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Teaching Philosophy - Studio Arts

At its core, my teaching philosophy is a balance between two concepts -- building a solid foundation, and encouraging exploration and risk taking. I believe the most powerful teaching environment is one where students are encouraged to spend the bulk of their time making. When planning class demonstrations, it is a priority to me to get student's hands making and doing.

Quick Sketches

The idea of the sketch doesn't need to be limited to pencil on paper. Sketches can exist in any form or image that is quickly assembled or recorded. Through short, hands-on demos that teach foundational skills, students learn that a large quantity of "quick work" can often lead to bigger ideas and is a great source that should be tapped into. By fostering a casual, communal working space, my classroom environment seeks to develop habits of lifetime sketch-making habits in students.

Self-Directed Projects

The larger projects are where my students get to put all of their faculties to the test. Creating, executing on, and reflecting on a project gives students real world experience of creating a proposal and working within a deadline. My students learn how to adapt to the inevitable obstacles that occur during the lifetime of a larger project.

Final Project Reflection

Often a project's concepts aren't fully revealed to the artist until they've had an opportunity to reflect on the process of making. By allocating time for project reflection after the project has been completed and critiqued, the student carves out time to reflect on the project from start to finish. Lessons to be gleaned from the experiences of making, critiquing and thinking become more solidified when a formal reflection process is put in place. By making the reflection process a priority, students are given the much needed time to reflect and process their experiences with the projects.

Through these teaching concepts I hope to impart onto all of my students a passion for learning and personal evolution that will last them their lifetimes. If I can help my students become aware of the learning styles that best serve them, then I have done my job.