

Holly Ross

## Teaching Philosophy

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Superlative teaching is an exhibition of leadership, rather than a performance by an omniscient entity. While it is my responsibility to teach technical skills and corresponding art historical relevance, I must provide opportunities for my students' curiosity to take root. I encourage them to question "*what if*"; to challenge the boundaries of the medium; to take risks. Providing freedom from ridicule when mistakes are inevitable allows students to build upon fundamentals, rendering them capable of creating pieces rather than assignments. Each student offers a unique contribution and it is my privilege to supply them with the tools to construct their vision.

Not every student that enters my class will have previous experience sculpting, nor will they all pursue a career in the arts, but I aim to illuminate how the lessons they learn are applicable in other aspects of their life. The resulting product of a successful class is not simply another aesthetically pleasing object, rather it is the ability to expand our range of observations, to critically analyze the information before us, and to articulate this knowledge to others.

Witnessing the uninhibited investigation my students undertake inspires me to remain equally inquisitive and to maintain a challenging practice. I expect, at minimum, a comparable merit of intellectual audacity from myself as what I ask of my students. As an educator, it is my honor and duty to model an ethic of excellence by actively participating in this reciprocal relationship so that I may educate our future artists and art appreciators.