

Statement of purpose



Why do you wish to become a K-12 visual arts educator? I have always wanted to be an Artist since I was a little child, and there were important events in my life that gave me a vision to be an art educator. My multicultural background inspired me to learn the uniqueness of various cultures and communities and how it affects the diverse range of world perspectives. The experience of cultural difference and struggle I encountered upon coming back from Japan to my hometown Korea (and after spending most of my childhood in Japan due to my father's occupation as a sojourning employee) made me think more deeply about this matter. I had very strong Korean mentors such as Professor Ung-bai Lee, current professor at Kuk Min University in Korea, who did his PhD studies in Paris in Fine Arts and Pastor Alex Mingey Hong, who was a former senior pastor of Hope Chapel Church in Maryland, now a very active spiritual leader in Korea. With their own multicultural backgrounds, they inspired and motivated me into the arts and especially opened up the doors for myself becoming an art educator who can help bring positive change into the world.

2. What makes you think that you have the capacity to be an effective educator? My background and recent experience in teaching has taught me to see the values in teaching art. I come from a multicultural background as being a Korean woman living in the United States with both Japanese and Korean cultural and language fluency. I've also had a diverse range of teaching experience that has led me to this belief in the possibilities of art as a social tool, notably, teaching children with disabilities who grew up in dysfunctional families in Korea; and while in the U. S., working as a Sunday school teacher over the last four years and developing an arts curriculum for young Korean students in America; and through the Maryland Institute College of Art

(MICA) - where I pursued and received my BFA - I was able to assist teaching in public schools in the Baltimore City. At MICA, I was able to learn from the best teachers in the field of community arts and partnership, such as Professor Paula Phillips and Professor Ken Krafchek, who also mentored me while I worked with Baltimore City children and teaching them art. The training at MICA taught me a greater sense of diversity that is beyond the East and West but about the inner city needs. I gained new perspective and discovered the limitless potential of community art and art education. From actively participating and organizing other extra co-curricular activities such as leading the club Mission In Christian Artists, the internship through Community Arts Partnership and Master of Arts in Community Art Program, to being a Teaching Assistant for MICA and public schools, gave me hands-on experience and knowledge of this field in which I was assured as my career path. At last, I realized that there is nothing more important than being able to serve one's community with art and by teaching it.

3. Describe a significant moment in any prior teaching experiences you might have had In Korea before MICA, I had the opportunity to teach Korean children with learning disabilities and of who were brought up in dysfunctional families. It was through an after school program of a Korean church that I belonged to. By integrating their special needs with an arts program, I was able to develop my teaching style and learn different strategies not only to help motivate their learning abilities but also to resolve their emotional problems. By this memorable experience, I could find teaching Art is the most rewarding career I had ever done.

4. Art is often placed on the margins of the school curriculum, make a compelling case for a more central role for it in the school life of all students. Pablo Picasso once said, “ I begin with an

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idea and then it becomes something else.” The impact that art can do in motivating students cannot be stressed enough. From my experience of teaching children with learning disabilities, I have realized the tremendous impact that art can bring to everyone. These experiences compel me to speak for a more central role of art in schools. The pleasure of creation as experienced by all students is something that needs to be emphasized. The shaping of well-rounded people can be achieved through their exposure in art.