

Dana Scott

*Application Materials for the Position of
Assistant Professor of Art in 3-Dimensional
Design and Sculpture*

danuska.scott@gmail.com

Curriculum Vitae

EDUCATION

- MFA** Tyler School of Art of Temple University
BFA Rhode Island School of Design

AWARDS

- 2008** Women in the Arts Award; *Juror Chuck Schmidt*
1997-98 U.S. Fulbright Fellow, *Czech Republic*
1996-97 University Fellow, *Temple University*

Teaching Experience

- 2008-pres.** Philadelphia University
• Design Foundations
- 2007-09** Delaware Valley College
• Studio Art
• Introduction to the Arts, Fine Art
- 2006** University of the Arts
Artsmart Program: Collage
• Saturday School: Advanced Drawing
- 1999** Bergen County Community College
• Materials and Methods
• 20th Century Art
• Art Appreciation
- 1997-98** Academy of Arts, Architecture, and Design,
Prague, Czech Republic
• Research, Lecturer, and Guest Critic during
Fulbright tenure

Select Exhibitions & Installations

- 2012** **Beginnings** Collaborative Installation
Einstein Medical Center Montgomery, East Norriton, PA
- 2011** **Victory for Tyler** Juror: Robert Storr
The Icebox Space at the Crane Arts Center, Philadelphia, PA
- 2011** **Landscape Love**
Philadelphia Welcome Center, Philadelphia, PA
- 2010** **(W)holons**
Abington Art Center, Abington, PA
- 2010** **(W)holons**
The Walker Fine Arts Center at Patrick Henry College, VA
- 2008** **Tyler School of Art, 20 Years Fast Forward**
Cheltenham Center for the Arts, Cheltenham, PA
- 2006** **Understory**
Louis L. Redding City/County Building, Wilmington, DE
- 1998** **Klauzury 98**
Ledebour Palace Gardens, Prague, Czech Republic

Select Publications

- 2011** *Victory for Tyler 2011* Exhibition Catalogue
- 2006** *Art on the Town* Wilmington DE
- 1997-99** *Tyler School of Art Catalogue*
- 1997** *Art Matters* Philadelphia, PA; Cover
- 1997** *Tyler School of Art Recruitment Presentation*
- 1993** *RISD Works* Providence, RI; Cover

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PORTFOLIO

Select Work



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RAIN



Installation, Tyler School of Art, 1996

Dripping water created overlapping projections of concentric circles throughout the space. Each bowl 24" in diameter

