



BARNES

THE BARNES FOUNDATION

**Creative Learning: Pre-K to 12
Education Programs
Annual Report 2019–20**



Contents

2	About the Barnes	28	Community Program: Puentes a las Artes / Bridges to the Arts (Ages 3–5)
5	Pre-K to 12 Education Programs in the Philadelphia Region	30	Additional Programming and Resources
10	Special Exhibition Programming for School Visits	31	STEAM Initiatives
14	Look! Reflect! Connect! (Pre-K)	32	Teacher Training
18	Pictures and Words (Grade 3)	34	2019–20 Creative Learning: Pre-K to 12 Education Program Donors
21	Art of Looking (Grade 5)	35	Participating Schools
24	Artist Voices (Grade 7)		
27	Single-Visit Opportunities		

Opposite: Colleen Wilson, Senior Program Specialist, Arts Integration, listens to students describe the math used in making a diorama of a painting in the Art of Math Challenge. Photo by Jenny Ham

Cover (front and back): Photos by Michael Perez

About the Barnes

Dr. Albert C. Barnes (1872–1951) chartered the Barnes Foundation in 1922 to teach people from all walks of life how to look at art. He purchased a 12-acre arboretum in Merion, PA, for his educational institution—founded with the mission “to promote the advancement of education and the appreciation of the fine arts and horticulture”—where he offered free art appreciation classes. His unique approach to teaching, now known as the Barnes Method, emphasized close looking, critical thinking, and prolonged engagement with original works of art.

Dr. Barnes began collecting art in 1912, acquiring what are now some of the world’s most important impressionist, post-impressionist, and modern paintings, including works by Renoir, Cézanne, Matisse, and Picasso. Dr. Barnes’s collecting interests later expanded beyond European modernism—he purchased African masks and sculptures; American art; Asian art; Native American ceramics and textiles; old master paintings; ancient Egyptian, Greek, and Roman art; and decorative and industrial arts. He hung these items with his modern paintings in unconventional groupings called “ensembles” that mixed cultures, time periods, and media. These carefully crafted ensembles were a teaching tool, essential to Dr. Barnes’s educational program.

As his collection grew, Dr. Barnes became increasingly interested in education and social justice. At his factory in West Philadelphia, which produced the antiseptic Argyrol, he structured the workday to include two-hour arts enrichment seminars for his factory workers to discuss painting and philosophy. Many were women or African Americans to whom,

in defiance of the era’s prejudices, Dr. Barnes had extended employment. Using teaching approaches he developed with philosopher John Dewey that stressed the importance of education in a truly democratic society, Dr. Barnes expanded his factory experiment into a full-scale teaching institution where any person, regardless of background or education, could learn to appreciate art through the direct study of his collection. He wrote, “All we hope to do at the Foundation is to help people learn to see not only pictures but every other object and situation in life.”

Now best known as a visionary collector and pioneering educator, Dr. Barnes was also a fierce advocate for the civil rights of African Americans, women, and the economically marginalized. Committed to racial equality and social justice, he established a scholarship program to support young Black artists, writers, and musicians who wanted to further their education. Dr. Barnes was deeply interested in African American culture and became actively involved in the Harlem Renaissance, collaborating with philosopher Alain Locke and scholar and activist Charles S. Johnson to promote awareness of the artistic value of African art.

Since the Barnes Foundation’s move to Philadelphia in 2012, over two million people from all 50 states and 130 countries on six continents have visited the art collection, participated in educational and public programs, and attended special exhibitions. Innovative community and family programs are offered on-site and in neighborhoods throughout the city, sharing the power of art with an increasingly diverse audience and honoring Dr. Barnes’s commitment to inclusion and access.

In keeping with the Foundation’s educational mission, the Barnes has served close to 82,000 schoolchildren in the Philadelphia region since 2012, many from underserved communities. This educational programming is provided to pre-K–12 students, promoting visual literacy and encouraging them to make personal connections to art.

This year’s programming was affected by the COVID-19 pandemic. Though the Barnes closed its doors from mid-March to late July to safeguard the public from coronavirus, the institution remained dedicated to enriching the lives of audiences near and far. The Barnes staff quickly implemented new online offerings to stay connected to the community, including interactive virtual learning for elementary and middle school students, a series of bilingual video lessons featuring stories and literacy-based art making, downloadable family art activities, adult education classes, and regular doses of culture and education. The Barnes Takeout series on YouTube, for example, features Barnes curators, scholars, and educators reflecting on their favorite works in the collection, offering accessible analysis in short episodes that employ deep-zoom technology to foster close looking. Through engaging online content, the Barnes has continued to serve as a vibrant hub of art, education, scholarship, and community programming for learners of all ages, incomes, and backgrounds throughout the closure and since reopening to the public on July 25.

Photo by Sean Murray

Institutional Highlights

- Over **2 million** visitors since 2012
- **259,000+** visitors in 2019
- **17,000+** member households in 2019
- **8 million+** online visitors engaged since the launch of the new website in 2017
- **132,000** newsletter subscribers
- **150,000+** views in the first three months of Barnes Takeout online programming
- **1,200+** students enrolled in online adult education classes offered April to June 2020
- Nearly **80%** of annual budget directly supports programs
- **50+** ongoing citywide cultural and educational community partnerships
- **\$92.8 million** endowment in FY 2019
- **12,000+** schoolchildren attend education programs annually (fewer students attended this year due to COVID-19-related closures)
- **800** Art for All Community Passes distributed to pre-K families, allowing for free year-long admission
- **Free admission** for ACCESS cardholders and community partners, free admission on Sundays for Philadelphia teachers, and PECO Free First Sunday Family Day programs open to all



Seventh-grade students tour the Barnes collection galleries, led by Emily Addis, the Barnes's Pre-K–12 Outreach Program Specialist. Photo by Darryl Moran

Pre-K to 12 Education Programs in the Philadelphia Region

Dr. Albert Barnes believed that art had the power to improve minds and transform lives. The Barnes's youth education programs are based on his teachings and one-of-a-kind collections. In 1925, he wrote that his educational approach “comprises the observation of facts, reflection upon them, and the testing of the conclusions by their success in application.” The Barnes's diverse education programs encourage students to incorporate personal experiences in their observation and analysis of art, and provide valuable opportunities for underserved youth to learn from art by studying the collection.

The Barnes serves pre-K–12 students—mainly from the School District of Philadelphia (SDP)—through multi-visit education programs, special initiatives, and single-visit opportunities. Each year, in collaboration with the SDP's Office of the Arts and Academic Enrichment and the Camden City School District's Early Childhood Office, the Barnes identifies schools that are demographically representative of their districts and have the greatest need of arts enrichment. This engagement, coordinated with school principals and teachers, focuses on narrowing the achievement gap between disadvantaged students and their peers and breaking down barriers that may keep certain communities from participating in visits to art museums.

In a typical academic year, the Barnes's school programs serve more than 12,000 students in public, private, and Catholic schools in Philadelphia and the surrounding suburban areas. This year, the Barnes was on track to exceed this number and reach 15,200 students from 226 schools, given

During the 2019–20 academic year, the Barnes served 9,771 students from 161 schools:

- 4,441 students (single visits)
- 5,224 students (multi-visit programming)
- 106 students (high school partnerships)

Due to COVID-19-related closures:

- 5,500 students had programs or visits canceled
- 65 schools had all programs or visits canceled

the popularity of the fall exhibition *30 Americans*. The show, which presented works by influential contemporary African American artists exploring issues of personal and cultural identity, resonated with the Philadelphia community, leading to an increase in single-visit programming.

The 2019–20 academic year was cut short due to the coronavirus pandemic and statewide closures. For the remainder of the school year, the Barnes education staff developed and delivered an enriching virtual arts education program for elementary and middle school students and their families. This report focuses on the Barnes's many different education and community programs offered to pre-K–12 students during the year, as well as the new initiatives that grew out of the pandemic.

The Barnes has developed a pedagogy of anti-racist teaching to ensure that pre-K–12 programming is inclusive and incorporates contemporary viewpoints that students can bring to conversations about art. Though the Barnes collection

includes art from around the world, it is dominated by works by European male artists of the 19th and early 20th centuries; as a result, students of color may not see themselves represented in the artwork. To address this, the Barnes staff refers to anti-racist teaching guidelines when designing questions that encourage students to share their cultural backgrounds and real-world experiences based on what they see in or what is missing from the artwork. Students are also invited to ask questions such as “Should art look like me?” while examining works in the collection, empowering them to think more broadly about the value of art and the definition of culture.

The Barnes’s multi-visit education programs engage students at key stages of their academic and social-emotional development—*Look! Reflect! Connect!* (pre-K), *Pictures and Words* (grade 3), *Art of Looking* (grade 5), and *Artist Voices* (grade 7). This approach brings art to students when it will have the most impact; when students and teachers are most receptive to arts-integrated content; and when in-depth programming seems to align best with the school districts’ curricular goals. The programs use age-appropriate activities to integrate art with core curriculum areas (literacy, math, science, history, English language arts) while encouraging students to develop a deeper appreciation of art and improve critical-thinking skills through the observation of formal art elements such as light, line, color, and space. These programs, including related materials and transportation, are offered free to underserved schools in Philadelphia and Camden.

