



**Brooke E. Benham**

**Artist and Art Instructor**

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## **Biography**

Brooke Benham is a practicing artist with a passion for art education. She received a BA in Art Education and a BFA in Drawing and Design at Old Dominion University in the Spring of 2021. Brooke is a motivated and resourceful teaching professional trained in various artistic mediums.

Her teaching experience ranges from pre-K to highschool, via online, in-person, and hybrid models of learning. Planning, organizing, and directing activities are strengths of hers in which she has practiced through various opportunities of providing conceptual leadership and initiative. She has a talent for instilling artistic expression and appreciation through interest-based learning.

Her lesson plans engage content and skill building, while emphasizing big ideas and working with a conceptual framework.

## **Teaching Philosophy**

I am passionate about the arts and even more passionate about helping others find their calling as well. My students will be taught how to discover their individuality through their personal interests in art and design processes, principles, and history set forth by the NAEA and Virginia State Standards.

I will provide an interactive learning environment for my students with a progressive approach. They will practice visual thinking skills in assessing and analyzing various art forms with their peers. They will discover their interests through project-based learning by experimenting with different materials and concepts. The students will also learn about their personal interests by studying and making connections between art from history through contemporary times, and their current art processes. Through studying the various connections between artists, art historians, and art critics, they will be introduced to the community in which the arts have formed and the impact it has on society.

The passion I have for teaching about art lies within my personal experience of the arts in grade school. Focus on the arts never seemed to be fully represented to me. Consequently, I was deprived of early discoveries of the arts as an academic and professional subject. It is my mission to fully educate my students on current uses of art and how art can be used in their lives. The arts are essential in helping people express themselves and think critically. My students will learn about themselves by teaching them to express their thoughts, feelings, and reflections through the creation of art. My students will become more aware of their talents and preferences through the creation of different types of art. For example, if a student prefers a project that requires more precise measurements, the student is most likely going to prefer circumstances that provide them structure in life. Whereas a student who prefers more of a free-flowing project may prefer the opposite. I believe it is my duty to introduce my students to every art discipline so that each of them are given the opportunity to discover a hidden passion.

## Resume

# Brooke Benham

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### Summary

Motivated and resourceful teaching professional trained in various artistic mediums. Talent for instilling artistic expression and appreciation through differentiation and interest-based learning. Lesson plans engage content and skill building, while emphasizing big ideas and working with a conceptual framework.

### Education

Old Dominion University, Norfolk, VA. | May 2021

#### **BA in Art Education**

**BFA in Studio Arts** with a concentration in Drawing and Design

GPA 3.74 | Dean's List: Sept. 2017- May 2021

### Experience

#### **Substitute Teacher**

Chesapeake Public Schools, Chesapeake, VA | May 2021-present

Virginia Beach Public Schools, Virginia Beach, VA | May 2021-present

#### **Art Education Internship**

Visual and Performing Arts Academy at Salem Highschool, Virginia Beach, VA | Mar.–Apr. 2021

Thalia Elementary School, Virginia Beach, VA | Jan.– Mar. 2021

#### **Pre-service Art Instructor**

The Hermitage Museum & Gardens, Norfolk, VA | Nov. 2020 | Planned, marketed, and conducted a series of art classes at the local museum.

#### **Childcare Supervisor**

Great Bridge United Methodist Church, Chesapeake, VA | Oct. 2014 – Aug. 2019 | Lead childcare worker in the nursery

#### **Lead Teaching Assistant**

Old Dominion University Children's Learning and Research Center, Norfolk, VA | May-Dec. 2018

#### **Art Teacher**

Christ and St. Luke's Episcopal Church, Norfolk, VA | Jun. 2018 | Instructed the art projects during a week-long art camp that engaged students in environmental awareness through music and art.

