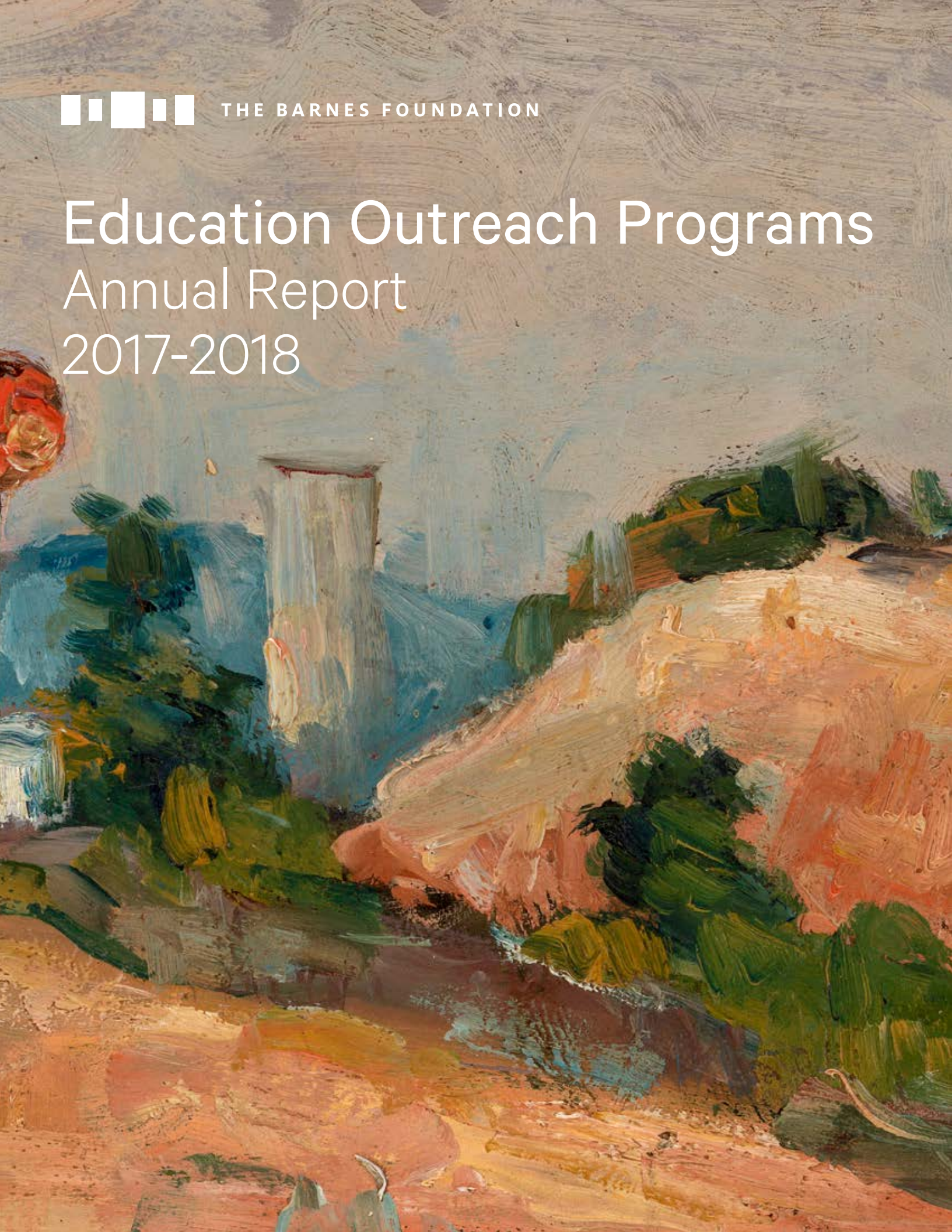




THE BARNES FOUNDATION

Education Outreach Programs Annual Report 2017-2018





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About the Barnes

The Barnes Foundation was founded in 1922 by Dr. Albert C. Barnes “to promote the advancement of education and the appreciation of the fine arts and horticulture.” As a nonprofit cultural and educational institution, the Barnes shares its unparalleled art collection with the public, organizes special exhibitions, and presents education and public programming that fosters new ways of thinking about human creativity. The Barnes collection, which is known for its exceptional breadth, depth, and quality, is displayed in “ensembles” that integrate art and objects from across cultures and time periods, overturning traditional hierarchies and revealing universal elements of human experience.