Each grade-level program has its own curriculum-aligned agenda, but there are four shared goals:

1. To help students and teachers of all backgrounds feel comfortable and confident in a museum setting.
2. To give students and teachers the basic tools for



“reading” works of art and for thinking critically about the image-saturated world around them.

3. To help students and teachers of all backgrounds find relevance in the collection.
4. To support students’ academic growth by aligning lessons with curricular standards and modeling arts integration for teachers and providing resources for teachers.

To accomplish these goals, the Barnes relies on a unique three-touchpoint approach that prepares students to reflect on their experiences with the collection. These program components include:

- An interactive in-school lesson led by Barnes educators or professional teaching artists, featuring visual and written curricular materials providing the educational foundation for an art-making activity.

- A structured visit to the collection galleries led by Barnes docents and staff with additional age-appropriate activities (transportation included).
- A subsequent in-school lesson led by Barnes educators or professional teaching artists, during which reproductions of works from the collection are used as inspiration for writing, experimentation with art materials, and the creation of original artwork.

Educators also provide enriching extension activities and reading selections that emphasize interdisciplinary connections and encourage learning in the classroom before, during, and after the Barnes experience.

To accommodate every grade level, the Barnes offers single-visit field trip opportunities and transportation for grades K–12.

Evaluation

The Barnes reached out to Patti Saraniero, EdD, principal of Moxie Research, to conduct a study to better understand the impact of its educational programs on students and teachers. The study evaluated the overarching goals of the Barnes’s multi-visit programs as well as the school district’s curricular aims for each grade-level program.

This was a mixed-method evaluation study, with data collected through student surveys (grades 5 and 7 only), teacher surveys, and structured observation of both teachers and students during in-school lessons and gallery field trips. To measure success in meeting the four overarching goals of Barnes education programs, this evaluation study revolved around the following areas of inquiry:

- Does each program impact students’ perceptions about art?
- Does each program provide students with the opportunity for self-expression through art

making and discussion about works in the Barnes collection?

- Does each program support relevant standards in English language arts and visual art?
- What feedback do classroom teachers and art specialists have about the programs?

The results of these questions were measured against the specific goals of the education programs for pre-K and grades 3, 5, and 7.

The evaluation was designed to collect data through May 2020; however, data collection ceased in March due to COVID-19-related closures, and the study was concluded at that time.



Above: Photo by Darryl Moran

Opposite: This past example of a double-sided poster for *Pictures and Words* features visual and written components for discussing a 16th-century sculpture in the Barnes collection from the Kingdom of Benin, Edo.

Online Programming During COVID-19 Closures

In response to the coronavirus-related closures, the Barnes created Barnes Art Adventures, an online art experience for elementary and middle school students, their teachers, and their families. Launched in May, Barnes Art Adventures is a live show on the Twitch.tv platform that allows students to explore the Barnes collection in a fun, interactive way. Using high-resolution images, Barnes educators zoom in on paintings and objects so that participants can experience the artwork even more closely than they would in person. Prompts and activities connect the art to current issues in daily life, such as how to be creative using ordinary household materials. On each episode, guest artists describe their own creative process, host demonstrations, and answer questions submitted through a chat function. With six episodes airing between May 13 and June 17, this programming drew more than 1,600 viewers from 21 countries.

One of the most exciting aspects of this online program is its interactive nature. The Twitch.tv platform lets students interact with art experts in real time, through the chat feature and the Picture Exchange Communication System (PECS). The PECS uses symbols like emojis; by choosing a particular symbol, students can communicate not only how they feel about an artwork but also what specific visual elements they are seeing. For example, after showing an artwork through a deep zoom lens, the educator might ask students to describe what they see by choosing a symbol that matches certain formal elements—such as line, texture, or three-dimensional space. In effect, the PECS is a new visual language that helps children of various learning levels and abilities—including



Above: Screenshot of a chat discussion in response to the prompt: “How would you feel if your mural didn’t fit in the space?” Students responded with symbols indicating feelings such as sadness, frustration, and confusion. Pictured: Stephanie Stern, Pre-K–12 Programs Manager (left), and Jennifer Brehm, Director of Pre-K–12 and Educator Programs (right), discuss Henri Matisse’s *The Dance* with Taty Hernandez, a teaching artist from Mural Arts Philadelphia.

ELL and nonverbal students—communicate with the educator and other students.

Each episode has a different theme that makes art relevant for students, teachers, and families. The first few sessions addressed questions: *Have you ever wanted to join a circus? Have you ever wanted to make a mural? Have you ever wanted to be a puppeteer?* Students are encouraged to think of themselves as artists and to experiment with art making. For

example, for an episode that revealed Henri Rousseau’s influence on a theatrical performance, students were asked to have recycled cardboard on hand so they could make tiger puppets with guest artist Sebastienne Mundheim from Philadelphia’s White Box Theatre. Additional activities can be found on the Barnes website, each requiring just basic art materials.

Below: Barnes educators lead a Twitch.tv livestream about the circus and circus art with a visit from Terry Brennan, a performer from the Philadelphia School of Circus Arts. Pictured: Jennifer Brehm, Director of Pre-K–12 and Educator Programs (left), and Stephanie Stern, Pre-K–12 Programs Manager, discuss Charles Demuth’s *Two Acrobats in Red Tights*.



Special Exhibition Programming for School Visits

During the 2019–20 academic year, the Barnes included special exhibitions in the tour portion of school visits for the first time, using the perspectives of featured artists in dialogue with those in the permanent collection.

The *30 Americans* exhibition, on view at the Barnes from October 27, 2019 to January 12, 2020, presented works by influential contemporary African American artists who explore issues of personal and cultural identity against a backdrop of pervasive stereotyping—of race, ethnicity, gender, sexuality, and class. As a racially diverse city steeped in history, Philadelphia is rich with creative culture and traditions deeply rooted in many of the same journeys explored in the exhibition. This presentation marked the first time many of these important works were seen in Philadelphia, a reminder that Black artists have historically been excluded from many museums and cultural institutions.

Many school groups were excited about this exhibition, and the Barnes hosted approximately 2,400 additional students through education programming during the 2019–20 academic year beyond those it had initially projected to serve. Teachers were highly interested in touring *30 Americans*; many expressed a need for more resources to talk to students about racial injustice and to fill in the histories of underrepresented communities. Students were asked questions such as “How important is it for art to look like you?” The exhibition provided an entry point to discuss discrimination, racial profiling, and marginalization within society, as the artists presented ideas reflecting their own experience with these issues.

“The artwork in this exhibition made me think about how it’s rare to find Black people painted like this and how it could help a lot of people to be more confident in their identity to see people like them painted powerfully.”

—Seventh-grade student, Philadelphia

Moving forward, the education team will continue to use special exhibitions to discuss diversity and inclusion, comparing themes and artists’ perspectives with those in the permanent collection. The Barnes had planned programming for students in seventh grade and high school related to *Marie Cuttoli: The Modern Thread from Miró to Man Ray*, an exhibition spotlighting a pioneering female entrepreneur and her role in reviving tapestry for the modern era. The show opened February 23, 2020, but field trips were canceled due to COVID-19-related closures.

Ninth-grade art students from Central High School leading a tour of the *30 Americans* exhibition for fifth graders from Potter-Thomas School. Photo by Jay Bevenour



High School Partnerships

The *30 Americans* exhibition was a highlight for high school partnerships at the Barnes Foundation. Twenty-six art students from Philadelphia Performing Arts: A String Theory Charter School in the Center City West neighborhood visited the Barnes as part of a multi-visit experience. The students toured the permanent collection and *30 Americans* on two different field trips. Central High School in Philadelphia's Olney neighborhood and Roxborough High School also participated in a multi-visit experience that asked students to study the artwork, provide guided tours, and make artwork of their own.

Roxborough students from an English class created artwork inspired by the paintings of Kehinde Wiley and themes of the exhibition. Students wrote essays that activated an art project of block-printed symbols that had personal meaning. These prints became important backdrops in their final video portrait projects.

Ninth graders from Central High School served as exhibition guides for fifth graders from Potter-Thomas School (in the North Central neighborhood of Philadelphia), a rewarding experience for both age groups. The high school students also made artwork inspired by Kehinde Wiley that incorporated block printing into self-portrait drawings.

“I want to do that when I’m older. I want to inspire young people like me to be artists and to be confident like that.”

—Fifth-grade student, Potter-Thomas School, in response to the tour led by high schoolers



Above: This self-portrait was produced by a Central High School student for a project that incorporated block printing. Photo by Jay Bevenour

“I didn’t know fifth graders were so interested in art. They had more to say than I thought they would.”