### Achievements

#### Awards/Honors

#### **Barbara M. Gorlinsky Memorial Fine Arts Scholarship**

ODU Art Department - May 2020

#### **Dean's Selection Exhibition**

Baron and Ellin Gordon Art Galleries – Apr. 2020

#### **Certificate of Excellence in Undergraduate Research**

Old Dominion University – Feb. 2020

#### Leadership

Student Chapter of National Art Education Association at ODU, Norfolk, VA

**President** | 2021

**Secretary** | 2020

#### Publications

#### **"Expanding Formalist Criticism Through the Work of Jules Olitski"**

Presentation at the Chrysler Collegiate Symposium Norfolk, VA. | April 2021

#### **"Criticism Through Interpretation: Jules Olitski"**

Presentation at the ODU Undergraduate Research Symposium, Norfolk, VA. | Feb. 2020

#### **"Reign" the ODU mermaid sculpture**

Designed for the Brock Commons at ODU, Norfolk, VA. | 2020

## **Sample Unit Plans:**

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### **Secondary: Highschool**

#### **“Series Planning” Unit, Grade 11 Junior Portfolio Class:**



This unit is designed to further develop the students’ knowledge and skill set of professional and academic necessities to pursue achievement in the discipline of visual arts. Students will establish a professional online presence through building a website and will begin an in-depth sustainable series of work that will involve the crucial creative skills of concept building, planning, and implementation.

[View Unit Plan](#)

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### **Secondary: Middle School**

#### **“Abstraction” Unit, Grade 8:**



This unit introduces students to the relevance of abstract ideas. Students will learn the pioneers of abstraction from art history and current artists practicing the concept as well. Students will create their own abstract pieces using the technique of process-based artmaking.

[View Unit Plan](#)

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### **Community Engagement**

#### **“From Earth to Art” Unit, Grades 6-8:**



Developed for the Visual Arts School at Hermitage Museum and Gardens, Norfolk, VA. This unit was taught at a local museum and practiced sustainable artmaking. Students were taught creative ways to incorporate found objects from nature into their art projects. Paper making, fiber arts, and ceramics were taught in this lesson.

[View Unit Plan](#)

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## Elementary

### "Mental Perspective" Unit, Grades 3-5:



This unit will include the introduction of the artist Leonid Afremov and the reading of the book “Seed Magic” by Jane Buchanan. It will integrate science through the discussion of the effects rain has on plants and will integrate reading comprehension through distinguishing points of view. The unit will also include teacher samples of the watercolor paint activity and a slide presentation.

[View Unit Plan](#)