Materials include: glass, water, wire cable, filter paper

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MAGNETIC REVERSAL



**Temple Gallery, Old City,
Philadelphia, 1997**

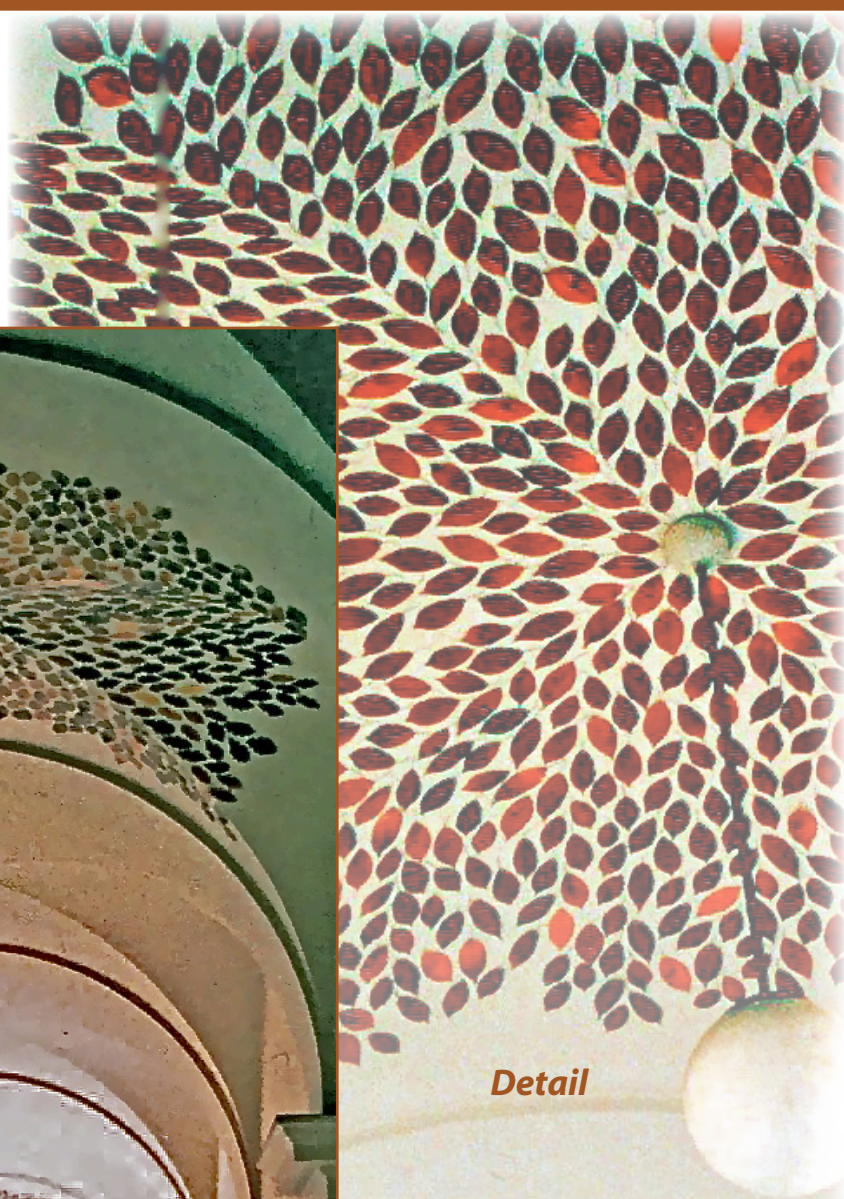
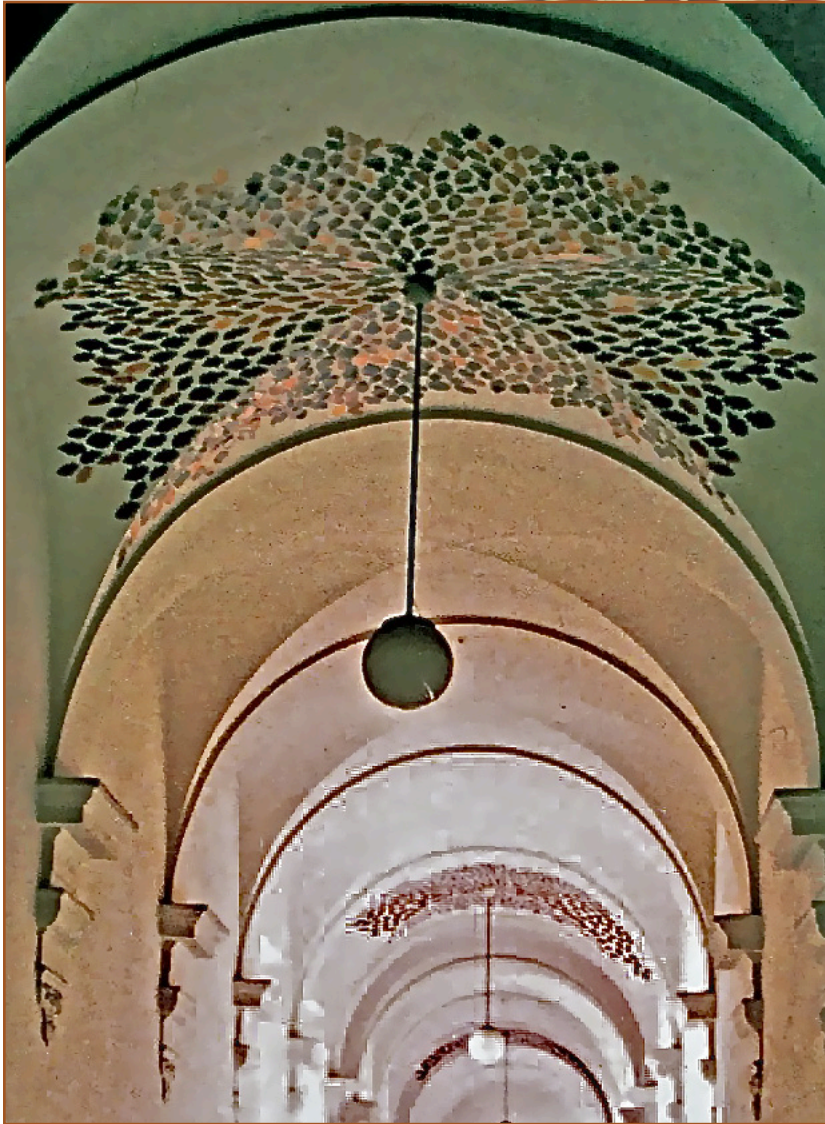
Each bowl 30" in diameter

Materials include: glass, water,
steel, wood, motorized
mechanism

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CANOPY



Detail

Academy of Arts, Architecture
and Design, Prague, Czech
Republic, 1998

Site Specific Installation

Materials include: photographic
reproductions of leaves, adhered
to a plaster ceiling

