



Fatana Baktash Arifi

Professional Fine Artist

Phone: 703-507-0438, ArtFata99@gmail.com, www.Fatana-Art.com

Teaching Philosophy

Art is a hidden ability within each of us. We all enter a classroom with varying potentials, perceptions, and talents—some known and some mysterious. As an art instructor, my primary goal is to facilitate a learning process that uncovers and nurtures each student's hidden capabilities. I use evaluation, analysis, and encouragement to connect students' personal discoveries with a deep understanding of art history, context, and practice. My teaching approach involves crafting a dynamic and customized art learning strategy that bridges technical principles with students' inner feelings and personal visions to create meaningful visual art.

My general educational goal is to empower my students. By the end of a course, I aim for students to have the confidence and courage to pursue paths as hobbyists, professional artists, developers, art educators, administrators, or curators.

My teaching method is straightforward: I believe in creating an accessible learning environment and aligning with each institution's mission to offer a specialized curriculum tailored to diverse classroom cultures and demographics. My philosophy is student-centered; I approach each class—whether introductory or advanced—by assessing what students already know and guiding them toward new discoveries. This initial evaluation helps me understand each student's learning capacity and develop an effective teaching strategy.

A significant aspect of any visual art class is the hands-on practice. I am a dynamic instructor who actively observes students' progress, checks their work, provides guidance and critique, and offers feedback through verbal communication and physical demonstration. I am flexible in my lesson planning; if a particular approach isn't working, I adjust my methods to better meet students' needs. For example, in a drawing class, if one technique for finding proportions is not effective, I try alternative methods. Discussion is also a vital part of my classes, engaging students in conversations about art's relevance to the world, our assignments, or our inner selves, thereby enhancing their technical, historical, and fundamental art knowledge.

I prepare students for future opportunities in critique and exhibitions by assigning readings, descriptive writing tasks, and audio-visual projects. These activities help refine their observation skills and keep them engaged in the broader art world. I also organize artistic field trips to exhibitions and galleries and curate student art shows to foster learning from successes and mistakes, as well as to encourage healthy competition.

Understanding that every student is unique, I strive to learn each individual's skills, perspectives, and curiosities to tailor my teaching to their needs. The U.S. is a culturally diverse country, and



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my background in Eastern culture allows me to navigate and appreciate this multiculturalism, fostering a respectful and inclusive classroom environment. I prioritize equal treatment of all students and base my classroom management on a foundation of caring and accessibility. I value each student's ideas and opinions, affirm their talent and work ethic, and promote self-confidence to help them overcome fears and achieve their goals.

Students often view their instructors as role models and advisors. Therefore, I create a learning atmosphere of trust and satisfaction, drawing on my expertise and capabilities to benefit my students.

In this digital age, I embrace the role of technology and media as valuable tools in the teaching process. I welcome technological aids that enhance student engagement and improvement.

My teaching philosophy incorporates modern artistic methods while connecting them with the timeless traditions of art. My own educational and artistic journey has been about finding my voice within the legacy of classic art. I am comfortable integrating both traditional and contemporary approaches in my teaching to inspire my students.

Throughout my 25-year career, I have taught art at various levels in academic and community programs both in the U.S. and abroad. My students' continued involvement in artistic activities and their warm connections with me through social media are a testament to the impact of my teaching.

As a woman, artist, and instructor who has faced the hardships of war and refugee life, I have found solace and strength in my commitment to art and education. My experiences have made me a more empathetic and resilient instructor.

From 1995 to 2000, while living as a refugee, I established the Maimanagi Art Center. I opened a door of hope for talented refugees from Afghanistan who had lost their ambition to pursue art. Despite numerous challenges, particularly for refugee women, I began calling for student enrollment in the art center. Soon, students of all ages and genders from both the refugee and host communities enrolled in my art classes. Under my instruction and supervision, the Maimanagi Art Center offered classes in painting, drawing, and other visual arts.

My artistic expertise and teaching philosophy enable me to teach drawing, portraiture, oil painting, and watercolor to students of all ages and skill levels. It is both my pride and passion to serve communities through my artistic abilities.