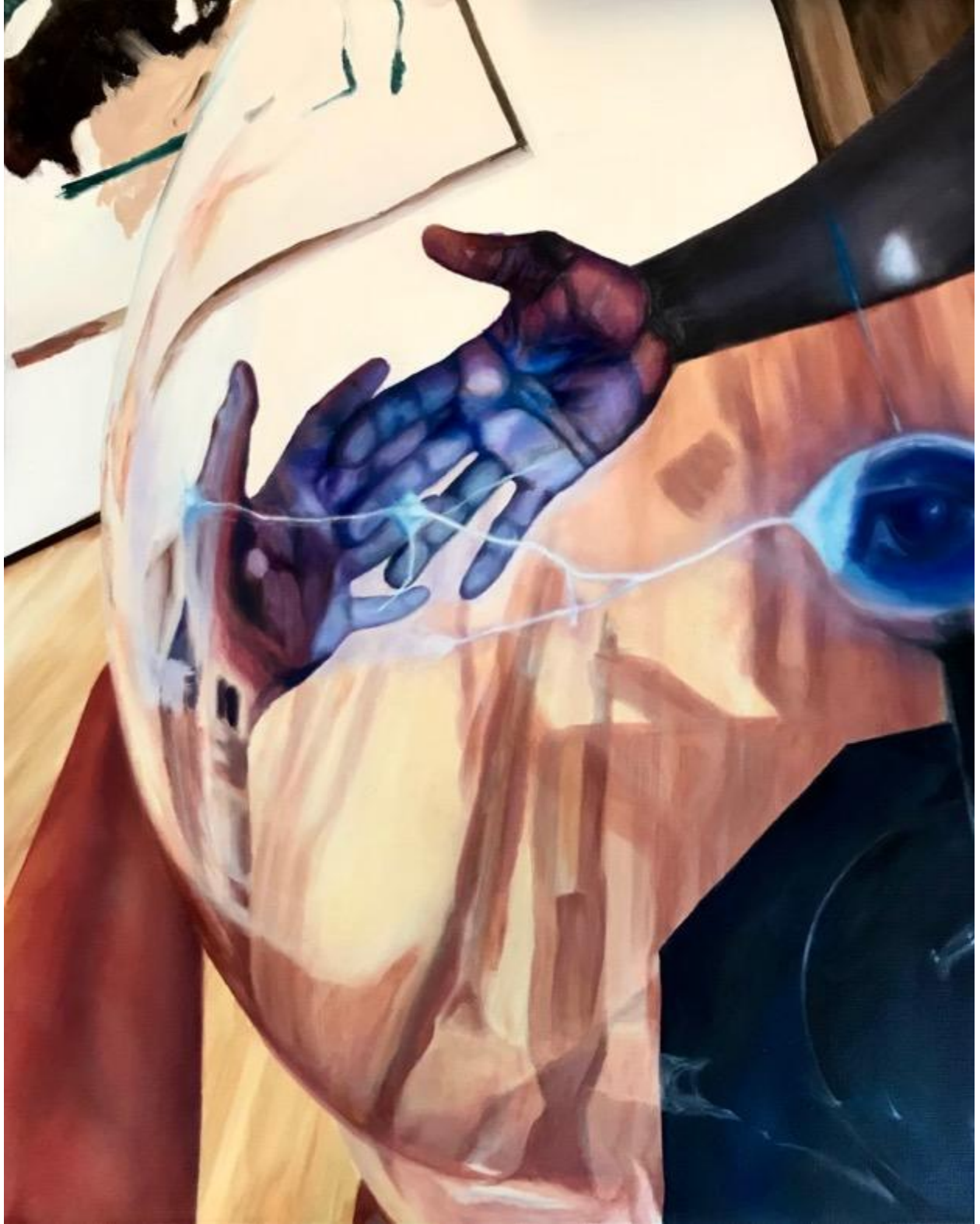


## Examples of Artwork

### Painting:



*Granddad's Pier*, 2019, Oil paint on canvas, 16" x 20"



*Electric*, 2020, Oil on canvas, 30"x 24"





Untitled, 2020, Oil paint on canvas, 16" x 20"

**Drawing:**



*Leaf Still-life*, 2018, Graphite on Rives BFK paper, 22" x 30"





