

Structure: I will rewrite it as my idea develops.

I have extensively studied art for 15 years in Switzerland, England, and Italy. During my academic endeavors, I have made extensive attempts to express thematic ideas of hope in my work. Not only have I employed my expertise in painting to express my creative intentions, but I have also used photography, videos, performances, and installation art as a medium for my presentation. For the past six years, I have worked as a university instructor, guiding future painters to experiment with diverse methods of art and training them to apply these mediums in their work.

In particular, I have taught *Theory and Practice of Plastic Arts* for two years and conducted formative art training through several stages. I have guided my student painters, who are familiar working with plane canvases, to expand their artistic horizons to three-dimensional features. My class offers theoretical information and practical training that consists of three stages, starting from plane form molding to three-dimensional molding and finally to creating structures that stand in harmony with nature. As a result, my students have developed an unrestricted process of thinking in formative arts and have been able to use various media of expressions.

Usually, the courses that covered a wide range of artistic expressions and focused on cultivating technical skills were designed as basic courses; thus the course exhibited a lack of continuum in one's development. I began to notice a need to develop a curriculum offering systematic and standardized approaches to utilize diverse mediums of art. I would like to help my students understand their artistic range and allow them to freely express themselves. In order to pursue my goal, I plan on executing a comparative study between the curriculums of Korea and the U.S., and further apply my studies to advance art curriculums in Korea.

To assist students in their selection of an optimum medium to articulate artistic views, I believe integrated art studies including art criticism, art history, and aesthetics are essential. Discipline based art education (DBAE) enhances the comprehension for the field and provides positive influence to upgrading artistic expressions. In addition, I consider it necessary to integrate various fields of art application to offer a synthesized curriculum. Hence, I will exert my efforts to integrate art history, critique, aesthetics and production.

Furthermore, I plan on researching the extent of skills enhanced as students employ new mediums of expression in their work. Moreover, I would like to employ various evaluation methodologies to quantify my students' comprehension of the course. I also believe critiques offered through group discussions will lubricate communication and peer evaluations will help catalyze the development of critical thinking among students. This will offer new discoveries in behavioral art and offer innovative topics for further research. Overall, I wish to research the relationship between students' ability to apply mediums and the course that I offer.