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### Statement of Teaching Philosophy

Art making is more than a medium of self-expression; it possesses the potential to present a diverse audience with a specific ideology. In today's social and political climate this capacity is paramount. As a result, young artists have an unparalleled opportunity to use art to explore and question the world around them. As an artist and educator, it is my goal to give students the tools necessary to help foster the creativity and experimentation essential to both the artistic process and the creation of citizen artists.

As in any field of education, in art, core knowledge is critical if students are to grow beyond mere artistic assertions and into the realm of evaluative skill and self-reflection. In my classes we build upon this core knowledge by emphasizing the fundamentals of drawing, design, and color theory, while stressing the importance of creative problem solving and embracing conceptual practices and exploration.

The introduction of new techniques is also important, as a result I introduce both linoleum block printing and screen printing into various drawing classes. Subsequently, my drawing students have used these techniques to collaborate with the library for Earth Day activities, as well as with the English Department where we created illustrations for poetry which are submitted for publication. Additionally, community involvement is an important component of the artistic process. Taking students to our local letterpress studio, they are able to apply their knowledge to both text and image, as well as gain a better understanding of the practical aspects of art. In a recent painting class, we collaborated with a local hospital, creating the first of three murals, as a result they learned a new painting technique, and how to create a public art the proposal, including design, budget, and promotion.

Artistic application and growth also occur as the students experience and appreciate diversity and inclusion. This begins with embracing the diversity within the classroom. As a result, my students create work based on research into their personal histories, which is presented and discussed in class. This is built upon as the students use design to explore a different ethnicity, cultural, or gender than their own. It is also paramount that the educational experience involves exposing students to the wider social and cultural world; consequently, my painting students visit and work with a local gallery that promotes the work of artists of color and the LGBTQ+ community. Capitalizing on our work with and in the community my classes also involve artistic discussion, critiques, and analysis of the student's work as well as that of contemporary artists. This reinforces the importance of dialogue and strengthens the learning process, while also introducing new ideas.

From the onset of a student's artistic and educational journey, I stress the importance of exhibiting and becoming involved artistically in the community. From assisting the students with exhibition submissions and the creation of interdisciplinary work to the formation of pop-up exhibitions, I support student experiences that reinforce real-world artistic practices.

As a passionate artist and educator, I couple my experience with the fundamental principles of drawing, painting, and the promotion of artistic experimentation and dialogue to the benefit of each student. Combining this with social awareness, inclusion, equity, equality, and community interaction I am able to help advance each student's artistic awareness, helping to enhance the experience of each student and create citizen artists.