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Detail

SUNDIAL



Ledebour Palace Gardens, Prague, Czech Republic, 1998

Site Specific Installation

Materials include: glass, steel

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TERRACED GARDEN



Overview

**Ledebour Palace Gardens,
Prague, Czech Republic, 1998**

Site Specific Installation

Materials include: grass sod over
water retaining fiber mesh

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Overview

UNDER STORY

Louis L. Redding City/County
Building, Wilmington, DE; 2006

Site Specific Installation

Materials include: photographic
reproductions of leaves adhered
to a ceiling

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FIBONACCI TREE



Detail

Installation, Cheltenham Center for the Arts, Cheltenham, PA; 2008

Women in the Arts Award • Juror: Chuck Schmidt

Materials include: glass, photographic transparencies, steel

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WHEAT FIELD



Einstein Medical Center Montgomery, East Norriton, PA; 2012

Beginnings: Collaborative Installation

Materials include: photo-collage on canvas; 20" x 20"

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Detail

UNTITLED



Private Collection, 2010

Each panel: 4" x 4"

Materials include: engraved glass on wood

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FRAGILE EDGE



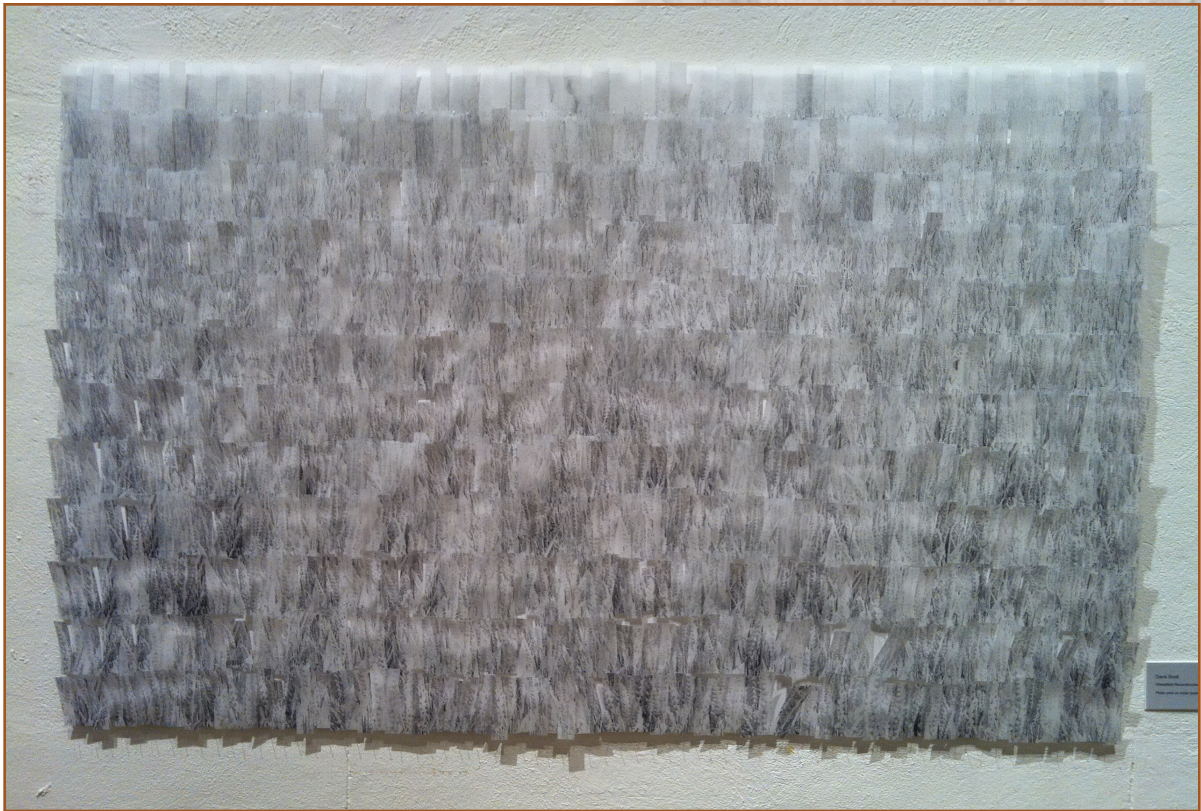
SHOW TITLE? ; 2011

Materials include: mixed media on board; 8" x 8"