Home to one of the world’s finest collections of impressionist, post-impressionist, and early modernist paintings—including the largest groups of paintings by Pierre-Auguste Renoir and Paul Cézanne in existence—the Barnes brings together renowned masterworks by such artists as Henri Matisse, Pablo Picasso, Amedeo Modigliani, and Vincent van Gogh, alongside ancient, medieval, Renaissance, and non-Western art as well as metalwork, furniture, and decorative art.

Dr. Barnes was inspired by the writings of philosopher John Dewey, who said, “Art is not the possession of the few who are recognized writers, painters, musicians; it is the authentic expression of any and all individuality.” Dewey emphasized the importance of education in a truly democratic society, and Dr. Barnes decided to devote his whole collection to the project. He hired a teaching staff, and the Barnes Foundation opened for classes in 1925.

Since moving to the heart of Philadelphia in 2012, the Barnes has had more than 1.75 million guests from all 50 states and 70 foreign countries on five continents visit the collection, participate in educational and public programs, and attend special exhibitions. Over the past six years, the Barnes education program has served close to 60,000 schoolchildren and remains committed to its educational mission, providing multi-access outreach programs to the School District of Philadelphia and, as of this past academic year, schools in Camden, New Jersey. The Barnes has also expanded its commitment to teaching visual literacy in groundbreaking ways, investing in original scholarship relating to its collection and enhancing accessibility throughout every facet of its programs.

Highlights from the past six years in Philadelphia include:

- More than 1.75 million visitors
- 255,000+ visitors annually
- 234,000 newsletter subscribers
- 59,500 Facebook followers
- 39,000 Instagram followers
- 18,000 Twitter followers
- Nearly 80% of annual budget directly supports programs
- \$68.8 million endowment in FY 2017
- 16,000+ member households in 2017
- 10,000 schoolchildren attend education programs annually
- Free admission for ACCESS cardholders, reduced admission for college students, free admission on Sundays for Philadelphia teachers, and PECO Free First Sunday Family Day programs open to all



Education Outreach Programs

PRESCHOOL PROGRAMMING: LOOK! REFLECT! CONNECT!

(Pre-K)

Originally funded by a grant from PNC Grow Up Great, *Look! Reflect! Connect!* is an early literacy program for underserved children in pre-kindergarten and their teachers. It encourages visual arts understanding and provides pathways for participants to develop personal relationships with art. Program curriculum reinforces Pennsylvania Learning Standards for Early Childhood and New Jersey Preschool Teaching and Learning Standards by teaching early learners to build reading skills, incorporate new vocabulary, learn how to look at visual images, and use new words to describe what they see. In 2017–18, the program reached 440 students in Head Start



and Bright Futures programs associated with the School District of Philadelphia and over 100 students at the Bonsall Annex School in the Camden City School District.

The program combines in-class learning for children led by Barnes educators and a structured tour of the Barnes collection followed by an art-making activity in the classroom. Additionally, the program prioritizes professional training by providing accessible curriculum resources and using peer mentoring to encourage teachers to use the visual arts effectively in their classrooms. Take-home activities allow students to continue learning with their families, and at the end of the program, children receive free passes to come back to the Barnes at any time.

PRE-K–8 REPORT FINDINGS

Patti Saraniero, EdD, principal of Moxie Research (moxieresearch.com), worked with Barnes educators to create the data-gathering tools used to evaluate the Barnes’s pre-K–8 outreach programs. The following tools were used in her assessments:

- **Teacher survey:** A post-program survey completed by teachers that consists of up to 30 items regarding student engagement, arts-integrated learning, and teachers’ use of arts integration as an instructional strategy.
- **Art rubric:** A tool used to rate student work based on criteria such as completeness of artwork, effective use of elements of art (color, lines, shapes), creativity through personal expression, and use of content vocabulary.

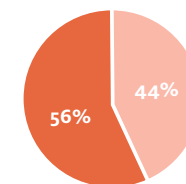
KEY FINDINGS

Data collected from teachers participating in *Look! Reflect! Connect!* showed a positive response to the program. Teachers had a very favorable view of teaching materials provided by the Barnes and reported that the program helped students build perceptual abilities. They noted that one strength of the program was that it offered new vocabulary to describe artwork. Teachers also said that they were excited to expose their pre-K students to an age-appropriate art experience. The following findings are of note:

- 67% of teachers surveyed strongly agreed that the program asked students to look carefully and ask and answer questions.
- 100% of teachers agreed that the in-classroom lesson closely aligned with their district’s goals for improved learning.
- 75% of teachers reported that students continued the discussion about lesson content after the program ended.
- 100% of teachers said the professional development workshops were effective.