—Ninth-grade student, Central High School, after leading a tour of students from Potter-Thomas School



Above: A Central High School student participates as a station guide for the *30 Americans* exhibition. Photo by Jay Bevenour

A select group of Central and Roxborough students also served as gallery guides when the exhibition was open to the public. Visitors were very engaged, listening and talking with the students about the works. The students said they were amazed at how the

public treated them, as they had no idea that their input would be valued or that they would be taken so seriously—one student was offered the opportunity to discuss a college scholarship after her presentation.

Look! Reflect! Connect! (Pre-K)

Look! Reflect! Connect! is an early literacy program for pre-K students, teachers, and parents that encourages an understanding of and relationship with art by expanding on typical early childhood concepts of art making. The program responds to Pennsylvania and New Jersey early learning standards stating that literacy skill development for pre-K students should include building vocabulary, learning to look at visual images and match them to ideas and objects, and answering questions to connect illustrations to the written word.

In the 2019–20 school year, the Barnes expanded enrollment in the *Look! Reflect! Connect!* program to better serve students and strengthen partnerships with schools. Since 2014, this program has successfully served 2,680 pre-K students in Philadelphia and Camden, reaching all Bright Futures classrooms and the majority of school-district-affiliated Head Start classrooms in Philadelphia. Prior to the 2019–20 academic year, each school could participate just once over a two-year period, leaving room for new schools to enroll in the program. This year, that eligibility requirement was waived so that schools could participate with greater frequency, allowing the Barnes to strengthen relationships with the schools.

As part of *Look! Reflect! Connect!*, pre-K teachers receive in-depth professional training, curricular binders and poster sets, and in-class lessons and field trips for their students. The program is designed so that when teachers finish, they have the resources they need to continue integrating art with their students on their own. New professional development opportunities are offered each year that allow for a deeper partnership with educators,

who can elect to continue their relationship with the Barnes through repeat learning experiences.

The Barnes also expanded opportunities to pre-K families this year, aligning with curricular goals for family engagement and incorporating feedback from teachers. According to the US Department of Education, “Strong family engagement in early childhood systems and programs is central—not supplemental—to promoting children’s healthy intellectual, physical, and social-emotional development; preparing children for school; and supporting academic achievement in elementary school and beyond.” In a workshop created for pre-K registration fairs, back-to-school nights, and parent-teacher conferences, parents were introduced to the Barnes collection through a virtual reality (VR) tour and participated in art activities that they could incorporate into learning



Above: At a curriculum-based workshop offered at a pre-K registration fair, families were introduced to the Barnes through a virtual tour using Virtual Reality (VR) headsets. Photo by Lauren Neach

at home. By enhancing this aspect of *Look! Reflect! Connect!*, the Barnes supports educators in meeting family engagement goals within the Pennsylvania and New Jersey educational standards.

A total of 730 learners and 45 teachers from nine schools in Philadelphia and Camden took part in the program during this school year. Due to COVID-19-related closures, some field trips and in-class lessons were canceled, but most students participated in all the lessons and visited the Barnes Foundation.

Program goals for *Look! Reflect! Connect!* students included:

- Expressing critical-thinking skills by making predictions and using evidence while responding to artwork (e.g., using “I think . . . because . . .”).
- Exploring and asking questions to seek meaningful information about a growing range of topics, ideas, and tasks.
- Knowing and using basic elements of visual arts by demonstrating an understanding of color, shape, and line.
- Using new art and content vocabulary and phrases acquired during the program.

Program goals for *Look! Reflect! Connect!* teachers included:

- Recognizing the Barnes as a resource for themselves and their students through continued visits, as well as engagement with the artwork and resource materials.
- Demonstrating the ability to facilitate inquiry-based discussions about art and artwork in their pre-K classroom.
- Incorporating meaningful arts integration by identifying connections to state learning standards across content areas such as science, math, and literacy.
- Sharing knowledge of a variety of art-making materials and skills with pre-K students.

Program goals for parents of *Look! Reflect! Connect!* students included:

- Recognizing the Barnes as a resource and place of engagement for their families.
- Facilitating inquiry-based discussions with their families in response to artwork.

Below: With the guidance of Lauren Neach, the Barnes’s Early Childhood Programs Coordinator, students participate in a classroom art-making project. Photo by Michael Perez





Photo by Lauren Neach

“I tried what we’ve been learning in class. I pulled up a self-portrait by an artist, and we looked at the self-portrait and then we made self-portraits.”

—Pre-K teacher, Southwark School, South Philadelphia

“Seldom do young children get such exposure to fine art and how it is relevant to them and their world. From the visual to the hands-on exploration, our students were excited, curious, and engaged throughout the program.”

—Pre-K teacher, Early Childhood Development Center, Camden

Key Findings (Pre-K)

All surveyed teachers reported that their students felt welcome during their visit to the Barnes and had many opportunities to express ideas or feelings during the in-class lessons and gallery visit. One teacher commented that the in-class lessons allowed students to express the artistic concepts that they saw and then develop them in their own way.

All observed students demonstrated enthusiasm during the in-class lessons, with most to all being on task. The majority formulated and shared their opinions and volunteered to participate in the lessons. Students extensively used visual art vocabulary—particularly “color”—in their questions and answers during the in-class lessons, with all or most students demonstrating an understanding of texture, line, and shape.

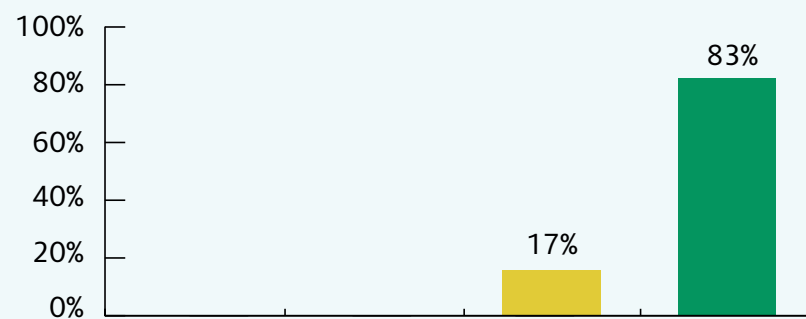
After participating in the program, all teachers reported that they were likely to visit the Barnes again with their students. One teacher said that a program highlight was having the children

“experience the amazing works of art in such a beautiful museum.” Another teacher said she was inspired by the program and used the lessons about “lines” for letter formation in her classroom as well as for part of her National Board Certification. The following findings are also of note:

- 100% of surveyed teachers agreed that the in-school lesson was successful in giving students the opportunity to express ideas and feelings.
- 100% of teachers found the teacher workshop to be an effective resource.
- 83% of teachers reported that students made personal connections to the artwork during the gallery visit.
- 83% of teachers said they were interested in integrating visual art into another content area after participating in the Barnes program—just 51% were interested prior to taking part in the program.

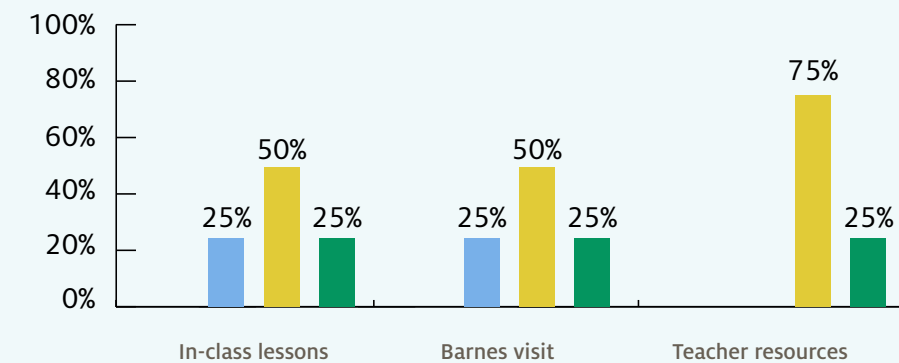
Percentage of pre-K teachers who thought their students were provided the opportunity to think critically about works of art

■ No opportunity
 ■ Few opportunities
 ■ Some opportunities
 ■ Many opportunities



Percentage of pre-K teachers who thought the program components aligned with state grade-level curriculum standards

■ Not aligned
 ■ Somewhat aligned
 ■ Aligned
 ■ Closely aligned



Pictures and Words (Grade 3)

To align with the SDP’s third-grade literacy curriculum and the City of Philadelphia’s Read by 4th initiative, Barnes educators offer *Pictures and Words* to students in third grade, a pivotal year for literacy development. This program teaches students to read a painting just as they learn to read a text, thereby increasing their visual literacy. Students examine the characters, settings, and main ideas portrayed in an artwork and develop a narrative about their observations.

Students participate in class lessons, a gallery tour, and a dance workshop. The initial in-class lesson introduces students to reading a work of art in terms of literary elements. During their visit to the Barnes, students practice identifying stories in the artwork they see in person and then meet with a professional dancer to interpret storytelling elements through movement and learn about the story of breakdance. Throughout the program, students find out how artists use color, line, and shape to tell stories. As a final project, students create their own characters out of clay.