Commission, 2019, Charcoal, 10" x 12"



*What is That?*, 2019, Colored pencil on Bristol board, 22" x 30"

**Ceramics:**



Tile, 2019, ceramics, acrylic, 18.5" x 10"









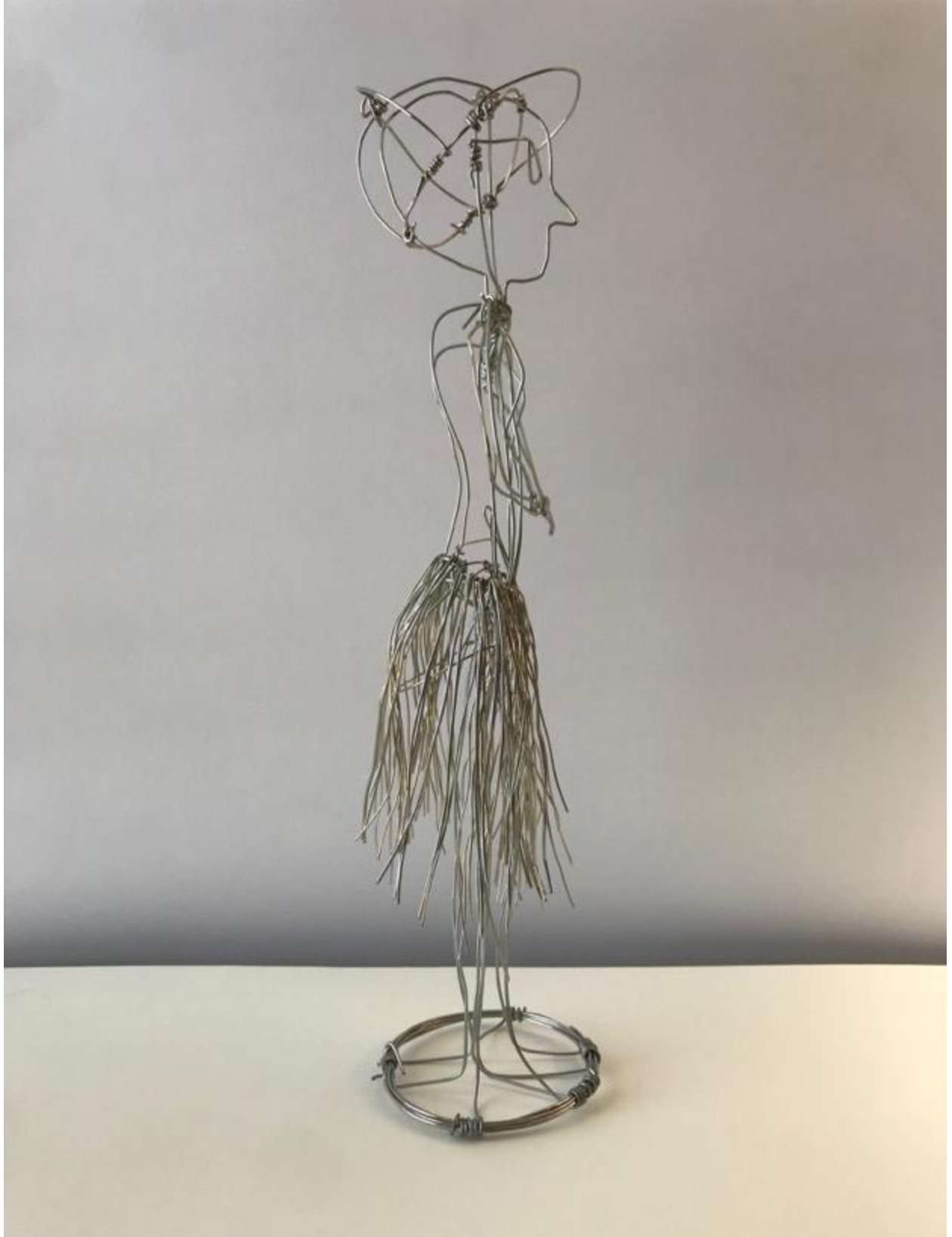
*Pineapple Pinch Pot*, 2016, ceramics, glaze, 2.75" h x 3.5" w



