





CAITLIN LANG

K-12 ART EDUCATOR

CONTACT

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LICENSURE

**Massachusetts License #:
479130**

Visual Arts Pk–8, Initial;
September 2015

Visual Arts 5–12, Initial;
September 2015

EDUCATION

**Tufts University in affiliation with
the School of Museum of Fine
Arts, Boston, MA**

Master of Arts in Teaching (MAT),
Art Education | May 2015

**University of Massachusetts
Boston, Boston, MA**

Bachelor of Arts, Major in Art and
a Concentration in Art History |
May 2014

Summa Cum Laude

**Bunker Hill Community College,
Charlestown, MA**

Associates Degree in General
Education | Dec. 2011

TEACHING EXPERIENCE

Tower School, Marblehead, MA

Teacher | September 2017 – Present

Designed and taught standards driven art curriculum for grades pk-8

Utilized methods and materials ranging from 2d- 3d work, i.e drawing, painting, collage, ceramics, sculpture in wire, plaster, and paper mache

Infused technology into visual art curriculum and teaching with the Adobe Creative Suite

Successfully implemented remote learning lessons utilizing Zoom, Google Classroom, pre-recorded demonstration videos, Loom, and Seesaw

Integrated the Pollyanna Institute's racial literacy curriculum into visual art programming

Curated art for displays for the school as well as the Tower Gallery

Worked in collaboration with subject area teachers to create robust lessons that fostered student engagement on many fronts

Offered after school art clubs, i.e painting, polymer clay building and paper mache sculpture

Kidcasso Art Studio, Wakefield, MA

Event Coordinator and Teacher | Nov. 2016 – July 2017

Facilitated learning for students with engaging and energetic art lessons

Organized and prepared for kid-friendly art events for families and students

Belmont Public Schools, Belmont, MA

Long Term Substitute Teacher | Sep. 2016 – November 2016

Covered the twelve week absence of middle school art teacher

Designed and taught state standards driven art curriculum for grades 5-8

Collaborated with other art teachers on a multi-class elective art show

Created and implemented formal and informal assessments (utilized data to inform instruction)

Professional Aide | Nov. 2016 – June 2017

Worked one on one with student to help tailor and accommodate curriculum to the student's Individualized Education Program

Helped create systems and flow charts to assist student navigate social and emotional scenarios

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SKILLS

Drawing
Painting
Mixed media
Fiber arts
Ceramics
Wire sculpting
Paper mache
Adobe Creative Suite
Photography
Stop motion animation

HOBBIES

Dogs
Nature
Hiking
Travel
Gardening
Knitting
Cooking
Reading

Melrose Public Schools, Melrose, MA

Teacher | Sep. 2015 – June 2016

Designed and taught interactive curriculum for afterschool art and STEM classes; grade levels ranging from K-5

Helped build the program's lesson library by submitting a written lesson each week

Inspired enduring understandings about community, cultural diversity, and self expression

Summer @ Tower, Marblehead, MA

Teacher | Summer 2015 – Summer. 2019

Designed and taught art dynamic and stimulating lessons for students ages ranging from 3-14 years old; lessons were differentiated to meet the needs of all age groups

Media included ceramics, mixed media, and 3d design classes

Showcased students work in a lively end-of-summer art festival

Education Inc., Allston, MA

Hospital Teacher | Aug. 2015 – Jan. 2016

Designed and taught curriculum for Math, English, Science, and History for students hospitalized and away from school for mental health rehabilitation; grade levels ranged from K-12

Lessons connected classwork to students' prior knowledge and passions

Museum of Fine Arts, Boston, MA

Teacher | Sept. 2014 – Aug. 2015

Designed and taught art lessons around museum exhibits; student ages ranged from 5-10 years old; course themes ranged from toymaking to the arts of Europe

Utilized storytelling, game play, artful thinking exercises, and visual thinking strategies in gallery spaces

Assisted with Saturday studio art classes for 7-8 year olds

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TEACHING PHILOSOPHY

A great art education keeps students engaged and provides an overall enriching experience. A fantastic art teacher creates relatable and exciting content for students. Lessons should be differentiated and tailored to fit each individual student so that they are appropriately challenged. A good art curriculum should expose students to a variety of artists and cultures and be multicultural. I work hard to ensure that I am educating the whole child. My art classes provide opportunities for children to exercise their own creative voice while also valuing the perspectives of those around them. These aspects of my teaching express to students that art is not only a means of communication but it also a means for connection.

It is my job as an art educator to address and validate my students' interests and needs through what I teach them. I choose to include inspiring artists hailing from diverse backgrounds, value building cross curricular connections, and aim to create relatable/ exciting content to which students can connect. I feel that this inspires students to think critically and creatively. My approach is very student centered. If lessons are designed with enduring understandings to which students feel intrigued by and connected to, then they will want to explore these concepts more in depth. For example, if I were to introduce a lesson that examines community, the discussion might start on the topics with which the student is familiar with, such as loved ones, school environment, and neighborhoods. Community makes up many different aspects of our lives, and it is composed of many different threads and textures. Students could be given the opportunity to extend their possible notions of the topic working with a weaving project. In connecting the big idea of community to the medium of weaving, students will explore the topic hands on.

Students can feel confident and unafraid to voice their ideas in my art classroom. Based on the subject of art, students can understand that there are multiple ways to answer a question. It is important for educators to encourage the exploration of many perspectives. Providing opportunities for collaboration and a democratic classroom climate can help emphasize to students that the world is not limited to binaries. For example, to get a second grader excited about an artwork, I might have them place themselves within the scene and encourage them to talk about it. In this type of class discussion and game-play, students are asked to form theories and concepts of their own while respectfully acknowledging others' opinions. There are no definitive answers in this activity. An art class environment, curriculum, and teacher's attitude should reflect not only on the multiplicity of the subject but on the intricacy of all things. When students appreciate that art is subjective, they can begin to unravel greater concepts such as tolerance and love.