New this year, third graders visited the fall special exhibition *30 Americans* in addition to the permanent collection as part of their field trip experience. Through music and movement, students worked with Barnes educators and professional dancers to explore themes of identity, race, ethnicity, gender, and class addressed in the exhibition.

Also new this year, as an extension of *Pictures and Words*, 20 students in an ELL class of third, fourth, and fifth graders from Louis H. Farrell Elementary in Northeast Philadelphia participated in an activity about art and storytelling. Students looked at symbolism in a bronze sculpture from ancient Benin,

the capital of a precolonial African empire, and designed their own symbols to represent strength. COVID-19-related closures cut the program short, and students were unable to visit the Barnes and finish the final lessons.

Overall, *Pictures and Words* reached more than 1,580 students from 20 schools during this academic year. Some scheduled field trips and in-class lessons were canceled with the closures.

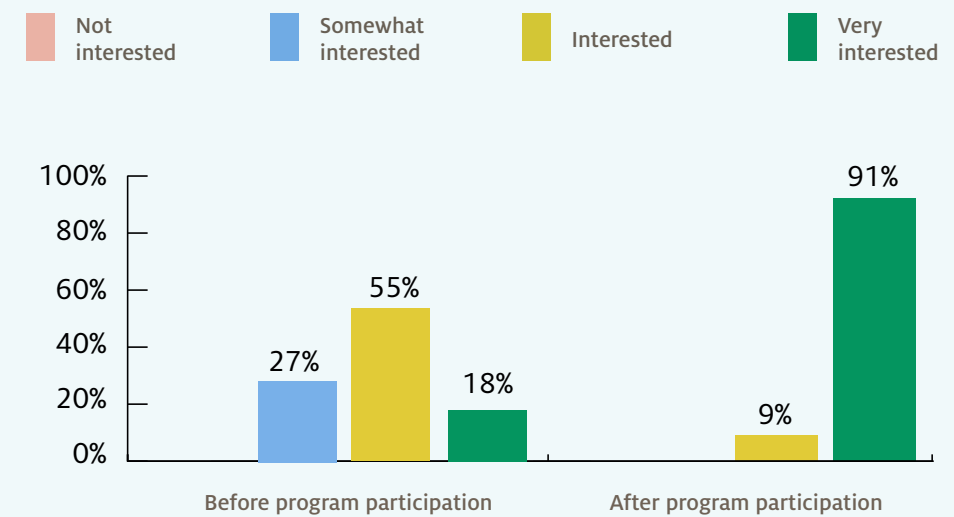
Program goals for *Pictures and Words* students included:

- Understanding how art tells a story and demonstrating critical-thinking skills by making inferences about artworks to support their opinions.
- Describing the story of a painting by identifying the character, setting, and main event in a work of art, thus using an artwork as a text.
- Identifying, through strong observational skills, how color, line, and shape work as key details and evidence to convey the story in a work of art.
- Creating works of art that show individual expression using a variety of artistic processes and materials.

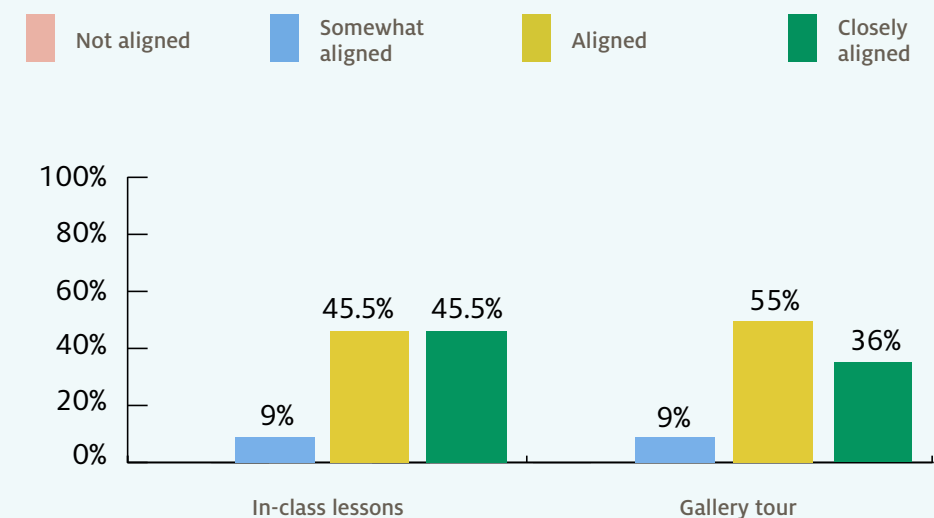
“I wouldn’t change anything. I loved how there were explicit connections when talking about elements of a story in both pictures and text.”

—Third-grade teacher, Philadelphia

Percentage of third-grade teachers interested in integrating visual art into another curricular content area before and after their class participated in *Pictures and Words*.



Percentage of third-grade teachers who thought the program components aligned with state grade-level curriculum standards





- 100% of surveyed teachers thought both the in-class lessons and the gallery tour provided students the opportunity to think critically about works of art.
- 100% of teachers reported that the program activity sheets and posters were effective resource materials.
- 100% of classes were observed to have all or most students on task and demonstrating enthusiasm during the in-class lessons and gallery tour.
- 83% of students were observed as volunteering to participate in the in-class lessons.

Key Findings (Grade 3)

All teachers thought that the visit to the Barnes provided the opportunity for students to make personal connections to the works of art. They also reported that the program’s art activities were successful in giving students the opportunity to express their ideas and feelings, and all said they were very likely to bring students to the Barnes again in the future. Half of the teachers named the dance workshop as a highlight of their Barnes visit, and 90% reported that a highlight during the second in-class lesson was creating the clay characters. One teacher commented that her students wrote stories for the sculptures as an extension activity in the classroom.

Upon observation in the classroom and gallery settings, more than half of the *Pictures and Words* students asked and answered questions and described details of the artworks, with over 70% making inferences in the gallery lesson. Students also demonstrated a rich use of English language arts vocabulary and concepts, especially when discussing character.

Above: Photo by Michael Perez

Right: Giorgio de Chirico. *The Arrival*, 1912–1913.
© 2020 Artists Rights Society (ARS), New York / SIAE, Rome

“[The way the figure stands] reminds me of Harriet Tubman and how she traveled between two cultures and got people to safety.”

—Third-grade student, Philadelphia, in response to the question, “Where does this remind you of?” upon looking at Giorgio de Chirico’s *The Arrival* in the Barnes collection



Art of Looking (Grade 5)

During the 2019–20 academic year, Barnes educators shifted the focus of *Art of Looking* to fifth-grade students, rather than both fifth and sixth graders. The STEAM-based (science, technology, engineering, art, and math) program cultivates problem-solving skills outlined in Philadelphia’s Core Science Curriculum and the Next Generation Science Standards (a multi-state initiative for K–12 science content standards). It encourages students to develop problem-solving skills in an art context using curricular standards for inquiry and investigation.

Art of Looking students learn how to use the Claim, Evidence, and Reasoning (CER) model of scientific investigation, applying this strategy during their Barnes visit to analyze materials found in the artworks on display. Students use scientific inquiry and make claims about an artwork or its materials, citing evidence and explaining their reasoning. Students discover the different qualities of oil paint, watercolor paint, and pastels, and use CER to determine why an artist would choose one material over

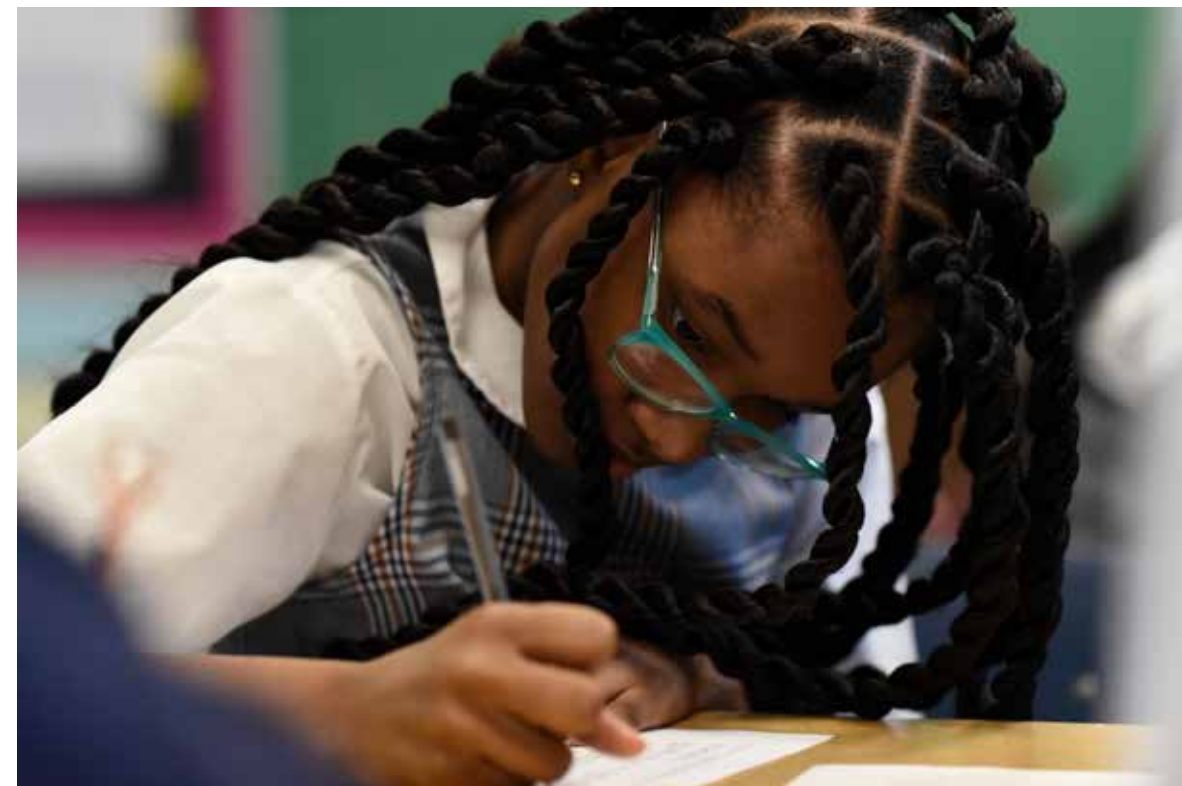
another to convey an idea. As a final project, students experiment with watercolors, using techniques such as wet and dry brush.

