



**MARLENA DOERR**

VISUAL ARTS EDUCATION





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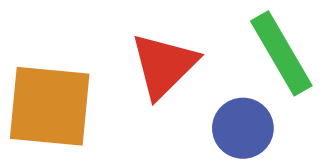
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# MARLENA DOERR

## VISUAL ARTS EDUCATION



### EDUCATION

STATE UNIVERSITY OF NEW YORK AT NEW PALTZ - *New Paltz, NY*  
B.S. in Visual Arts Education, Concentration in Graphic Design  
*May 2020*  
G.P.A. - 3.93  
*Summa Cum Laude*  
*Dean's List Fall 2016 - Spring 2020*

### TEACHING EXPERIENCE

#### ONLINE PRIVATE ART TEACHER

*Ithaca, NY - Summer 2020*

- Creating and maintaining meaningful relationships with students and families through distance learning

#### STUDENT TEACHING PLACEMENT 2

*Northeast Elementary, Ithaca, NY - Spring 2020*

- Develop lesson plans for distance elementary education
- Create an educational website for students and families to explore art at home

#### STUDENT TEACHING PLACEMENT 1

*Lansing High School, Lansing, NY - Winter 2020*

- Develop lesson plans for digital and traditional high school visual arts courses
- Adapt and improve my teaching based on the suggestions of my Cooperating Teacher and the needs of the students

#### SATURDAY ARTS LAB TEACHER

*SUNY New Paltz, New Paltz, NY - Fall 2019*

- Teach and develop learning segments in collaboration with other educators
- Integrate Common-Core aligned math and English into 1st and 2nd-grade lessons
- Curate and install 2D and 3D student artwork for exhibition

#### MAKER DAY INSTRUCTOR

*SUNY New Paltz, New Paltz, NY - Fall 2018*

- Prepare classroom for class activities integrating technology into community art making

### VOLUNTEER EXPERIENCE

#### ASSISTANT SERVICE COORDINATOR

*LACS Service Trip, Ithaca, NY - Spring 2016*

- Facilitated a cultural exchange with Akwesasne Freedom School
- Collaborated with educators, students, and community members from the Mohawk Nation at Akwesasne

### LEADERSHIP EXPERIENCE

#### WOMEN'S ULTIMATE FRISBEE PRESIDENT AND CAPTAIN

*SUNY New Paltz, New Paltz, NY - Fall 2017- Spring 2019*

- Wrote and managed team budget
- Collaborative problem solving and team management skills – respond to the needs of the team as a whole and make proper adjustments

### CONTACT

#### ADDRESS

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Ithaca, NY 14850

#### PHONE

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#### E-MAIL

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#### WEBSITE

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### ACHIEVEMENTS + HONORS

#### OUTSTANDING GRADUATE

*Honoree – Spring 2020*

#### PRESIDENT'S RESIDENCE EXHIBITION

*Selected Artist – Spring 2020*

#### RUNOFF GALLERY

*Design Consultant – 2020*

*Featured Artist – Winter 2020*

#### ART EDUCATION STUDENT SHOW

*Selected Artist – Fall 2019*

#### COMMON GROUND EXHIBITION

*Selected Artist – Spring 2019*

#### FOUNDATIONS ART EXHIBITION

*Wood Tech Award – Spring 2017*

*Sculpture Award – Spring 2017*

### SKILLS

#### PROFICIENT

*Adobe Illustrator, Adobe InDesign, Adobe Photoshop, Adobe Acrobat, Ceramics, Printmaking, Oil Paint, Pastels, Charcoal, Graphite, Watercolor, Colored Pencil, Ink, Observational Drawing, Film Photography, Simple Circuits, Stop-Motion, Glowforge*

#### COMPETENT

*Tinker-Cad, Adobe Animate, iMovie, Gimp, Arduino, Soldering, Embroidery, Digital Photography, Woodworking, Scratch, Bookbinding, Wheel Throwing*

### CERTIFICATES

#### VISUAL ARTS TEACHING CERTIFICATE

*– July 2020*

*HEALTH & SAFETY – Fall 2019*

*DASA, SAVE, + CA ID – Fall 2018*

A large orange parallelogram graphic, tilted to the right, containing the title text.