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WHEATFIELD, RECONSTRUCTED



Detail

The Icebox Space at the Crane Arts Center, Philadelphia, PA; 2011

Victory for Tyler • Juror: Robert Storr

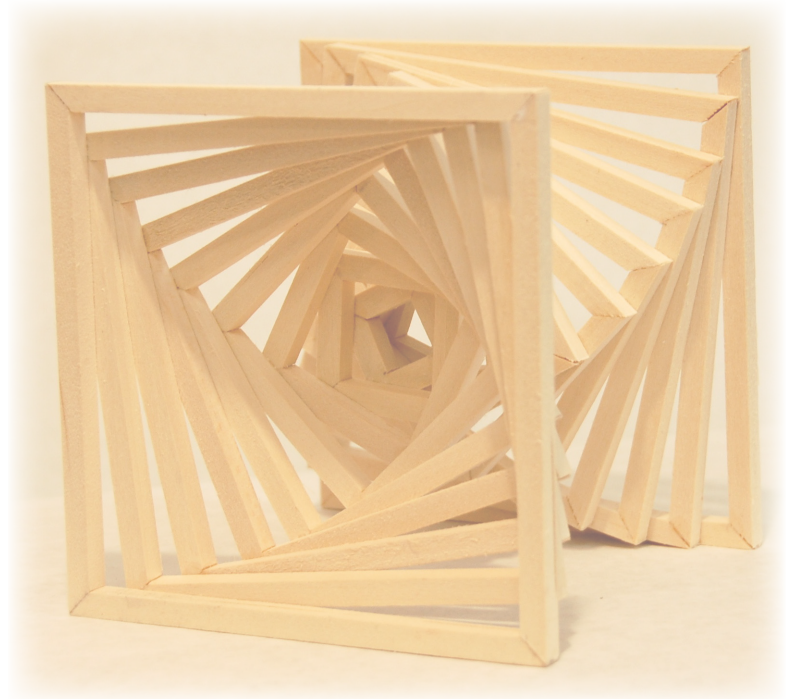
Materials include: photo print on mylar, straight pins,
linen wrapped handmade base; 48" x 36"

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TEACHING

*Philosophy, Methodolgy
& Student Work*



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Teaching Philosophy

- Foster student's creativity and interest in discovery
- Teach to the student as an individual
- Encourage work that goes beyond the student's comfort zone
- Promote analysis, reflection, and problem identification throughout the creative process
- Create an environment where students have the opportunity to be better than they ever thought they could be

STATEMENT

My approach to teaching studio art is grounded in fostering students' creativity and interest in discovery. The creation of art is personal and individual. As an instructor, I guide students by giving them the tools to facilitate learning. Students are given the opportunity to look into their surrounding environment, embrace their inspirations, and translate them into compelling work.

One of the most critical aspects of teaching is developing and maintaining an interest in the student as an individual. Students come from a variety of backgrounds and learning styles. It is important to understand these differences and offer a variety of resources that motivate the students to explore their unique potential. Our job as teachers is to create an environment where students have the opportunity to be better than they ever thought they could be. We do this by presenting challenging assignments that require them to stretch and grow. Encouragement is balanced with criticism to help students achieve their goals. Students are taught to

STATEMENT (CONT.)

articulate what they see in a work of art and shown how their own work is perceived by others.

As students begin their art curriculum, I provide them with the basic tools to understand visual language, and create a platform where they develop critical thinking and problem solving skills. Through experimentation and formal exercises, I challenge students to investigate their strengths and improve upon their weaknesses. Every solution presents an opportunity to learn. Because the learning process is both intuitive and experiential, my goal is to help students master techniques while exploring ideas. Understanding the formal elements of visual language is the base on which to expand conceptual ideas.

Students are introduced to projects which focus on detail, and enable them to expand their understanding of materials and techniques. Offering projects that allow several solutions to one problem, encourages students to consider the representational as well as the abstract. This can be done through both common and unconventional mediums. When introducing 3-dimensional design, I ask students to look at the form of an object, as well as the space that surrounds it. They gain an understanding of the relationship of a form to its surroundings; how it relates to it's environment, or creates an environment on it's own. Basic materials and techniques are introduced; plaster, wood, paper and board, found and appropriated materials, modeling with clay, the use of armatures, and mold making. I encouraged students to be innovative, yet intentional with the materials that they are using.

STATEMENT (CONT.)

As students grow and develop, they learn new techniques, and master familiar ones. The balance between craft and concept shifts slightly towards developing a proficiency with materials, while still continuing to explore new ideas. After gaining competencies with materials, students can begin to re-focus on conceptual thinking. In continuing to research multiple solution options to their projects, students are able to analyze their findings, identify weaknesses, and strengthen their concepts. The fortification of craft and conceptual thinking leaves students free to then focus on personal growth as an artist and how they are represented through their work.

I encourage all students to continue to push their boundaries, work beyond their level of comfort, explore, innovate and experiment. I teach them to engage in analysis, reflection, and problem identification, allowing them to focus on their strengths and to develop and grow as artists.

Teaching Methodologies

- **Create a platform where students develop critical thinking and problem solving skills**
- **Offer the tools to understand visual language**
- **Encourage investigation and exploration**
- **Introduce a range of media and demonstrate a variety of techniques**
- **Instill a balance between craft and concept**