

TEACHING PHILOSOPHY

I have made the words of Robert Motherwell, the grounding philosophy of why I teach.

“Art is an experience, not an object.”

My students produce impressive art objects; however, my teaching focuses on the means and not the end. I understand art objects as artifacts of an experience, observational or creative. Regardless of whether one is looking at art or making it, one is affected by the experience. Our experiences define us as individuals, and shared experiences bind us together to create culture. Without art, there can be no culture, and without culture, there cannot be the human experience known as civilization. Art expresses the moments that change us. Whether big or small, seen or made, adored or abhorred, art affects change. These are the experiences I cultivate and replicate in my teaching studio.

Designing experiences is what I do. The breadth of my methods varies by

age, learning objective, and student differences. I manage a TAB (teaching artistic behaviors) classroom by making materials accessible and designing open-ended projects. Lessons are well-structured to reduce cognitive load and incorporate opportunities for student improvisation with materials and concepts. My research-based teaching practices and methods include experiential hooks, arts-integrated warm-up activities, retrieval practice, interleaving, essential questions, problem-based learning, think-pair-share, jigsaw, small group discussion, and class debates. Still, consistent and explicit modeling of soft skills is most effective for class management, student engagement, and academic success.

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TOOL BELT

STUDENT-CENTERED

PROBLEM-BASED

S.T.E.A.M.

MODELING

SCAFFOLDING

STUDENT DIFFERENCES

SOCIAL EMOTIONAL LEARNING

CULTURALLY RESPONSIVE

INTEGRATED TECHNOLOGY

ARTISTIC BEHAVIORS & HABITS

COLLABORATION

PEER REVIEW

METAGOGNATIVE REFLECTION

RETRIEVAL PRACTICE



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My students' interests influence my lesson planning and make for limitless possibilities of concept and process. Provided is an exhaustive list of the 2D, 3D, and digital media techniques I teach. Additionally, I explicitly teach problem-solving strategies like design thinking and the engineering design process. In the hands of my students, recyclables transform from trash to sculptural forms, engineering prototypes, and even architecture. My students produce inspiring artworks by any means and with any material available.

My teaching practice relies heavily on formative assessment. Students self-assess, participate in peer review, and complete exit tickets, which allows me to adjust and expand my lessons accordingly. My integration of digital tools such as SeeSaw and PearDeck are paramount because they ensure the equitable assessment of every student, not only the serial hand-raisers. Every student receives feedback privately and in real-time, which is key to student growth. Additionally, these tools make it possible to grade written responses blindly, eliminating the opportunity for teacher bias making my grading practice culturally responsive. My summative assessments most often take the form of a project rubric. My rubrics are standards-based and incorporate artistic behaviors & habits, so students are evaluated on their learning experiences and not solely on technical proficiency. Art is not only for those few "talented" kids. To produce art is human. Every student exits my course knowing **art is for everyone.**



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