*Rainbow coil pot, 2016, ceramics, acrylic, 6" h x 6" w*

**Sculpture:**





*Hula Bobblehead*, wire, 2017, wire, 14" h x 5.75" w







Untitled, 2017, cardboard, metal slinky, wood blocks, acrylic, hot glue, 16" x 11.5"







Untitled, 2017, book pages, cardboard, acrylic, 13" h x 16" w

**Crafts:**



Untitled, 2020, weaving, wood, 36" x 18"





*Felt Painting*, 2020, felt, felt sheet, FrameX Photo Frame Editor, 9" x 12"



Untitled, 2020, papermaking, dye, leaves, flowers, 7.5" x 11"

**Printmaking:**



*Self-destruction*, 2019, lithography, 11" x 9"



*Mac* (series 40/40), 2019, screen-print, each 7" x 5"







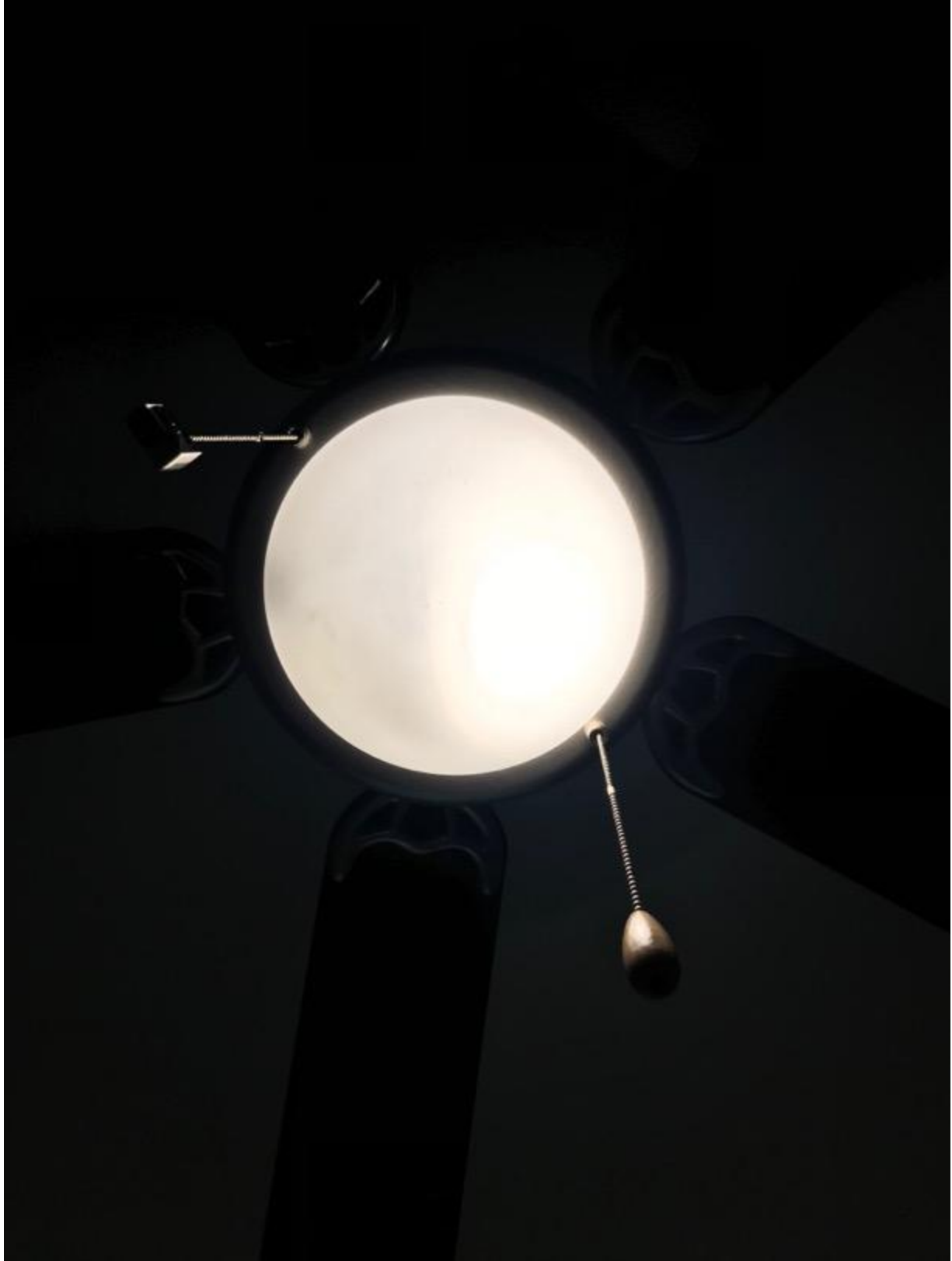


Untitled, 2020, woodblock print, clear vinyl, tape, tea stain, 10" x 13"

**Photography:**



*Walmart*, 2018, photography, 10.5" x 7.88", 300 pixels/inch



*Light*, 2018, photography, 42" x 56", 72 pixels/inch



*Light 2*, 2018, photography, 42" x 56", 72 pixels/inch

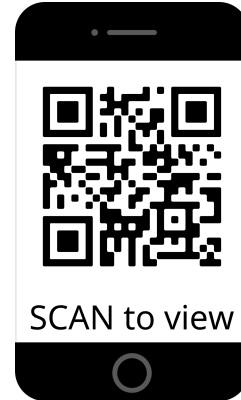


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### Example of Skill Share Video

The video demonstrates an Andy Warhol inspired cat art project for 4th-5th grade students. It provides step by step visual instructions on how to create a personalized Pop art cat portrait.

[View Video](#)



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### Example of Online Lesson

This lesson was designed to be taught fully online to an IB Junior Arts class. The lesson introduces the students to Pop art and gives instruction on how to create their own digital portrait inspired by the movement.

