

Art Autobiography

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As a child, my earliest memories were of drawing and writing constantly. I loved creating pictures and stories at home, and I would often draw for my friends at school. Art class was always my favorite. However, my passion for art began to wane after I entered a competition where my teacher asked me to recreate the same piece of art multiple times until it was perfect. The subject matter, a still life of a burning candle, didn't resonate with me, and I found the process tedious and unfulfilling. I stopped doing art for a while, feeling burnt out and disconnected from the creative process. In addition to visual art, I was also involved in theatre throughout my childhood. However, as a sophomore in high school, I suddenly became too anxious to even audition for roles. I missed performing, but I didn't know quite how to overcome my fear. Now, as a teacher, I understand when students feel too shy or afraid to present in front of their peers. To address this, I try to find alternative ways for them to share their creations, such as through writing, graphics, or other forms of expression.

When I started creating again, I felt self-conscious about my skills and hesitant to share my work with others. It wasn't until I began creating projects alongside my students that I discovered a new approach to art. Rather than striving for perfection, I embraced the process of creation, accepting mistakes and failures as opportunities to learn and grow. This mindset allowed me to connect with my students on a deeper level and model the value of grit and perseverance.

As an educator, I aim to integrate the arts into my teaching practices. I use the engineering design process, which involves sketching plans, to teach my elementary-age students. I also incorporate drama and theatrics into my lessons to engage my students and make

learning more interactive. Reading aloud to my students allows me to connect with them on a personal level and foster a love of literature.

Over time, my understanding of art has evolved. I no longer see it as a static, perfect form, but rather as a dynamic, ever-changing process. Creativity is not limited to inventing something entirely new; it can also involve taking existing knowledge and applying it in innovative ways. Graphic design and calligraphy are two areas where I've explored my creativity as an adult. When students tell me they're not creative, I remind them that everyone has the capacity to create something unique and meaningful. By embracing imperfections and celebrating individuality, we can cultivate a culture of creativity and self-expression.