



“To me, the sole hope of
human salvation lies in teaching.”

— George Bernard Shaw

Teaching Statement of Julie Danao-Salkin

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Art saves us. It always has. It speaks when words fail, heals when the world feels impossible, and reminds us that we are not alone. As artists, we carry that responsibility to reflect, transform, and make sense of chaos. As a teacher, my role is to help students step into that power, to give them the tools to express what they cannot yet name and to hold space for their discoveries.

My classroom is not about pleasing authority or conforming to a singular idea of what art should be. It is a place of questioning, failing forward, and unearthing something raw and true. Whether through voice, movement, or the written word, I encourage students to explore their artistry with fearless curiosity. They will learn techniques, but more importantly, they will know themselves. I guide them to develop their own signature and artistic fingerprint so they can move through the world with authenticity and conviction.

Theatrical Singing and Acting: With over twenty years on the professional stage and more than a decade in the classroom, I have seen how fear holds artists back, fear of being caught, of not being enough, of getting it wrong. My teaching is built to dismantle that fear. By integrating acting and singing techniques, I help students craft performances rooted in truth, where every note and every breath carries meaning. I prioritize vocal health so they can sustain their craft for the long haul while also teaching dramaturgical analysis and active character choices. I want them to sing and act not just with skill but with soul—because the world doesn’t need more technically perfect voices; it needs storytellers who make us feel something real.

Creative Writing: Writing is survival. It is how we process and make sense of what aches. And in my classroom, it is sacred work. I create a space where students can be vulnerable, where they can write the unspeakable and shape it into something that breathes. We begin with prompts and exercises that stretch our instincts, then refine through crafting the plot, character, setting, subtext, and revision. But beyond the mechanics, I teach the necessity of balance, of self-care, of learning when to step away and when to push through. Writing is a lifelong relationship, and I want my students to approach it with both passion and resilience. My greatest hope is that they leave my class not just better writers but braver humans.

Working with Colleagues: Teaching is not a solo act. It is a conversation, a collaboration. I know that every educator brings something different to the table, and I approach my colleagues with respect and a willingness to learn. In my first year at any institution, I listen. I observe. I adapt. My goal is not to disrupt but to contribute—to bring my perspective while remaining open to others. Art thrives in diversity, and I believe education does too. If we hold space for different voices, we enrich the experience for everyone.

At the heart of all of this is a simple belief: art saves the human spirit. It has saved me and my students, and I will spend my life ensuring it continues to do so.