**Additions to Artist’s Statement for UDK**

Teaching is an endeavor that requires great care and attention to details, a persistent educational outlook, observation, acceptance of the other, and tolerance. Teaching is a complex, yet satisfying, profession. For me, education is a worldview based on values and observation—principles I am interested in teaching. As one engaged in teaching, I strive to influence the environment in which I live.

In art education there is a dialogue between the thought, the idea, the emotion, and the visual outcome. Any topic can be taught and developed into a body of work through the mediation of art. In my view, the immediacy of the visual act is art’s “magic,” the point of departure for analyzing thoughts, moods, and inspiration.

In the study program, I am interested in working with small dialogue groups and creating social-artistic projects in the public space; it is important to me to continue to influence and be influenced by issues I am passionate about, such as: the contemporary discourse on art, conflict-related political content, immigration, education, community service, and climate change and the factors affecting it. I believe that in the framework of the dialogue groups, I will be exposed to new viewpoints which, in turn, will contribute to my own.

**The “What bothers me in life?” Project**

The “What bothers me in life?” project is a “pioneering evaluation” project—an internal evaluation program of Israel’s Ministry of Education that is an alternative to the traditional external matriculation exams. Eleventh graders from the Lady Davis High School in Tel Aviv participated in the year-long project, which dealt with the topic of social protest through protest artists.

In the classroom, we studied the following works: Itay Zalait’s *Golden Benjamin Netanyahu* (2016), Christo and Jeanne-Claude’s *Surrounded Islands* (1980-83), Yoko Ono’s *Cut Piece* (1964), Keith Haring’s *Crack is Wack* (1986), Banksy’s *The siren of the lambs* (2014), and Francis Alys’s *Green Line* (2004).

In the framework of the project, I oversaw the students’ work processes and assignments on a constant basis using the Google Classroom platform. Concurrently, in the classroom, I used digital presentations (PowerPoint) to teach basic terms in the language of art. The students were then required—by means of internet searches and independent learning in the classroom—to analyze works which had not been studied in class, and to express their opinion on a social issue that has a negative effect on their daily lives. Once the students submitted their chosen topics, I divided them into small groups according to the assignment’s outcomes. I then instructed group members to work together, with each one performing a designated task, to create a presentation (peer learning). While one group presented, the other pupils filled in a feedback form to evaluate the group’s work.

In addition to the theoretical aspects, the groups created works dealing with social protest in the space of the art workshop. The topics with which the students were most concerned included feminism, the struggle against racism, and capitalism. Through this project, the pupils acquired, amongst other things, the following skills: critical expression, group collaboration, sketch preparation and production (list of materials, order of actions), writing a statement paper for the final product, and submitting a reflection on the process. The final products, which are the result of research, group effort, and artistic creation, will be exhibited at a special event for parents and students this coming March.