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## *Teaching Philosophy*

Oh! The joy of teaching! Of listening to students and teaching them the skills they need to make their ideas and mental images a reality. Of mentoring them, helping them develop into successful artists and better people.

The elements and principles of art and design are central to my teaching: they are elements and principles for life, not just practices and rules-of-thumb within art. Each one may be explicit/actual, implied/implicit, and/or conceptual. For example, balance is needed for daily living, and balance as an idea and life-practice should make its way into our art through our technical skills, choice of art materials and content, and context of where and how the work is experienced by the viewer.

When I teach and mentor, I have four main goals for my students: experience the joy of making; acquire technical artistic skills; communicate ideas and voice/identity; identify and utilize resources. Art allows individuals to experience the wonder of creating, and often this leads to artists discovering things about themselves and their artist-colleagues that they didn't know before. Students need time to create, play, try out ideas, succeed, or fail. Art is work, but the joy of the "ah ha!" moment and of completing a work of art compels many to continue to create. Art, as a process and the completed work, helps us understand ourselves and the world.

Acquiring technical artistic skills is very important. As a teacher, I need to be attentive to my students needs and ideas, creating a welcoming environment where we add art skills to our creative toolbox, and there is always time to learn more. My students often express frustration at not having the skills needed to realize the art in their creative brains. I teach them the skills, reminding them to be patient and to practice, that it may take time to acquire the skills needed to make the work they want to make. They may discover things they don't anticipate, better than the ideas in their heads and hearts. Communication of ideas is a crucial: how can art express ideas that range from "my favorite color is pink" to "gun violence is not tolerated?" Listening to students is crucial, hearing about the ideas, issues, and themes within their lives. Giving them a firm foundation in art history and contemporary art created by diverse artists, shows them how human themes, such as love, social order, politics, faith, fear, and fantasy, are addressed. Identifying and utilizing resources is a crucial but often overlooked part of the art making process. Resources include: money, time, materials, skills, access to technology, available tools, collaborators, people who can teach needed skills, galleries, and museums. It is important that students learn to consider their resources as they create.

What does this look like in the studio? Often class begins with an engaging warm up activity which reveals their background knowledge and personal experiences. "Hands on" demonstrations follow. Materials are explored, and approaches to skills explained. I like to cover potential ideas of the artwork, including exposure to art history and current art making practices. As the student creates, he/she/they receives an abundance of individual feedback. Each artist needs to be encouraged with supporting evidence and feedback, assisted when "stuck," and challenged with ideas and techniques. As the instructor, I am approachable and available to my students, including time outside of class via office hours, by appointment, by email, and by text. Timely critiques pepper class—short ones every class period and in-depth critiques several times throughout the term. The artists learn how to evaluate their work and provide feedback to others. Students are evaluated on their artwork, class participation, written work, and/or a sketchbook. Grades reflect individual improvement, creativity, craft, and communication of ideas. Project guidelines and rubrics are clear and achievable; expectations are clear. I work closely with the students on a group and individual basis, listening as they work and critique. I am always amazed at their originality and ideas as they create art. Teaching is a dialogue between the student and instructor, preparing the student to transition into becoming a professional artist, educator, designer, architect.

## *Courses*

### University/College Level:

- Drawing 1
- Two-Dimensional Design
- Digital Photography
- Art Appreciation
- Introduction to Art
- Special Topics: The Ragdale Foundation Residency, Lake Forest, IL
- Galleries and Visiting Artists
- Scheduled for Fall 2022: Screen Printing, Elementary Art Education

### Post Graduate Level:

- Professional Development in Art Education (PDAE) grant, a partnership between the Frist Art Museum and Metro Nashville Public Schools. Mentoring and arts infused lesson writing with Title I Elementary School Teachers.
- Mentoring first year visual art teachers within Metro Nashville Public Schools.

### High School Level:

- Art 1
- Art 2
- Drawing and Painting

### Workshops:

- Silkscreen Printmaking, the Frist Art Museum, Nashville, TN
- Lighted Sculpture, the Frist Art Museum, Nashville, TN
- Assemblage Sculpture
- Relief Printmaking

### K-8 Level:

- Elementary Art
- Middle School Art
- Painting and Drawing for Middle and High School (in-person and virtual)

### Summer Camps (K-8 Level):

- Drawing
- Illustration
- Comics and Cartoons (includes animation)
- Printmaking
- Textiles and Wearable Art
- Mighty Masters
- Architecture
- EcoDiscovery and Earth Art
- Model and Mold (sculpture)
- Artist Exploration
- Studio Sampler
- STEAM Art
- Let's Paint