The program served more than 1,580 students from 25 schools during this school year, with some scheduled field trips and in-class lessons canceled due to closures.

Program goals for *Art of Looking* students included:

- Analyzing a work of art using art vocabulary including light, line, color, space, and shape.
- Using the CER model of scientific investigation to explore the materials used to make artworks.
- Creating claims about meaning in artworks supported by observable evidence and/or supplemental visual, oral, or written evidence.

Below: Photo by Michael Perez



Key Findings (Grade 5)

Surveyed teachers reported that students enjoyed the program activities, especially when figuring out the medium used in different paintings. More than half of the teachers employed the provided curriculum binders, posters, and activity sheets during their lessons, and reported finding them and the teacher workshop to be effective resource materials.

Observation of the students participating in *Art of Looking* found that they were enthusiastic and focused throughout the in-class lessons and the visit to the Barnes. The students were very engaged during the gallery tour, listening to the teacher and consistently volunteering to participate in discussions. Students were observed to use CER most of the time during both the in-class and gallery lessons. Students used visual art vocabulary more frequently in the gallery than the classroom but used science-based vocabulary equally in both settings.

Most fifth-grade students surveyed as part of this study reported that they felt welcome during their visit to the Barnes and would be interested in visiting again. Over half of the students said the best part of their Barnes visit was seeing art and touring the galleries and that the opportunity to paint was a highlight of the in-class lessons. One student commented, “I really enjoyed seeing how people got inspired by others.”

- 100% of teachers thought students had the opportunity to think critically about the artwork during the in-class lessons and the Barnes visit.
- 90% of teachers thought the students connected personally to the artwork during the Barnes visit.
- 100% of students were observed to listen to the teacher during the gallery lesson, while 93% voluntarily participated in the lesson.
- 93% of students reported that the lesson at the Barnes gave them some opportunity to express their ideas or feelings.

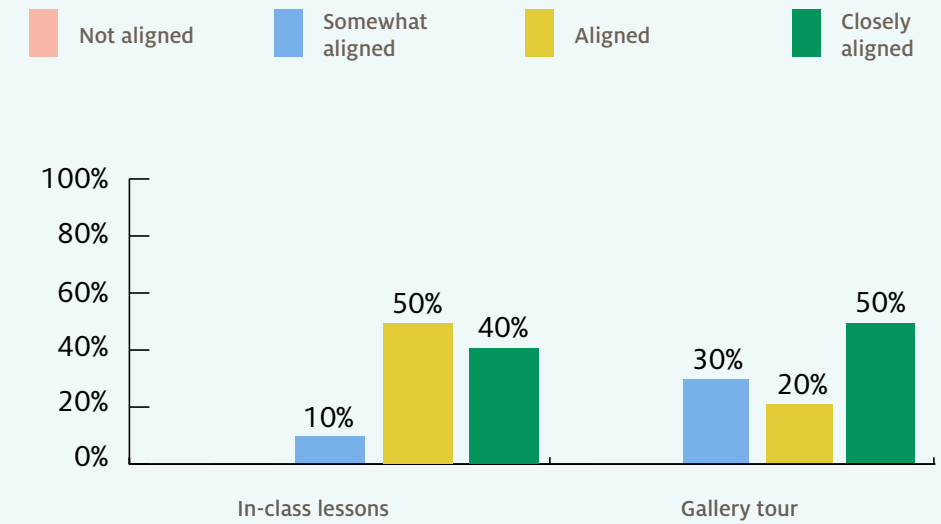
“Highlights of the classroom lessons were being given the opportunity to explore the art through several lenses—understanding space, line, light, and color; becoming more knowledgeable about the materials used; and learning how to ask questions.”

—Fifth-grade teacher, Philadelphia

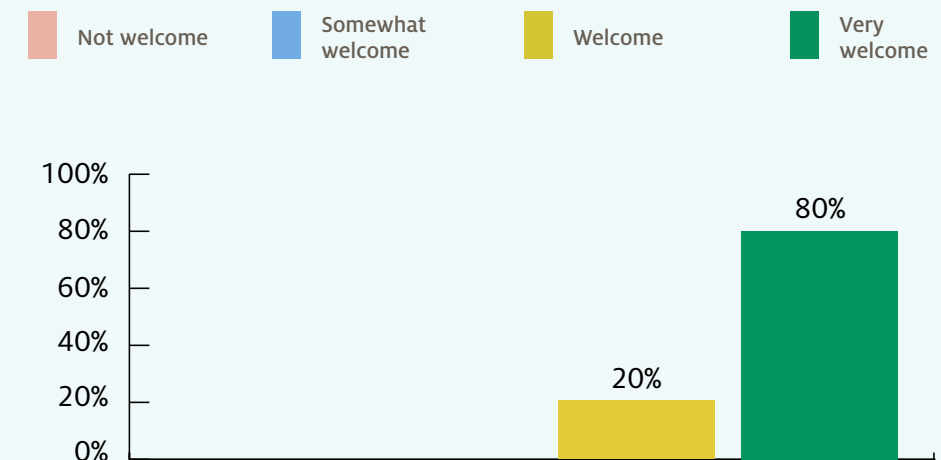
“A highlight of the trip to the Barnes Foundation was when we got to do a lot of analyzing and we answered questions like a scientist.”

—Fifth-grade student, Philadelphia

Percentage of fifth-grade teachers who thought the in-class lessons and gallery tour aligned with state grade-level curriculum standards



Percentage of fifth-grade teachers who reported that their students felt welcome during their trip to the Barnes



Artist Voices (Grade 7)

Seventh graders use their artistic voice to analyze and create artwork in *Artist Voices*. The program responds to the SDP's English language arts curriculum where students are asked to identify the authorial voice and individual viewpoints in diverse media formats and evaluate the motives behind what is being presented. In this program, students investigate how artists break rules to express their individual voice. They learn how an artist's cultural and historical background can be revealed through the choice of subject and application of material in an artwork. Students examine radical artists from different time periods and places and identify how they broke with convention. They then explore their own creative voice and become artistic rebels.

During the initial in-class lesson, students learn about the backgrounds of certain artists and then connect them to the artists' choices of creative style. When the students visit the Barnes, they study these styles in person, analyzing works of art and exploring visual elements such as color, texture, and shape. As a final classroom project, students use their own artistic voice to create a graffiti tag, or personalized signature, that embodies themselves in words and in art.

As part of their field-trip experience this year, seventh-grade students visited the *30 Americans* special exhibition and participated in an art-making workshop. While touring *30 Americans*, students discussed concepts of race, identity, history, and beauty, and compared how these contemporary artists considered rule breaking in their work. Jean-Michel Basquiat's works, in particular, related well to students' discussions around street and graffiti art as examples of artistic rule-breaking. In

the workshop, students used a combination of writing and collage materials to respond to artwork in the exhibition.

The program reached over 1,320 participants from 24 schools during this academic year. As with the other programs, some field trips and in-class lessons were canceled due to COVID-19-related closures.

Program goals for *Artist Voices* students included:

- Developing visual literacy and critical-thinking skills by looking closely and interpreting works of art.
- Drawing on experiences to interpret artists' work and voices and support claims with visual evidence.
- Building art vocabulary and using aesthetic principles, including color, line, shape, and form, to analyze works in our collection.
- Expressing individual artistic voices and viewpoints in works of art using conventions established by the students.