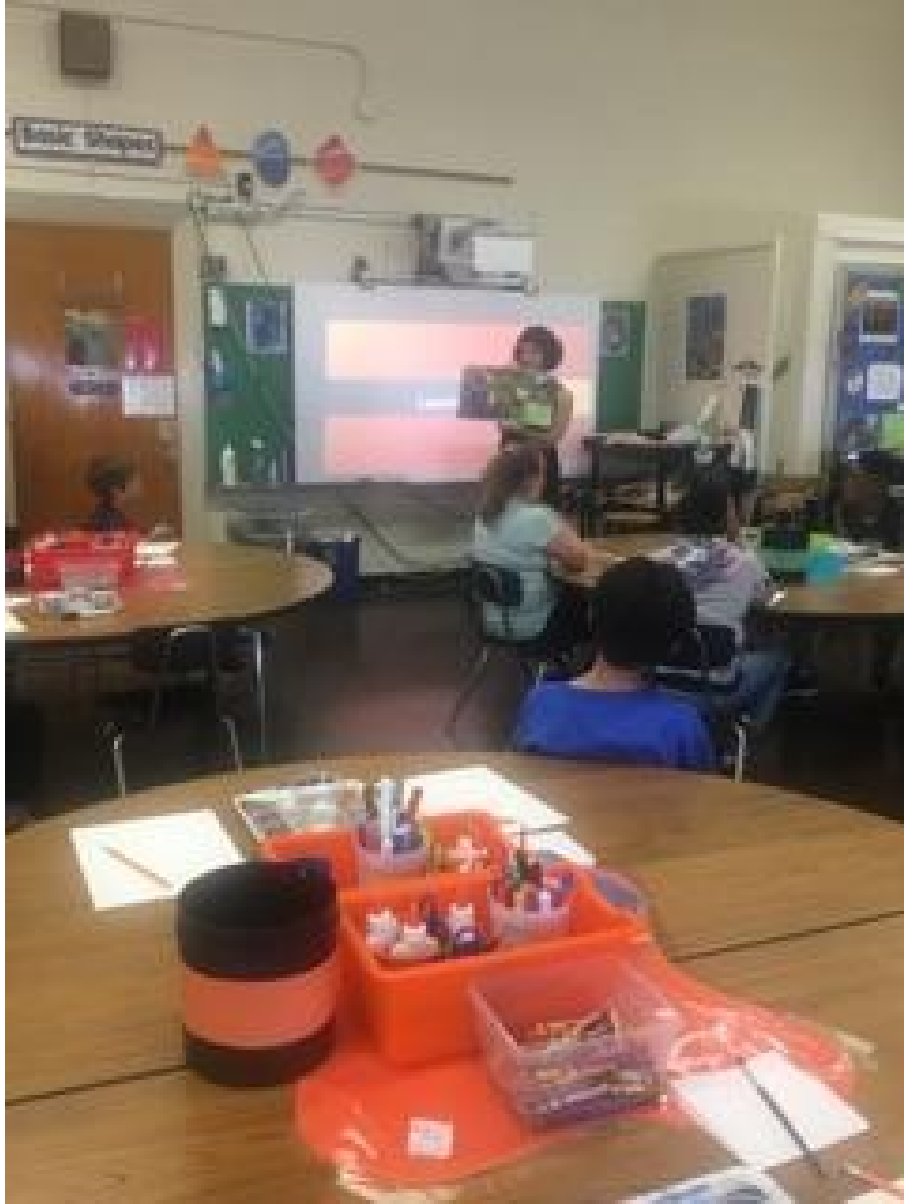
[View Lesson](#)



## Photographs of Teacher Working



Encouraging student's progress on drawing a person



Reading "Seed Magic" by Jane Buchanan for "Mental Perspective" lesson 1: Grade 3-5



Demonstrating how to make paper for “From Earth to Art” Unit, Grades 6-8





Guiding student in adding pulp to the mixture for the papermaking lesson from “From Earth to Art” Unit, Grades 6-8

## Examples of Student Artwork from Lessons



Student work from “Abstract Drawing pt. 2 and Book Art” lesson: Sophomore Drawing 2 class.





Student work from “Abstract Principle Designs” mini project lesson: Sophomore Drawing 2 class.





Student work from "Abstract Design Compositions pt. 1" lesson: Sophomore Drawing 2 class.





Student work from "Abstract Design Compositions pt. 1" lesson: Sophomore Drawing 2 class.





Student work from "Abstract Design Compositions pt. 1" lesson: Sophomore Drawing 2 class.



Student work from lesson 3 of “From Earth to Art” unit, Grades 6-8.



Student work from “Mental Perspective” lesson 1: Grade 3-5





Student work from “Mental Perspective” lesson 1: Grade 3-5

# Creative Problem Solving

**Creative thinking** is about generating new, novel, or useful ideas.

**Critical thinking** is the ability to clearly and logically consider information that is presented to us. **Creative Problem Solving (CPS)** implements both.



When completing the CPS process below, consider the questions:

How do you relate to the concept of 'Roots'? *By everything being connected*

Where does your initial interest lie within the varying interpretations of the concept?

Review the various definitions of the word [Here](#).