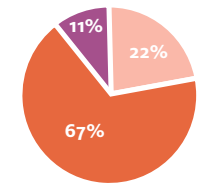
PERCENTAGE OF TEACHERS WHO THOUGHT PRE-K PROGRAM INCREASED STUDENTS’ UNDERSTANDING OF ART

■ Agree ■ Strongly Agree



PERCENTAGE OF TEACHERS WHO THOUGHT PRE-K PROGRAM INCREASED STUDENTS’ UNDERSTANDING OF KEY CONTENT AREAS

■ Agree ■ Strongly Agree ■ Did not answer



“It has been so nice to see my students connect with the lessons. At first I didn’t think they would get it, but since you did the line lesson, that’s all they talk about! They point out lines in and outside the classroom, and I notice lines in their journals.”

—Pre-K teacher, Thurgood Marshall School, Philadelphia

“I really enjoyed the trip to the museum and was amazed at how you engaged our youngest learners and enhanced their appreciation for art. We really appreciate the experience and exposure the Barnes has provided for our students.”

—Pre-K teacher, Bonsall Annex School, Camden, NJ

PUENTES A LAS ARTES / BRIDGES TO THE ARTS

(Pre-K)

The Latino population in Philadelphia increased by 46% from 2000 to 2010 and now represents 12% of the city's total population. Less than half of children from Latino families are enrolled in early learning programs, and children from Latino families are less likely to attend preschool. As a result, the achievement gap upon entering kindergarten is particularly challenging.

Embracing biliteracy development as a formative pathway to school success and bright, healthy futures is key to positive cognitive development. The 2008 study "Emergent Biliteracy in Young Mexican Immigrant Children" focused on preschool and ELL/ESL children in the US; results showed that a holistic model of biliteracy development that considers cultural and communicative influences from home, school, and community is most beneficial.

Thanks to a generous grant from the William Penn Foundation and support from the Stavros Niarchos Foundation, the Barnes, in partnership with Puentes de Salud, has embarked on an art-based literacy program for pre-K youth from South Philadelphia's Latino immigrant community. Launched in August 2017 and now entering its second year, the program has shown success

with early language learners becoming more comfortable with new vocabulary and switching between English and Spanish to express their ideas. Students have demonstrated a curiosity to learn and make observations about art objects with the guidance of teaching artists.

Bilingual teaching artists were recruited and trained to support native Spanish-speaking early learners from Puentes de Salud and Southwark School in South Philadelphia and their parents/caregivers, many of whom are Mexican immigrant residents living at or below poverty level. A total of 38 early learners gained 50 hours of arts and literacy instruction over 25 weeks through the Barnes's *Look! Reflect! Connect!* curriculum, which was tailored for ELL/ESL instruction. The program also featured a family-engagement strategy with ongoing parent/caregiver literacy workshops and visits to the Barnes to develop skills, adopt creative learning strategies, and share resources. These regular visits to the Barnes included bilingual storytime, intergenerational art making, and access to the Barnes collection. The 42 parents and 52 siblings who participated in the workshops and visits were given support as the early learners' first teachers.



PROGRAMMING FOR STUDENTS IN THE SCHOOL DISTRICT OF PHILADELPHIA

In the 2017–18 academic year, the Barnes offered outreach education programs for students in grades 3–8 in the School District of Philadelphia (SDP). These programs, which integrate the arts with core academic subjects, have yielded promising results by narrowing the achievement gap between disadvantaged students and their peers. Overall, Barnes education outreach programs served more than 8,300 SDP students in pre-K through grade 12 during the past year.

Designed to enrich core curriculum areas (literacy, math, science, history, and social studies), these programs introduce young people to the wonder and beauty of the visual arts. Education programs are at the heart of the Barnes and carry forward Dr. Barnes’s belief that the study of art has the power to change lives for the better. Through exposure to the Barnes method for visual literacy,

which teaches observation of the formal elements of a work of art (light, line, color, and space), students can acquire a deeper appreciation of art as well as develop critical-thinking and analytical skills.

The Barnes is one of the only art institutions in Philadelphia to provide an in-depth, three-touch-point program that combines a trip to a visual arts gallery to experience original works of art with in-school lessons both before and after the visit. Each in-school lesson is approximately one hour in length, and the gallery visit is one to two hours long, depending on the program. The Barnes provides classes with a curriculum guide that includes interdisciplinary lesson plans, posters, and activities that SDP teachers can use to prepare students for the program and to encourage ongoing learning after the program concludes.