Key Findings (Grade 7)

Teachers reported that the visit to the Barnes provided the opportunity for all students to make personal connections to the works of art. They commented that incorporating the special exhibition into the tour along with seeing the art in the permanent collection was beneficial, with 80% of teachers noting that *30 Americans* was a highlight of the Barnes visit. A majority of teachers said they were very likely to visit the Barnes again with their students.



Students participate in an art-making workshop during their visit to *30 Americans*. Photo by Darryl Moran

Teachers agreed that the in-class lessons, gallery tour, and teacher resources aligned with the district's curricular standards. *Artist Voices* students were observed meeting English language arts skill requirements, such as citing evidence extensively while looking at art in the gallery setting and using program vocabulary in the classroom. During the visit to the Barnes, most students were observed to be on task, enthusiastic, listening to the Barnes educator, and volunteering to participate in the activities.

The program incorporated activities that resonated with seventh graders, with all teachers responding that the art activity was successful in giving their students the opportunity to express their ideas or feelings. Students were shown four artworks in the *Artist Voices* curriculum and asked which they felt connected to and why. The largest group of students

chose a piece by graffiti artist Cornbread, saying that the imagery was familiar and the type of artwork seen around their neighborhoods. Additionally, students and teachers said the graffiti tag art activity was a highlight of the in-class lessons; one student said, "I did something I thought I couldn't do."

- 90% of teachers said they were likely to integrate visual art into other curricular content.
- 100% of teachers that received activity sheets and curriculum binders found them to be effective resource materials.
- 94% of students were observed as being enthusiastic about the Barnes visit and were seen listening to the Barnes educator.
- 98% of students reported feeling welcome during their trip to the Barnes.

Single-Visit Opportunities

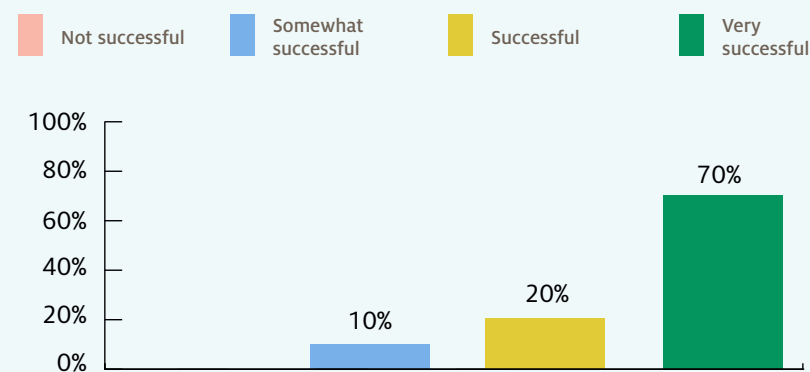
“Having some time to look deeper at art helped my students learn how to do the same thing in their reading. Conceptually, students had never considered that there were rules in art, or ways of doing things, traditions. It was neat to see them learn that idea.”

—Seventh-grade teacher, Philadelphia

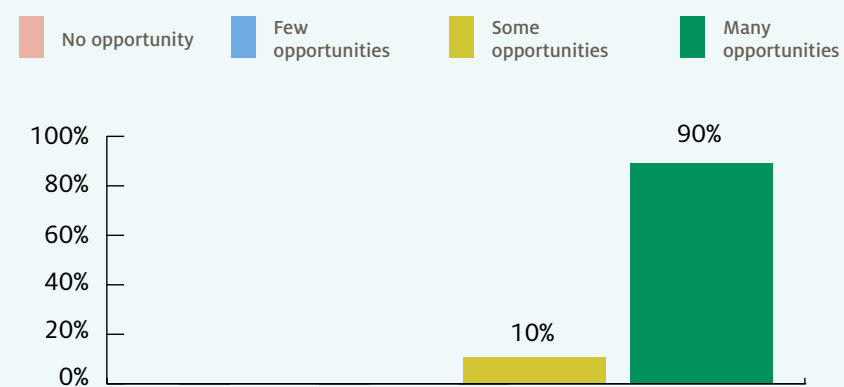
“In the *Artist Voices* program, I learned that it’s ok to be different, especially when it comes to art.”

—Seventh-grade student, George W. Nebinger School, Philadelphia

Percentage of seventh-grade teachers who thought the art activity at the Barnes was successful in giving students an opportunity to express their ideas or feelings



Percentage of seventh-grade teachers who thought their students were provided the opportunity to think critically about works of art during the in-class lessons



The Barnes offers field trips for Philadelphia public school students not participating in other education programs to experience and learn from the collection and exhibitions. These single visits are complimentary, including round-trip busing. Barnes educators offer a variety of gallery tours on topics relevant to the school curriculum—teachers can also customize a tour based on their classroom’s interests and focus. Tours have themes such as General Introduction, Ensembles, Storytelling in Art, or Seeing Math. More than 2,250 SDP students in grades K–12 participated in one-time tours of the Barnes during the 2019–20 academic year.

Single-visit opportunities are also offered to schools outside of Philadelphia, for a nominal fee. The Barnes provides one-hour gallery lessons for pre-K–12 students about subjects that integrate art into the curriculum. Gallery tours are age-appropriate and interactive, focusing on topics such as French art or the influences of African art on modern European artists. The Barnes served more than 2,070 students with these tours during this academic year.

As mentioned earlier in this report, students in grades 5–12 in Philadelphia and neighboring areas were offered the opportunity to tour the *30 Americans* exhibition in addition to the permanent collection as part of their field trip to the Barnes.

School Engagement in Delaware County

During the 2019–20 academic year, the Barnes expanded its education programming to schools in Delaware County, Pennsylvania. Grant-supported visits were provided to 111 students from two schools in the Chester Upland School District. An additional 200 students from another school in the district registered for field trips to the Barnes but were unable to visit due to COVID-19-related closures. For a nominal fee, the Barnes welcomed students from Delaware County schools outside of Chester, with some of these scheduled field trips canceled due to closures.



Fifth-grade students from Potter-Thomas School tour the *30 Americans* exhibition. Photo by Jay Bevenour

Community Program: Puentes a las Artes / Bridges to the Arts (Ages 3–5)

Puentes a las Artes/Bridges to the Arts is a collaborative arts-based biliteracy enrichment program for emergent bilingual children (ages 3–5) from South Philadelphia’s Latinx immigrant community and their families. With lead support from the William Penn Foundation, the program reaches a vulnerable population of families who lack access to high-quality learning and enrichment opportunities as they embark on the path to literacy, social and emotional well-being, and ultimately a successful future.

The Barnes works with Puentes de Salud, a Philadelphia-based organization that promotes the health and wellness of the city’s growing Latinx community to address obstacles to success in education. The project presents a model where arts and culture provide an early platform for biliteracy development and learning in populations where English is not the first language—factoring in the cultural and communicative influences from home, school, and the Latinx immigrant community.

Cultural organizations have a key role to play in fostering healthy communities and contributing to the citywide momentum and keen focus on early literacy. The Barnes collection is a launching point for learning and community building for *Puentes a las Artes*, serving as an art-based education and cultural resource for literacy development, family workshops, and teaching artist trainings. By bringing the Barnes to South Philadelphia, the program meets early learners and their families where they are, nourishes relationships beyond the collection walls, builds trust within vulnerable communities, and works to break down the barriers that have challenged their access to major cultural institutions.

Puentes de Salud has a deeply rooted understanding of the educational needs of the population served as well as strong ties to the families reached by the program. Southwark School in South Philadelphia offers a central community site for after-school instruction, transforming its two Head Start classrooms into dynamic arts-infused spaces where students read stories, explore artworks, and participate in a variety of hands-on art-making activities.

Teaching artists hired for this project work with the Barnes’s community engagement and family programs team and education staff to develop teaching units and strategies in Spanish and English. Early learners gain cognitive, linguistic, and visual literacy skills through this program, using art as a source of observation, reflection, and connection.

Along with after-school instruction, the program supports training and resources for parents, caregivers, and siblings—as early learners’ first teachers—through bilingual family tours, workshops, and family programming at the Barnes. During the 2019–20 academic year, 48 early learners, 94 siblings, and 83 parents/caregivers participated in this program. The students gained 75 hours of arts and literacy instruction and enrichment support over 20 weeks through a tailored version of the *Look! Reflect! Connect!* pre-K program that models enrichment curriculum for ELL/ESL early learners. *Puentes a las Artes* has fostered trusting relationships across participants, parents, and partners, ensuring a greater likelihood for a positive start to children’s early education.

Prior to the COVID-19-related closures of the Barnes and district schools—as well as the self-quarantine of

families—programming for the third year of *Puentes a las Artes* was on track, with young learners gaining social and emotional confidence in the classroom, becoming more comfortable with new vocabulary, and switching between English and Spanish to express ideas. Students demonstrated a growing independence, a curiosity to make critical observations about art, and the ability to express their ideas with the guidance of bilingual teaching artists, who focused on increasing students’ cognitive connections between art, language, and literacy.