## **Creative Problem Solving (CPS) Guideline:**

### 1) Generating, not Judging:

When generating options and trying to stretch yourself in order to produce new and unique possibilities, evaluation can hold you back. To prevent this, allow your ideas to flow freely without any criticism or praise.

*Branch, tree, twigs, hair roots, connection, nature, earth, growth, death, life, starting point, end point, wood, bark, pattern, life cycle, continuation, people, humans, humanity, mortality, fear, unaware, uncertainty, known, unknown, peace, chaos, destruction, rebirth, danger, safety, balance, coexistence.*

*ECOSYSTEM*

### 2) Focusing Options:

Organize and compress the ideas in meaningful ways. Use a deliberate approach to strengthen your options by considering the advantages, limitations (and ways to overcome them), and unique features of possibilities.

*I compressed all my words down to one main theme which is harmony. I believe this word fits the word root because everything in life really is interconnected and in harmony with each other. We all begin as the same and all life has a beginning and an end. We all live in harmony with each other whether we know it or not.*

***Information provided by Ms. Benham:***



An ecosystem has reached a healthy, biodiverse balance when it contains many species; no single species can dominate over the rest and monopolize access to resources like food, water, and shelter. In such an ecosystem, competition for resources is in a sort of equilibrium, and all species can exist in relative harmony with one another because every species has access to enough resources it needs to support a stable population of individuals.

### Developing:

Examine the most promising possibilities carefully, forming or shaping them into potential solutions: Analyze, evaluate, prioritize, and refine the concept.

*Harmony is a noun that describes an agreement, such as in feeling, sound, look, feel, or smell. It's necessary for roommates to be able to live in harmony in a small space, or they're in for a wake-up call. In music, harmony is a pleasing combination and progression of chords. If it makes you wince, it's lacking harmony. Synonyms for harmony include accord, concord, cooperation, like-mindedness, and unanimity. Antonyms, on the other hand, range from clash and disagreement to discord.*

### Vocab.com

*Ecological harmony is a kind of multi interface greater harmony. Ecological harmony is about human, social and natural harmony. Ecological harmonious society emphasizes the zoology attributes and implication of harmonious society, which is built on the basis of ecological and harmonious society.*

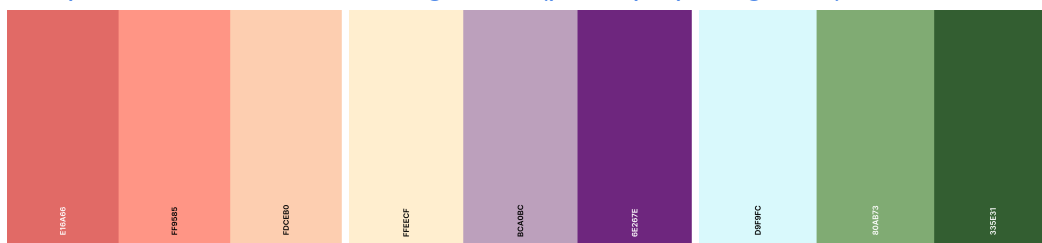
### researchgate.com

### 3) Action:

Consider various possibilities for implementation. How will your concept present itself through your work?

*My concept will be perceived by my usage of lines and colors. I am thinking of doing a light pastel color palette to showcase the main feeling I get from the word harmony. I will create my lines to flow in bittersweet waves that align with one another and form the abstracted figure I'm going for.*

*Example of the color scheme I might use: (pinks, purples, greens)*



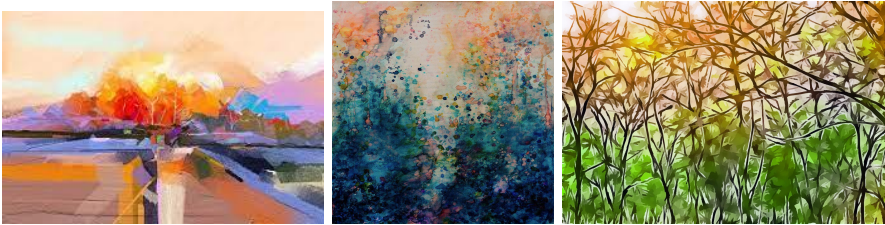
*I can also try connecting my art with the religion Taoism because the basic idea of the Taoists is to enable people to realize that, since human life is really only a small part of a larger process of nature, the human life which makes sense are those which are in harmony with nature.*