# TEACHING PHILOSOPHY

I believe successful learning allows the student to lead while the teacher supports and guides their inquiries. While students explore and challenge their ideas, they should always be encouraged to think iteratively – reexamining, rediscovering, and revising until their understanding is actualized. Affective learning also requires that students continue to accumulate knowledge that builds on previously established learning. Students develop deep levels of understanding when they are connecting new concepts to ideas of which they already have a firm grasp. For this reason, it is imperative to incorporate art history and art-making techniques from a breadth of cultures that provide each student with a point of connection and challenges students to explore and gain an understanding of their classmate's identities.

Empathy and autonomy are the two most significant outcomes I hope each student gains from my art classes. Empathetic and compassionate thinking allows each student to holistically consider their peers, their family, and society as a whole. When we examine different professional and student artworks with an empathetic mindset, each student is capable of learning more about the inner-workings of others and challenging themselves to care deeper. Autonomy provides each student with independence and self-motivation. Every art project pushes students to work hard, overcome challenges, and make decisions that often have no right answer. A student who develops autonomy can create works of complexity and difficulty within the scope of their vision. By providing students with ample space for decision making and independent choice, they can be in control and invested in their artistic practice. The autonomous student creates art because they want to, not because they are told to.

In my teaching, I focus on collaborative learning that allows students to gain insights from one another as well as encourages their social and emotional understanding. At the start of the school year, we will often begin with a collaborative project to familiarizes everyone. A group-oriented first project allows students to commence the process of open exploration and experimentation without the pressure of a singular outcome. Another way students might be encouraged to learn from one another is through discussion. Whether in pair-shares, small groups, or whole-class formats, each class students have discourse prompts guiding them towards deepening their understanding, furthering their artistic practice. I also find great value in a combination of peer critique and teacher feedback throughout the process of a project. Final project critiques are useful, but in progress, feedback provides students with guidance throughout the creative process and time for revision.

In the classroom, I have an energetic and physical presence with the students, often incorporating my hands and body into my teaching. I love students' ability to question established norms and express themselves genuinely and with humor. I try and share parts of my life and my artistic practice with students when relevant, developing connections, and showing an amount of openness to begin building a community within the art-room. I also try to incorporate playfulness and laughter into the classroom so students can feel happy and relaxed while creating art. A humorous learning environment allows students to feel comfortable while exploring vulnerable concepts in their art-making.

The perfect teaching situation would be one where the students are doing the majority of the talking and making. The class would begin with a discussion that pulls on art made by a contemporary artist where students observe and interpret the aesthetic qualities, concept, purpose, and value of the artwork. Students have different opinions and interpretations that respectfully push back at one another and question each other's thinking. The introductory discussion would lead to a hands-on-creative-activity relating to the art just observed. After a majority of class time is spent creating students come together for a closure activity that reflects on the social and emotional experience of the day's discussion and the art created. When students are fully involved and engaged, leading their learning, they get the most out of education. The best teacher creates a classroom that allows students to feel comfortable sharing, disagreeing, and feeling strongly about the concepts they are exploring.

To best grow as a teacher, I must educate myself about contemporary and multicultural artists outside of my scope of vision to accurately and comprehensively teach all of my students. It is also imperative that I continuously practice and create art in my area of specialty as well as expanding my material knowledge into new mediums utilizing new techniques. It is my goal to be able to thoroughly instruct my students no matter their chosen artistic path – to do so I must familiarize myself with as many mediums as possible. I plan to continue to explore different artistic disciplines not only to assist each student's project but also to push students into new realms and new mediums.

# LESSON PLAN EXAMPLE

## MY LEAF IN THE COMMUNITY TREE

### BRIEF OVERVIEW

Using Adobe Illustrator students will illustrate a meaningful part of their life related to the student chosen theme ‘Relationships, Family, and Connection.’ Each student will prepare their file to be laser cut and engraved into acrylic leaves. The students’ acrylic pieces will ultimately be hung in a permanent tree installation at the school which will be added to by community members over the years to come.

### KEY IDEAS

- Strong conceptual thinking is essential to creating a piece that is meaningful for both the viewer and the artist.
- Creating laser engraved and cut works involves both artistic thinking and a well-designed plan.
- Choosing and working within the parameters of a theme allows students to problem solve and push themselves to reevaluate their understanding of certain areas of their lives.
- Reflecting on the relationships and connections of value is important for developing social awareness and appreciation.

### OBJECTIVES

- Students can visualize and illustrate meaningful connections in their lives.
- Students can take inspiration from professional artists and apply specific elements to their thinking.
- Students can work with their peers to create something larger than they would have on their own.
- Students can use the proper tools to create their work efficiently.
- Students can properly prepare a file to be sent off for production.

