

## Quintin Owens

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### Teaching Philosophy

I receive great satisfaction from making and teaching in my field and believe studio exploration and material literacy are meaningful ways of informing students' lives. My students are taught craftsmanship and are provided a historical and contemporary understanding of ceramic materials, techniques and ideas. They are stimulated with written and visual resources to inspire and encourage their natural inquisitiveness about their surroundings as they create a linkage between themselves, their material process, and their work.

I love that clay is a noun, not a verb. When a student signs up for painting, printmaking or drawing, they have, by definition, a good assumption of the activity involved. Clay is different. It is a thing you do something to. In my classes, I show students how to apply other studio processes onto clay, as well as how to craft forms, surfaces and color using a shared language of painting and sculpture. I illustrate to my students how making *is* thinking. Some of the most exciting work is when a student realizes they can apply the ideas and skills they feel engaged with to another medium, such as clay.

Clay has the power to breach both high cultural value and domestic functionality. It also has the power to span both analogue and digital means of design and production. I choose to reinforce the use of skills and tools in new and unexpected ways by asking my students to explore the possibilities of digital modeling and 3D printing through the hands-on material knowledge of mold making and slip casting. Doing so challenges them to think holistically and understand how processes can connect work to other communities.

Teaching and creating are both about noticing relationships. By looking, comparing and measuring, we critically investigate ourselves and our relationship to the world around us. I collaborate every day in the classroom with an emphasis on community. Students share their knowledge, their lives and experiences through the works they produce and I respond by sharing my insights and observations. Collaboration in the studio happens through doing, talking, and sharing. The results are powerful.

My desire as an educator is to make an impact and to promote an open and progressive dialogue. One of the most important insights attainable is to understand how a student and their work relate. I teach for the excitement of when a student puts their finger on the core of an inspiration and having the opportunity to be supportive in their quest to articulate.