The COVID-19 pandemic prevented in-person meetings for the remainder of the school year, but teaching artists worked to stay connected to early learners and their families remotely, as continuity is critical to ensuring momentum for learning and development. The teaching artists created a series of video lessons in English and Spanish, featuring stories and art making, and shared them on a private YouTube channel. The 24 half-hour videos, totaling about 12 hours of instruction, extended learning opportunities and offered continuity in the children’s relationships with the teaching artists. The teaching artists also produced 25 online Spanish-language art activity sheets that could be downloaded. These enrichment activities offered social and emotional support for children during uncertain times, while parents received essential family support services.



Natalia Villarán Quiñones, Community and School Coordinator at the Barnes, reads a story to students at Southwark School. Photo by Barbara Wong

“This program is part of a better future for our children and gives them a great example to follow.”

—Family member, *Puentes a las Artes/Bridges to the Arts*

“Puentes helped [my students] feel a sense of belonging and connectedness between the school and their larger community. It did a lot to help elevate their relationship with and opinion of Spanish, one of their home languages and our program’s target language.”

—Kindergarten teacher, Southwark School

“As an immigrant and with the work I do, it’s such an awesome feeling that our children, at such a young age, get to be proud Spanish speakers. Usually as an immigrant, you tend to try to assimilate without regard to your background, as a matter of survival.”

—Nora Litz, Art and Culture Director, Puentes de Salud

Additional Programming and Resources

Free Access for Students and Their Families

A primary goal of the Barnes’s school programs is to inspire students’ interest in art, encouraging them to find relevance in the Barnes collection, engage with the arts in the future, and return to the Barnes with their families. Participating students receive a free pass that allows them to bring up to three family members to the Barnes anytime the following year.

To further encourage this engagement, the Barnes partnered with targeted schools to extend the learning experience to students and their families through programming at the Barnes’s PECO Free First Sunday Family Days. An example of this collaboration was when Roxborough High School and Central High School led tours of *30 Americans* for the January 2020 PECO Free First Sunday Family Day.

As an extension of the *Artist Voices* program, the Barnes partnered with Mighty Writers, a nonprofit organization that provides free after-school writing classes and workshops for Philadelphia students. For this opportunity, seventh-grade students experienced the Barnes collection through virtual reality headsets and then designed a video game narrative, writing a script and recording voice-overs inspired by the collection. These students had planned to give tours of the Barnes collection and share their

video game ideas with the public during the April 2020 PECO Free First Sunday Family Day, which was canceled due to COVID-19-related closures.

Free Access for the Community

The Barnes launched the Art for All Community Pass program in 2018, with the goal of expanding relationships with participants in specific Barnes programs that cultivate diversity, inclusion, and access. These year-long passes for free Barnes admission with discounted benefits are extended to pre-K students in Philadelphia and Camden, as well as those in the *Puentes a las Artes* program. In addition to these students, participants of Barnes community partnership programs and ACCESS cardholders are offered these annual passes.

STEAM Initiatives

The Art of Math Challenge

In the 2019–20 academic year, 262 students from 21 schools in Pennsylvania and New Jersey participated in the Art of Math Challenge. This is a STEAM-based competition where K–12 students submit a three-dimensional model of a painting in the Barnes collection for a panel of math consultants and Barnes staff to judge during the PECO Free First Sunday Family Day in March. Students work in small groups to build the model and then write a description of the mathematical process they used to create it. Prizes are awarded for design and how well groups articulate the math concepts they utilized in their process. For this year’s challenge, students were given the option to re-create one of three selected works in the collection by Jean-Siméon Chardin, Harry Sefarbi, and Vincent van Gogh.

“Our students [needed] special education services in mathematics for a multitude of reasons. However, when we did this project, their general dislike for math went away. I had a class that was communicating, problem solving, and sharing ideas. I took the back seat and let them come up with their strategy, and in the end, we had a product and an experience that brought us pride.”

—Philadelphia teacher, multiple grade levels



Vincent van Gogh. *The Factory*, 1887



A 3-D model of Van Gogh's *The Factory* created by students for the Barnes's Art of Math Challenge. Photo by Jenny Ham

Teacher Training



In November 2019, the Barnes staff held a teacher workshop for the *30 Americans* exhibition. Thirty-five teachers attended the sold-out workshop. Presenters from the Charles L. Blockson Afro-American Collection at Temple University discussed different approaches for using historical resources in classrooms to discuss subjects such as the Harlem Renaissance, racism and the consequent rise of the Ku Klux Klan, and the civil rights movement.

From October to December 2019, 21 fifth-grade teachers participated in Math in Art, a six-week STEAM-based online training program. The program was designed for teachers participating in *Art of Looking* and featured lessons to encourage them to continue using the Barnes collection for STEAM projects. Integrating math and art through a series of six modules, the course asked teachers to use video to practice discussing art and math concepts with their students. Teachers were introduced to the Barnes method of analyzing art by assessing visual properties and learned how to engage students through inquiry-based discussions about art and how to employ art to facilitate rich conversations about math. The culminating project used discussions focusing on the mathematical opportunities the teachers saw in the art to drive an art-based project that they pursued together. To encourage skill building, reflective practice, and a community of learning, the participants recorded and shared videos of themselves responding to prompts or scenarios; they also provided feedback on their peers' videos and reflected on their own experience. Throughout the program, teachers had access to the Barnes collection as well as art and math experts to help build their teaching skills.

Left: Photo by Jennifer Brehm

Opposite: Jihan Thomas, Pre-K–12 Outreach Program Specialist, assists third graders in learning about artists from around the world. Photo by Michael Perez



2019–20 Creative Learning: Pre-K to 12 Education Program Donors

The Barnes Foundation gratefully acknowledges its donors for their generous support of pre-K to 12 education programs in the Philadelphia region.

Beneficial Foundation
Eugene and Joann Bissell
Caroline J. S. Sanders Trust 2
Christian R. and Mary F. Lindback Foundation
Robert Cohen and Deborah Peikes
The Dean and Ann Witter Fund for Charitable Giving
Dolfinger-McMahon Foundation
Dr. Andrew F. Drake
Ethel Sergeant Clark Smith Memorial Fund

James Fernberger and Mary Walto Goldsmith Weiss Foundation
Greater Philadelphia Cultural Alliance
Hamilton Family Charitable Trust
Anne and David Hilton
Philadelphia Cultural Fund Youth Arts Enrichment
Jerome and Sandra Schwartz
Syde Hurdus Foundation
Anonymous



The Barnes Foundation is grateful for the lead support of *Puentes a las Artes/Bridges to the Arts* provided by the William Penn Foundation.



The Barnes smART Fund for Education, established by GSK, is an endowment that provides substantial annual support for K–8 education programs in the School District of Philadelphia.



Stavros Niarchos Foundation (SNF) generously supports the Barnes's education programs and *Puentes a las Artes/Bridges to the Arts* programming.



Subaru of America Foundation, Inc. critically supports education programs in Camden, NJ, and provides a vehicle for Barnes educators to use for travel to Philadelphia and Camden schools.



Connelly Foundation provides important support for the Barnes's education programs serving Catholic school students in Philadelphia and Camden.

Pre-K to 12 education programs for School District of Philadelphia students are generously supported by gifts made through the Educational Improvement Tax Credit (EITC) program. The Barnes gratefully acknowledges the following donors for their support:



Elliott-Lewis
 Philadelphia Insurance Companies

This list reflects gifts made between January 1, 2019, and June 30, 2020.

Participating Schools

The list below includes public, private, and Catholic schools that brought a total of 9,771 students to the Barnes through March 13, 2020, when the institution and area schools closed due to the pandemic. Approximately 5,500 additional students had their programs or field trips canceled, and 65 schools were unable to bring any classes to the Barnes. For the remainder of the academic year, in place of in-person programming, the Barnes staff developed and delivered Barnes Art Adventures, a virtual arts education program for elementary and middle school students. With six episodes airing between May 13 and June 17, this programming drew more than 1,600 viewers from 21 countries.

Look! Reflect! Connect!