### ESSENTIAL QUESTIONS

- How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does collaboration expand the creative process?
- How can a work of art continually change and grow?

### NCAS STANDARDS

**Pr5.1.IIa** – Evaluate, select, and apply methods or processes appropriate to display acrylic pieces in a specific place.

**Cr3.1.IIa** – Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

**Cr2.1.IIa** – Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in digital art-making.

### POWERPOINT PRESENTATIONS

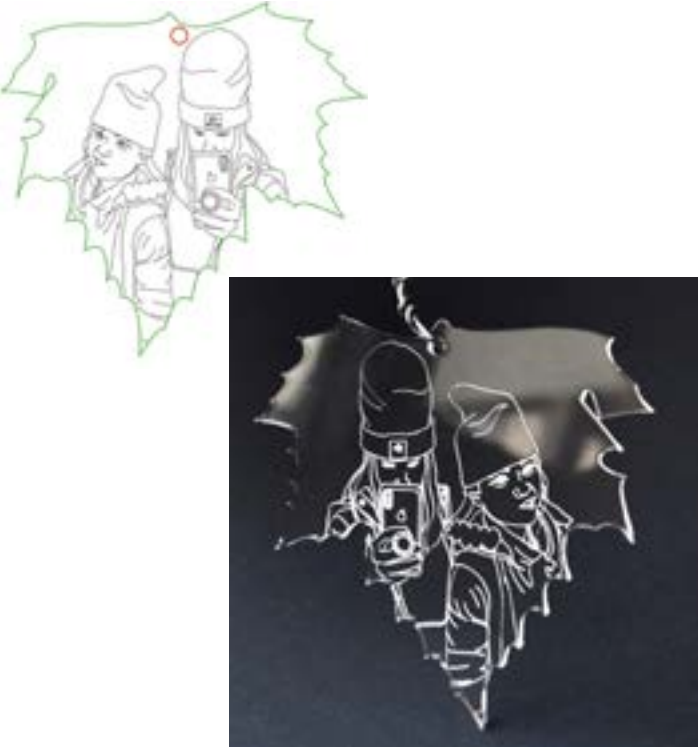


### ASSESSMENT

Acrylic Object – Rubric				
Abstract Autonomy Composition	Clip Artist	Design Apprentice	Junior Designer	Senior Digital Illustrator
<b>Head Concept</b> Illustration of a meaningful connection, relationship, one's family.	Student had no concept. Their illustration was arbitrary and unrelated to the class theme.	Student's illustration related to the theme but lacked symbolism and meaning.	Student created an illustration related to the class theme. Work began to convey meaning and/or utilize symbolism in a thoughtful and purposeful way.	Student created an illustration related to the class theme. Work conveyed meaning and utilized symbolism in a thoughtful, interesting, and purposeful way.
<b>Hand Composition</b> Thoughtful consideration of the relationship between the illustration, and the form of the object it will be engraved on.	Student put no effort into the placement of their illustration	Student placed their illustration but with little to no consideration of the concept and the entirety of the installation.	Student integrated their illustration into the eventual form of the acrylic. Student considered how their illustration's placement would function in relation to their concept and the installation as a whole.	Student integrated their illustration into the eventual form of the acrylic in a complex and unusual manner. Student considered how their illustration's placement would function in relation to their concept and the installation as a whole.
<b>Craftmanship</b> Thorough understanding and utilization of tools, motions and materials.	Student used only one tool. Student's document was improperly formatted.	Student used three or fewer tools/actions. Student's document was properly formatted. Student used two colors to differentiate cut and engrave.	Student used several tools and actions. Student's document was properly formatted. Student used two colors to differentiate cut and engrave.	Student explored new tools and actions in addition to the tools and actions covered in class. Student's document was properly formatted. Student used three colors to differentiate cut and engrave.
<b>Heart Consideration</b> Consistent effort and care put into the project	Student put no effort or care into their project.	Student put some care into the quality of their project but failed to consistently apply effort.	Student consistently worked on their project during class time with consideration to details.	Student consistently worked on their project during class time. Student worked outside of class to apply extra consideration to the details and final product of their project.
<b>Teacher Feedback</b>				

### STUDENT EXAMPLE

Audrey chose to illustrate an image of herself and her sister who she has a close relationship with.