The programs are carried out in the following sequence:

- An interactive in-school lesson led by Barnes educators or one or more professional teaching artists, featuring visual and written materials that provide 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;
- A second in-school lesson led by Barnes educators or one or more professional teaching artists, during which reproductions of works from the collection are used as inspiration for writing and/or the creation of original artwork; and
- Enriching extension activities and reading selections that emphasize interdisciplinary connections and encourage learning in the classroom before, during, and after the program.

Education programs offered by the Barnes to students in grades 3–8 seek to meet the following goals:

1. Arts-related contexts reinforce art appreciation skills and one other subject area from the core curricula;
2. Critical-thinking and vocabulary skills improve;
3. Visual arts interests are cultivated and pathways for continued exploration are presented; and
4. Increased self-confidence is developed through meaningful interactions with art professionals.

In collaboration with the SDP’s Office of the Arts and Academic Enrichment, the Barnes identifies schools in need of arts enrichment and then coordinates program delivery with principals and teachers. Preference is given to schools that have the greatest need for arts instruction and are demographically representative of the district. Admission and transportation are provided at no cost to schools, mitigating a barrier to participation that teachers identified. Teacher workshops and online teacher training, as well as family programs, further the impact of education outreach programs beyond school walls.

PICTURES AND WORDS

(Grade 3)

This past year, 2,300 third graders participated in *Pictures and Words*, a literacy-based program that introduces the concept that art tells a story. Students develop a narrative by examining the artwork to find the character, setting, main event, conflict, and resolution of the story. Hands-on art making helps students understand how pictures tell stories, and a dance workshop reinforces storytelling techniques using the performing arts.

In 2017–18, *Pictures and Words* focused exclusively on third grade to more closely align with the SDP’s third-grade literacy curriculum and the city’s Read by 4th initiative. *Pictures and Words* asks students to find the main idea of a painting and to provide evidence for their ideas about an artwork. Students learn to read a painting just as they learn to read a text, thereby increasing their visual literacy skills. They sharpen observational skills by looking carefully at the visual language of art—elements like color, line, light, and shape—and by discussing how these tools help convey an artwork’s main idea.

Program goals for *Pictures and Words* for the 2017–18 academic year included:

- Strengthening students’ literacy skills through storytelling, descriptive writing, and/or poetry inspired by works of art in the Barnes collection;
- Creating opportunities for students to demonstrate their understanding of connections between writing and art through hands-on art-making activities;
- Increasing student engagement by offering multiple opportunities for students to express their opinions about works of art;

- Providing productive outlets for self-expression through writing and art-making activities;
- Exposing students to the unique skill sets and perspectives of working artists, using professionally trained artists to lead in-school lessons;
- Increasing student interest in the visual arts and presenting opportunities for further exploration; and
- Increasing the likelihood that SDP teachers will integrate visual art and literacy into their lesson plans.

KEY FINDINGS

Data collected for this program, which came from teacher surveys and a student artwork rubric, showed that teachers and students enjoyed all three components of the program: in-class lessons, a gallery tour, and a dance workshop. Teachers commented on how much they appreciated exposing their students to the Barnes collection and observing art from different cultures. Teachers also said that they learned how to integrate art into their reading and writing activities.

- 99% of teachers surveyed agreed that Barnes educators clearly made connections between visual art and literacy during the gallery tour.
- 100% of teachers saw students making inferences using literacy vocabulary (*character, setting, main idea*).
- 100% of teachers agreed that the in-class lessons and gallery tour aligned with the SDP’s goals for improved learning.
- 100% of teachers said the program’s activities contributed to improving students’ literacy skills.

The assessment of student artwork also demonstrated that:

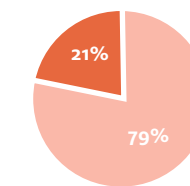
- 100% of student artwork showed strong evidence of color and line.
- 75% of student artwork included some sort of pose that referenced the Barnes sculpture discussed in the lesson.
- 60% of student artwork was given the highest rating on individual expression, demonstrating that students were exhibiting a high level of creativity.

“One major strength of the program is that all students were engaged and participating regardless of their English proficiency.”

