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Teaching Philosophy

Through teaching I share the enthusiasm I have for my discipline. It is a practice of presenting the relevant information in an accessible and clear manner while taking into account the student's level of emotional, technical, and intellectual development. Talent is a term to which I am ambivalent. I believe that desire, commitment, and perseverance are more important. As an educator to instigate those qualities in a student. While beginners learn best through structured exercises, I try to avoid dogmatic approaches to teaching. Teaching art is more than training on techniques; it is about helping individuals develop an authentic relationship with art, a personal relationship that incorporates an awareness of contemporary, cultural, and historical contexts. My teaching philosophy is to balance structure with freedom of expression and to encourage an evolution towards more conceptual and technical concerns.

My philosophy of teaching is to engender questions about the relationship between form, expression and innovation. My teaching is informed by the dialectic between content and style and presents art history as evidence of concepts and social strategies. My responsibility is to offer alternative possibilities in the expression of an idea and further information on techniques, to show the student the importance of understanding the abstract/formal language of art and procedures for developing representational skills. I try to coax the best work from my students by engaging them with their sense of wonder. Inspiration and authenticity are marvelous conditions when tempered with aesthetic perspective and discipline.

My teaching can be characterized as process oriented, conceptually driven, and information intensive. I have developed classroom projects that elicit responses to aesthetic and design issues. In the classroom, I like to push the limits of what can be achieved through an exercise. To teach is to guide and stimulate a synthetic perception that allows a student to see his or her artistic development as a natural process. As a teacher, I work to increase awareness of the synesthetic nature of concepts of beauty and in the design principles of form and language. To teach is to educate on the fundamental nature of culture as an expression of human involvement with the physical, social, or spiritual nature of our environment.

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