### FINAL INSTALLATION



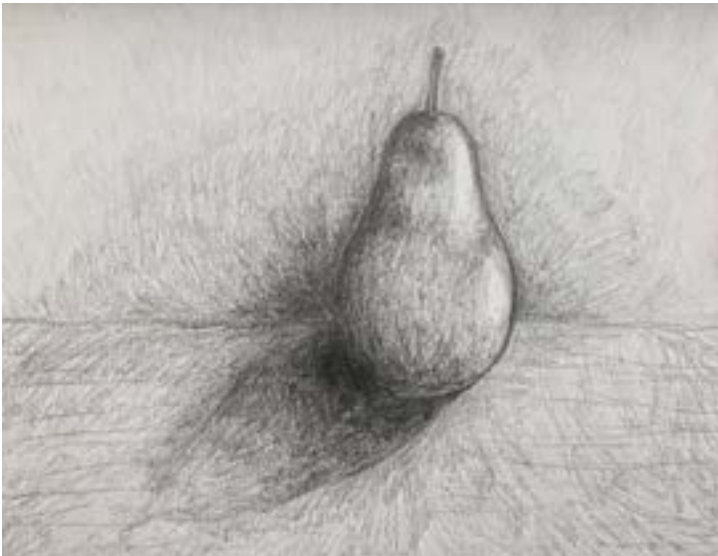
11TH AND 12TH GRADE  
RESOURCE BASED ARTWORK



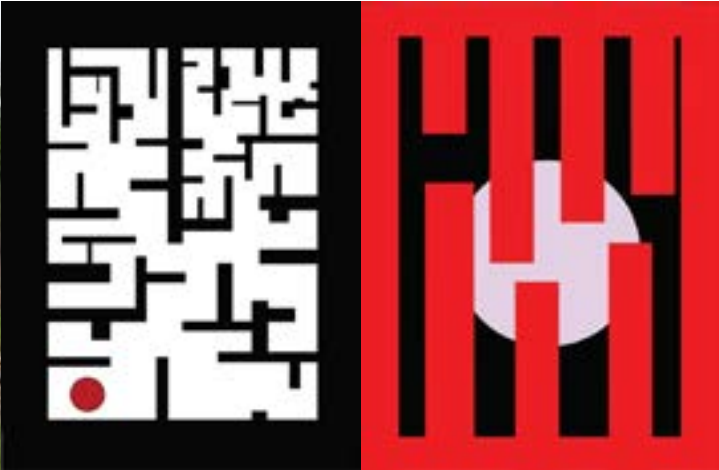
11TH AND 12TH GRADE  
RESOURCE BASED ARTWORK CONT.



9TH GRADE  
GRAPHITE EVERYDAY OBJECTS



11TH AND 12TH GRADE  
ABSTRACTED AUTONOMY



11TH AND 12TH GRADE  
IMAGINES AUTONOMOUS SPACES



# STUDENT WORKS

1ST AND 2ND GRADE  
FUNCTIONAL POTTERY



1ST AND 2ND GRADE  
LASER ENGRAVED ACRYLIC SHADOW PUPPET SHOWS



1ST AND 2ND GRADE  
COLLABORATIVE CLASS MOBILE



# TEACHING EXPERIENCE

## PRIVATE VIDEO ART LESSONS

**SUNY New Paltz/Independent – March 2020-Present**

4th Grade Students:

- Shapes to Forms: Big Idea of 'Representation vs Reality'
- Story Self Portrait: Big Idea of 'Values'
- Still-Life: Big Idea of 'Visual Narrative'

8th Grade Student:

- Introduction to Photo Editing: Big Idea of 'Juxtaposed Meaning'
- Introduction to Design: Big Idea of 'Projected Identity'

## STUDENT TEACHING

**Northeast Elementary School – March 2020-May 2020**

Online Asynchronous Learning:

- K-5: Big Idea of 'Visual Narrative'  
<https://msdoerr.myportfolio.com/drawn-quilt>
- K-5: Art Education Learning Resource Website  
<https://msdoerr.myportfolio.com/>

**Lansing High School – January 2020-March 2020**

Planned and Instructed Lessons:

- Advanced Art: Big Idea of 'Transference'
- Digital Illustration: Big Idea of 'Autonomy'
- Digital Art (*Two Sections*): Big Idea of 'Collaborative Growth'

Online Asynchronous Learning:

- Studio Art: Observational Drawing

## SATURDAY ARTS LAB

**SUNY New Paltz – September 2019-December 2020**

Co-Teaching First and Second Grade Students

First Half: Big Idea of 'Cycles'

Second Half: Big Idea of 'Fantasy and Reality.'

