

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. 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.

My definition of art is fairly simple, and I am open to changing it as I learn more. For now, though, I believe that art can encompass many media forms, and is art when it has been created with the purpose of conveying meaning from the artist to the observer.