

TYLER GRIESE

Wave Pool Gallery
2940 Colerain Ave.
Cincinnati, OH 45225

(859) 750-0855 | tylergrieseart@gmail.com | www.tylergriese.com

TEACHING PHILOSOPHY

“It is important to express oneself provided the feelings are real and are taken from our own experience” –Berthe Morisot

Through hard work and perseverance students overcome obstacles and are better equipped to creatively solve problems and grow as artists. I encourage students to develop a unique creative statement from an understanding of how to use materials to express ideas. They learn to advance their work through an understanding of art from the past and today, and how their art relates both personally and within the macrocosm of our time. One of my biggest passions is passing on my knowledge of art, and I believe quality instruction can change their lives. It is my role as an instructor to create a welcoming and encouraging learning environment which fosters communication and critical thinking. I utilize a varied approach to a topic in order to teach and demonstrate strategies tailored to the different ways students learn, both collectively and individually. I believe each person holds potential and carries unique voice, which allows for them to reach inside of themselves and discover ways to express complex thoughts in a visual way. Students should not be expected to recite through art what an instructor does or say. Instead, an effective instructor instills in each student why art matters to them personally and how to use what they learn to cultivate a goal for their creative vision.

**“The object of art is not to reproduce reality, but to create a reality of the same intensity”
-Alberto Giacometti**

Through an enthusiastic and challenging approach to teaching, students grasp a strong work ethic, conceptual strategies, and skills needed to accomplish their goals. Passion alone is not enough for students to succeed. The foundation of my teaching is rooted in observational drawing and painting. The ability to look critically and observe is a skill in itself which needs practice. The role of perception and observation along with learning the principles of art work together in unison to develop an understanding of how painting and drawing materials are used to their full potential. I simplify the use of materials in introductory classes in order for students to discover an awareness of color, value, edge control, and composition.

“Art when really understood is the province of every human being. It is simply a question of doing things, anything well. It is not an outside extra thing” -Robert Henri

Hands on instruction teaches students to look critically at their work. Having a passionate instructor who has made the same mistakes and who can share strategies to correct errors helps students to not be fearful of their creative development. Critique is key to fomenting creative progress. Critiquing prepares students to discuss ideas in a civil manner which allows discourse from multiple points of view and to take accountability for their work. The result of this approach is the ability for students to start with a foundation of skills to research and unlock new horizons as they move towards the future. As students learn a mastery of materials, it is important to demonstrate art is not created in a vacuum. Decisions when making work create a synergy of thoughts and materiality, thus

transcending the subject matter of the work. A wide breadth of art historical examples of cultures ranging from the prehistoric era to contemporary times establishes how creating artwork is linked to its central structure and conceptual framework. It is my goal for each advanced student to reach a self-actualization that combines a technical understanding of materials with a personal body of work.

**“The future belongs to young people with an education and the imagination to create”
-President Barack Obama**

I encourage students to rise to new levels and ascend over their expectations and mine. I am less interested in where students start their artistic journey. The greater benchmark is how students progress through the process of learning as an endeavor undertaken through actively striving to be successful. A development of skills, a knowledge of the context of art history, and an instructor encouraging students to be curious culminates in the ability for students to achieve a lifelong skill to overcome obstacles. This is how I measure my teaching effectiveness. Art and a creative education provides both art majors and non-majors with the lifelong ability to become creative problem solvers, to conceptualize ideas, to ask deeper questions, and to persist despite the worst odds.