*Examples of Taoism art <concept harmony with nature>:*



*(I love this art style soooo much its soooo pretty and very attractive eeeeeee 🍷😭👏)*

I also researched some abstracted nature art pieces, by just looking at the image gallery on google. Most of the artwork's subjects are way too recognizable, but there are a few that do like and think represent my idea with more accuracy. (I'll add some down here)



Example of one that has the subject a little too recognizable, which is a good art style but not where I want my project to end up as:



Student work from "Creative Problem Solving" assignment. Lesson: "Abstract Design Compositions pt. 1" Sophomore Drawing 2 class.

## Examples of Displays

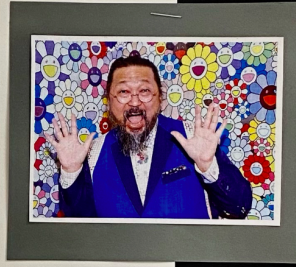


Artwork from the “Happy Pandas” 2nd grade lesson displayed at Thalia Elementary School.



INSPIRATION:

- ~ Contemporary artist  
Takashi Murakami
- Asian native artist born in Tokyo, Japan.
- uses aesthetics of Japanese traditional art in context of popular culture.
- entrepreneur



ACCESS THE LESSON  
TO LEARN MORE!



SCAN ME

Lesson information from the "Happy Pandas" 2nd grade lesson displayed at Thalia Elementary School.





Artwork from the “Native Landscapes” 5th grade lesson displayed at Thalia Elementary School.



Display of Teacher Samples for "Grab your Passport" unit, grades K-5.





Installation of the Visual and Performing Arts Academy's Student Juried Art Show at the Virginia Museum of Contemporary Art.



## Community Involvement

### Music and Arts Camp at Christ & St. Luke's Episcopal Church, Norfolk, VA:

This weeklong summer camp engaged students in environmental awareness through music and art. Art Instructors Brooke Benham and Stephanie Bailey taught 4 different art projects throughout the week and displayed the students' work for a reception at the end of the week. The students' recycled CD artwork was used to create a collaborative piece to be displayed at the location.



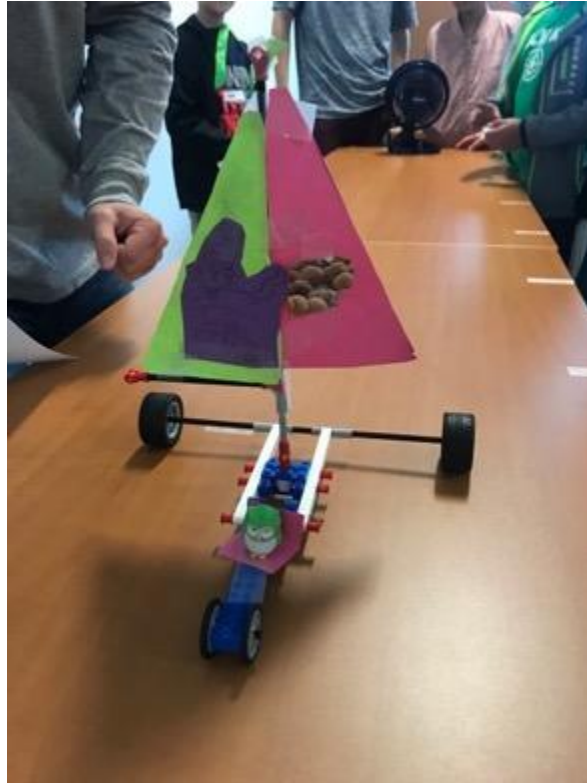
Collaborative Recycled CD Project, Recycled Fish Project, Recycled Planter Project, Recycled Floral Project



“Sailing Through Engineering” STEAM Lesson: Collaborative Arts in Engineering:

Art Education Majors collaborated with Engineering Majors at Old Dominion University to create and teach a 4th grade lesson at a local Elementary school. The students will learn about different disciplines in Engineering and use a creative design process combined with math and science to develop something new.

[View Lesson](#)



Example of student work from “Sailing Through Engineering” lesson

## Impact Project

Impact on Student Learning

Brooke Benham

TLED 485

Dr. Pilato

[View Here](#)