## FIELDWORK OBSERVATIONS

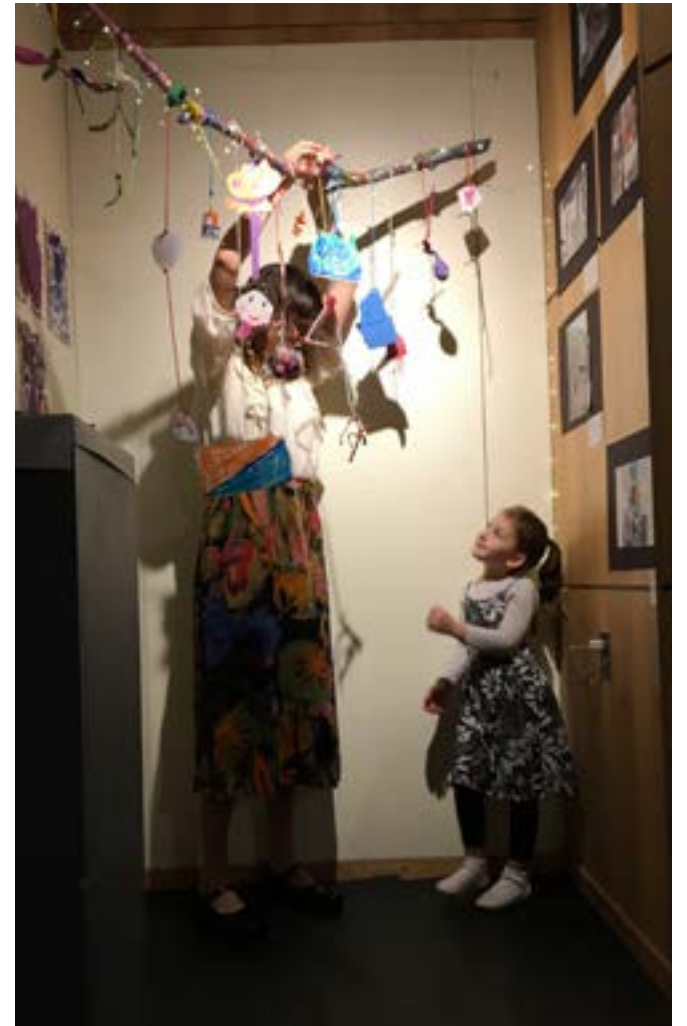
Beekman Elementary School – Spring 2019

New Paltz High School – Spring 2019

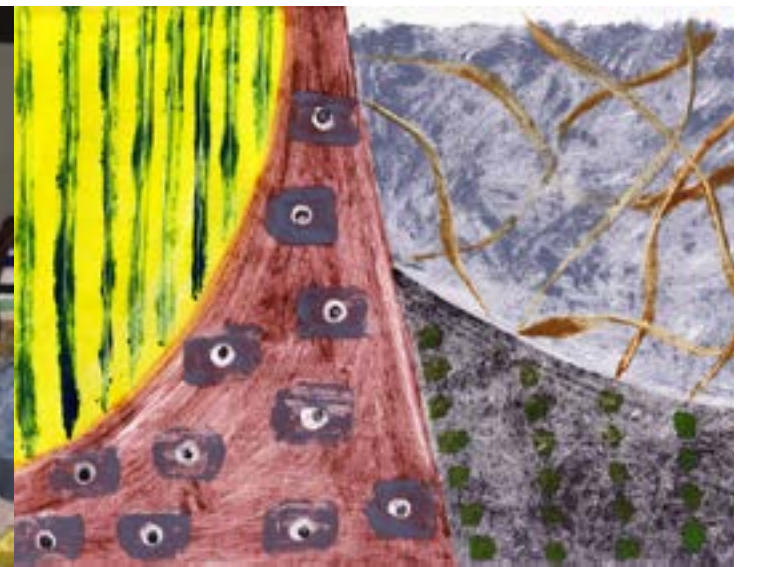
Duzine Elementary School – Spring 2019

Orville A. Todd Middle School – Fall 2018

Poughkeepsie High School – Fall 2018



# PERSONAL WORKS



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**THANK YOU**