Pre-K

Philadelphia (Head Start classrooms)

	Students
8 schools, 400 students, 20 teachers	
Catherine School Annex _____	60
F. Amedee Bregy School _____	40
James Logan School _____	40
John H. Taggart School _____	20
Southwark School _____	40
Tanner G. Duckrey School/Anna Pratt School _____	120
William Cramp School _____	40
William McKinley School _____	40

Camden

1 school, 330 students, 25 teachers

Early Childhood Development Center _____	330
--	-----

Puentes a las Artes/Bridges to the Arts

Ages 3–5

Philadelphia

48 students, 5 teachers

Southwark School (site) _____	48
-------------------------------	----

Pictures and Words

Grade 3

Philadelphia

20 schools, 1,583 students

Abram S. Jenks School _____	54
Anne Frank School _____	240

Pictures and Words (cont)	Students
Deep Roots Charter School	60
Eliza B. Kirkbride School	69
Gesu School	60
Independence Charter School West	108
James Logan School	50
Jay Cooke School	50
John Marshall School	60
Joseph Pennell School	81
Juniata Park Academy	108
Louis H. Farrell Elementary (ELL class, grades 3–5)	20
Mariana Bracetti Academy Charter School	78
Mary McLeod Bethune School	84
Potter-Thomas School	60
Stephen Girard School	84
Universal Daroff Charter School	92
Watson Comly School	90
William Cramp School	81
Wissahickon Charter School, Fernhill	54

Art of Looking

Grade 5

Philadelphia

25 schools, 1,586 students

	Students
Abram S. Jenks School	39
Anna L. Lingelbach School	55
Benjamin Franklin School	56
Deep Roots Charter School	60
Fitler Academics Plus School	28
George W. Sharswood School	50
Green Woods Charter School	76
Henry A. Brown School	50
Henry C. Lea School	45
Inquiry Charter School	44
James Dobson School	28
Jenks Academy for Arts and Sciences	64
John F. McCloskey School	45
John H. Taggart School	55
Julia R. Masterman School	165
Olney School	60

Art of Looking (cont)	Students
Potter-Thomas School	60
Russell Byers Charter School	75
Sadie Alexander School	61
Tanner G. Duckrey School	66
Thomas G. Morton School	90
Thomas Holme School	80
W. D. Kelley School	44
West Philadelphia Achievement CES	100
William Cramp School	90

Artist Voices

Grade 7

Philadelphia

24 schools, 1,325 students

	Students
Alternative Middle Years at James Martin	30
Anna L. Lingelbach School	55
Bache-Martin School	40
Baldi School	96
Benjamin B. Comegys School	66
Charles W. Henry School	52
Cook-Wissahickon School	30
Fitler Academics Plus School	40
G. W. Carver High School of Engineering and Science	52
George W. Childs School	55
George W. Nebinger School	52
Gesu School	60
Gilbert Spruance School	36
Global Leadership Academy Charter School	60
Henry A. Brown School	40
Henry H. Houston School	40
Independence Charter School	90
Jay Cooke School	45
Morton McMichael School	30
Northwood Academy Charter School	87
Penn Treaty School	40
Russell Conwell Middle School	99
S. Weir Mitchell School	70
Sankofa Freedom Academy Charter School	60

High School Partnerships

Grades 9–12

Philadelphia

3 schools, 106 students	Grade	Students
Central High School	9	50
Philadelphia Performing Arts: A String Theory Charter School	11	26
Roxborough High School	11	30

Single-Visit Opportunities (free to participants)

Philadelphia

38 schools, 2,256 students	Grade	Students
Ad Prima Charter School	8	20
Albert M. Greenfield School	K	30
Anna L. Lingelbach School	K	46
Arts Academy at Benjamin Rush	11	30
Belmont Charter School	5	65
Central High School	9–12	123
Community College of Philadelphia	9–12	3
Community Partnership School	5	11
Esperanza Academy Charter School	11	39
Fitler Academics Plus School	5	28
Franklin Learning Center	10–12	50
Furness High School	9–12	26
Green Woods Charter School	5	26
Henry A. Brown School	6	55
James Dobson School	2	25
James R. Ludlow School	5	30
James Rhoads School	2	48
Jenks Academy for Arts and Sciences	6	50
John H. Webster School	2	60
Joseph Greenberg School	6	90
Julia R. Masterman School	10	120
Kensington High School	9–12	40
KIPP West Philadelphia Preparatory Charter School	5–6	30
Kuumba Academy	5–6	26
Mastery Charter School, Gratz Campus	9–12	45

Single-Visit Opportunities (cont)

	Grade	Students
Mastery Charter School, Pickett Campus	9–12	50
Murrell Dobbins Career and Technical High School	10–12	35
Northwood Academy Charter School	8	30
Olney Charter High School	9–12	80
Olney School	7	100
Philadelphia Electrical & Technology Charter High School	12	25
Philadelphia Performing Arts: A String Theory Charter School	2, 4, 11	496
Potter-Thomas School	4	50
Roxborough High School	11	30
Science Leadership Academy	9	128
South Philadelphia High School	10–12	20
Southwark School	7–8	46
Universal Vare Charter School	8	50

Chester, PA

2 schools, 111 students

	Grade	Students
Chester Charter Scholars Academy	10–12	11
Chester Community Charter School	6	100

Single-Visit Opportunities (nominal fee)

59 schools, 2,028 students	Grade	Students
Academy Park High School, Sharon Hill, PA	9–12	18
Agnes Irwin School, Bryn Mawr, PA	1	22
Bala Cynwyd Middle School, Bala Cynwyd, PA	6–8	100
Belmont Hills Elementary School, Bala Cynwyd, PA	3	90
Cape May County Technical High School, Cape May Court House, NJ	9	29
Cedarbrook Middle School, Wyncote, PA	7	30
Cheltenham High School, Wyncote, PA	9–12	40
Christian Brothers Academy, Lincroft, NJ	12	10
Church Farm School, Exton, PA	9–12	11
Commonwealth Charter Academy, Philadelphia, PA	9–12	30
Council Rock High School South, Holland, PA	9–12	56
Creative Arts Morgan Village Academy, Camden, NJ	6–12	35
Cumberland Regional High School, Bridgeton, NJ	9	25
Delsea Regional High School, Franklinville, NJ	9–12	55
Devon Preparatory School, Devon, PA	11–12	12
Dock Mennonite Academy, Lansdale, PA	9–12	17

Single-Visit Opportunities (cont)	Grade	Students
French International School of Philadelphia, Bala Cynwyd, PA	K	49
Friends Select School, Philadelphia, PA	10-12	63
Germantown Academy, Fort Washington, PA	12	10
Girard College, Philadelphia, PA	5	24
Hatboro-Horsham High School, Horsham, PA	10-12	22
Hill Top Preparatory School, Bryn Mawr, PA	5-8	4
Hopewell Valley Central High School, Pennington, NJ	9-12	17
Jubilee School, Philadelphia, PA	4-6	20
Kellman Brown Academy, Voorhees Township, NJ	1-4	43
Kimberton Waldorf School, Phoenixville, PA	9	10
Lawnside School, Lawnside, NJ	5-8	29
Liguori Academy-Fortis Program, Philadelphia, PA	9-12	30
Manheim Central High School, Manheim, PA	9-12	10
Martin Saints Classical High School, Oreland, PA	9-12	22
Middle Township High School, Cape May Court House, NJ	9-12	46
The Mill Creek School, Philadelphia, PA	9-12	20
Moorestown Friends School, Moorestown, NJ	10	15
Mount Saint Joseph Academy, Flourtown, PA	9-12	40
Nether Providence Elementary School, Wallingford, PA	5	42
Newark High School, Newark, DE	9-12	34
Paul Claudel d'Hulst, Paris	12	35
Pennsauken High School, Pennsauken, NJ	11-12	32
The Philadelphia School, Philadelphia, PA	4-6	114
Princeton High School, Princeton, NJ	11-12	34
Radnor Middle School, Wayne, PA	6	40
Rancocas Valley Regional High School, Mount Holly, NJ	11-12	22
Regina Angelorum Academy, Ardmore, PA	6-8	27
Roman Catholic High School, Philadelphia, PA	11	60
Souderton Area High School, Souderton, PA	11	28
St. Charles Borromeo School, Bensalem, PA	6-7	48
St. Gabriel School, Philadelphia, PA	1-3	34
St. James School, Philadelphia, PA	5, 8	36
St. Peter's School, Philadelphia, PA	7-8	27
Stuart Country Day School of the Sacred Heart, Princeton, NJ	9	37
The Tatnall School, Wilmington, DE	9-12	40
Tower Hill School, Wilmington, DE	10-12	26
Trinity Playgroup, Philadelphia, PA	pre-K	20
William L. Sayre High School, Philadelphia, PA	9-12	15
William Penn Charter School, Philadelphia, PA	pre-K	44
William W. Bodine High School, Philadelphia, PA	11-12	35


Single-Visit Opportunities (cont)	Grade	Students
Wilmington Friends School, Wilmington, DE	6-8	10
Wissahickon Charter School, Awbury Campus, Philadelphia, PA	5, 8	108
Worcester Preparatory School, Berlin, MD	3	26

Homeschool Groups

3 groups, 46 students	Grade	Students
Classical Conversations Homeschool Group	2-7	11
Rebecca's Homeschooling	2-3	5
Von Wachenfeldt Household	6-8	30



Photo by Darryl Moran

A young boy with dark skin and curly hair, wearing black-rimmed glasses and a dark blue jacket over a white shirt, is looking upwards and to the left. In the background, a large, out-of-focus portrait of a man in a dark suit and white shirt is visible. The lighting is soft, and the overall tone is educational and inspiring.

For more information, contact
Georgette Hamaty at 215.278.7128
or ghamaty@barnesfoundation.org.



THE BARNES FOUNDATION

2025 BENJAMIN FRANKLIN PARKWAY
PHILADELPHIA, PA 19130
BARNESFOUNDATION.ORG