sketches, ideas, and/or working proofs. Show draft of zine 	No Assignment for this meeting
Sixth Class:	Individual Meetings - review working progress and discuss ideas for zine.	Assignment #4: Individual two-page reflection DUE IN TWO WEEKS
Seventh Class:	<ul style="list-style-type: none"> ● Midterm Critique - Presentation of Assignments 1-3. 	Continue working on two-page reflection

Eighth Class:	<ul style="list-style-type: none"> ● Field trip (Class held at the botanical garden) 	Assignment #4: Continue working on two-page reflection DUE AT NEXT MEETING Assignment #5: Zine: This final project is largely based upon the previous works. By this session, students should already have concepts and ideas for the final zine project. For the last session, we will be sharing our zines and present in a formal way. Students MUST submit a project proposal for final project. Upload project proposal and reflection to google drive by 10PM on [Please indicate your name and title for zine].
Ninth Class:	<ul style="list-style-type: none"> ● Discussion - Assignment #4 Share the two-page reflection. (10 min per student) ● Also bring a hard-copy 	Continue working on the final project. DUE AT FINAL MEETING
Tenth Class:	<ul style="list-style-type: none"> ● Field trip (Class held in the botanical garden) 	Assignment #5: Continue working on final project. DUE AT FINAL MEETING

Eleventh Class:	<ul style="list-style-type: none"> Last Field trip (Class held in the botanical garden) 	Assignment #5: Collaboration: Complete final project. DUE AT FINAL MEETING
Twelfth Class:	<ul style="list-style-type: none"> Group Critique - Completed final projects and presentations 	

Class Project Description

—Creative Urban Botanicals Zine

This project starts with a field trip to our local botanical garden. As a group of advanced drawing class, we will visit local sites in person instead of imitating images in classroom to get more possibilities and ideas about the artwork and also embracing the nature and be surrounded by flora and plants. Students can choose any way and material to approach this project. Doing sketches while we are on sites will be a practice included.

After finishing the field trip, students can use different mediums to explore all possibility of developing their artwork, for example, using watercolor, ink, charcoal, printmaking, collage etc. Students are asked to complete a creative zine based on their own identities, culture backgrounds and the art works they complete in the botanical garden. This project will be carried out in a narrative way by combining these three elements together. In the end, the final hard-copy zine will become little information booklets for the students to share and exchange. The students also need to be ready to describe their creative process to the class.

Goals:

- 1.To explore different approaches to create an artwork.
- 2.Exploring students' potential in bringing a simple sketch into a bigger developed project.
- 3.Engaging and combining various methods and topics for one project to gain a deeper understanding of their artworks.

Learning Outcome:

1. Get inspirations in nature and sketch from nature.
2. A sketch into another stage, for example, transforming into a zine and being able to present ideas and creative process in class.
3. Transformational class project experience into students' future creative journey.

Working Methods:

1. Visiting our local botanical garden.
2. Spend time to find several botanies or plants that interest you and would like to work from for the first part of the class.
3. Pick one botany or plant and start sketching to gain a understanding of the structure and composition of it.
4. Develop the sketch more into details.

Add personal narrative and imaginative part to the sketch created previously by using different methods. (Collage, Printmaking, Etching, Lithography etc.)

Critique Methods:

This project will be discussed together in class the following week after we take the field trip to the botanical garden. Students will be printing and showing their zine in paper format, and present to class in any form they prefer. The students will be describing their creative process to the class and the reason why they choose to observe the plant or botany they pick. Doing a group critique will help the students to

get peers feedbacks, at the same time they can learn from each other's different methods of approaching projects which will be very beneficial and thought-provoking to the students.

Basic Competency:

- Participate in the field trip and spend the whole class time in the botanical garden, and try to find as many inspirations as possible.
- Submit a PDF document (zine) to google drive on time.
- Presenting the final hard-copy zine to class.

Advanced Competency:

- Participating in the field trip and spend the whole class time in the botanical garden. Try to find as many inspirations as possible.
- Submit a two-page reflection on the creative process.
- Submit a PDF document (zine) to google drive on time.
- Presenting the final hard-copy zine to class.

Mid-term Feedback Form

Course Goals:

- To develop students' creative thinking towards drawing through field trips.
- To encourage the students to explore more possibility in one single work.
- To let the students have to opportunities to engage with the nature and to benefit from this collaborative learning.

**Please circle the numbers which best describe your opinions, and if there are comments that you would like to add please feel free to do so.*

1. The class is interesting and innovative. 1 2 3 4 5
Additional comment:
2. Class objectives are clearly explained. 1 2 3 4 5
Additional comment:
3. Field trip are relevant to the class content and are interesting. 1 2 3 4 5
Additional comment:
4. Assignments is manageable and I like that they are project-based.
1 2 3 4 5 Additional comment:
5. The teacher is caring for each of the students in class. 1 2 3 4 5
Additional comment:
6. The instructor is well prepared to each class. 1 2 3 4 5.
Additional comment:
7. The instructor explains each class's goal and plan clearly. 1 2 3 4 5.
Additional comment:
8. I feel comfortable and have learnt how to present my ideas in front of the class. 1 2
3 4 5 Additional comment:
9. I found class discussions and critiques are effective and helpful. 1 2 3 4 5
Additional comment:
10. What are your main take-aways from this class so far, and what would you be
expecting to succeed in this class? Please leave your thoughts below.

Course Assessment

	Engagement with Course Assignments (60%)	Attentiveness to Individual Growth (20%)	Attendance & Participation (20%)
Superior (A/A+)	Consistently engages in class and make contribution in every discussion, critique and review. Being able to articulate and share ideas of projects with others. Showing the ability of build off other comments and push conversation further	Actively engaged with self-assessment. Keeps sketchbook and drawings in progress. Evidence of creative thinking about the work they are working on. Always very active in class discussions.	Regularly attends class. Pushes class towards deeper discussion and positive work environment. No absence and late to class (3 lateness equal to 1 absence)
Above Average (B/B+)	Infrequently engages in discussion and have a generally understanding of conversations. Being able to show some engagement in class and infrequently attend conversation in review and discussion	Regularly engaged with self-assessment. Keeps sketchbook and drawings in progress.	Regularly attends class. Positive benefit to the class discussion. At most 1 unexcused absence At most 2 unexcused lateness (3 lateness equal to 1 absence)
Average (D)	Rarely engage in conversation, critique and review. Lack of attention and never contribute to conversations	Limited engagement with self-assessment.	Regularly attends class. Indifferent to class discussion. 1 or more unexcused absence 3 ore more unexcused lateness (3 lateness equal to 1 absence)
Below Average (D)	Rarely complete assignments. Don't have motivation in studio work.	Does not keep sketchbook or projects in progress.	Irregularly attends class. Indifferent to class discussion.
Failing (F)	Does not complete all assignments and requirements.		Irregularly attends class. Uncooperative and/or negative benefit to the class discussion.

Critique Statement

This course is designed to developing each student's potential to bring their drawings that they create when visiting the local botanical gardens into a next level. Instead of stop thinking and developing their drawings when finish the work, we are going to do a project that related to the drawings. Finally, we are going to make zines using any materials and formats that interest the students.

Critiques are conducted in group discussions to give students opportunity to share their works with their peers and have the opportunity to learn from their classmates. In-progress works are discussed every other class individually in a one-on-one conversation. Mid-term and final group critiques will be taking place in class. All students need to be present at the critiques. Failing attend the group critiques can result in a grade deducted. Students need to start install and discuss their format of presenting their work with the instructor one week in advance. During the critiques, students should approach these critiques respectfully and friendly.