—Third-grade teacher, St. Anthony of Padua, Camden, NJ

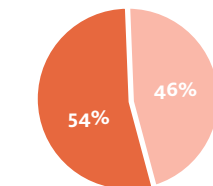
PERCENTAGE OF TEACHERS WHO THOUGHT PICTURES AND WORDS IMPROVED STUDENTS’ UNDERSTANDING OF ART

■ Agree ■ Strongly Agree



PERCENTAGE OF TEACHERS WHO THOUGHT PICTURES AND WORDS IMPROVED STUDENTS’ LITERACY SKILLS

■ Agree ■ Strongly Agree



“*Pictures and Words* allows students a chance to experience a variety of expressions—reading, visual arts, dance—within one program, and the students were able to make themselves fit where they were most comfortable.”

—Third-grade teacher, Gilbert Spruance School, Philadelphia



ART OF LOOKING

(Grades 5–6)

During the 2017–18 academic year, *Art of Looking* served nearly 2,100 Philadelphia public school students and 86 Catholic school students. The program’s STEAM-based (science, technology, engineering, art, and math) curriculum asks students to apply problem-solving skills in an art context. This program for fifth and sixth graders builds skills outlined in Philadelphia’s Core Science Curriculum, the Next Generation Science Standards, and the Pennsylvania Core Standards for Mathematics.

Students test solutions to problems in project-based opportunities. For example, fifth graders take on the role of art curator to analyze primary source material to answer questions about artwork. Sixth graders build a sculpture and then try to draw it on a sheet of grid paper for another team to reconstruct. By the end of *Art of Looking*, students are problem solvers and have a better understanding of how an artist made a particular work.

Program goals for *Art of Looking* for the 2017–18 academic year included:

- Barnes educators reinforce science and math concepts by integrating art from the Barnes collection into scientific and mathematical practices;
- Students incorporate scientific and mathematical practices and concepts in the creation of their own works of art;
- Students use scientific inquiry to discover and understand color, light, shape, line, and space—scientifically and artistically; and
- SDP teachers are more likely to integrate visual art, science, mathematics, and project-based learning in their classrooms.

KEY FINDINGS

Teachers reported that the program’s components—the in-class lessons, gallery tour, and gallery workshop—helped students see real-world applications of science and math. Students were able to think critically about the artwork and how artists solved the problem of presenting their ideas visually. Teachers saw students building science, math, and art vocabulary skills to analyze artwork. Teachers themselves learned how to integrate science and math with art in the activities. The hands-on activities were seen as especially useful for students with special needs, enabling students of all abilities to experience the program.

- 100% of teachers surveyed agreed that students used content vocabulary in science during in-class lessons.
- 67% of teachers strongly agreed that students clearly made connections between visual art and science.
- 100% of teachers noticed students using science vocabulary during gallery tours.
- 89% of teachers said they were more knowledgeable about integrating visual art into other content areas after completing the program.
- 100% of teachers used the pre- and post-visit activities and poster sets.
- 100% of teachers strongly agreed that the program encouraged students to use mathematical practices.
- 93% of fifth-grade students completed the four watercolor experiments and made substantive observations about their artwork.

- 100% of teachers thought the in-class lessons, gallery tour, and gallery workshop closely aligned with district goals for improved learning.

- 100% of teachers thought the in-class lessons, gallery tour, and gallery workshop closely aligned with grade-level content standards.



“Every year provides new experiences for our children with special needs. The lessons are engaging and interactive while still having the students connect with and interpret the pieces of art. I look forward to continuing my relationship with the staff at the Barnes so my future students can experience the activities provided and be exposed to pieces of art that they would not be exposed to otherwise.”

—Lisa Bottner, Multiple Disabilities Support, Baldi Middle School, Philadelphia

CROSSING BOUNDARIES

(Grades 7–8)

In 2017–18, nearly 1,300 seventh- and eighth-grade students from Philadelphia public schools and more than 100 Catholic school students participated in the *Crossing Boundaries* program. *Crossing Boundaries* incorporates social studies, history, and art appreciation into a curriculum that emphasizes cross-cultural respect and understanding. The program refines critical-thinking skills and hones cultural understanding by exploring similarities and differences in works of art from various perspectives. Students are introduced to African sculptural traditions and analyze the influence of African sculpture on the work of modern European artists. Students complete a mask-making project that also includes a poetry exercise to connect artwork to writing.

Program goals for *Crossing Boundaries* for the 2017–18 academic year included:

- Students demonstrate an increased understanding of SDP curriculum areas (English and language arts, visual arts, social studies) with art appreciation and art history concepts;
- Students demonstrate understanding of cross-cultural connections through an art-making activity;
- Students use artistic principles, including shape, line, color, light, and space, to analyze works in the Barnes collection and their ensemble display;
- Students demonstrate an increased understanding and respect for contributions of various cultures; and
- SDP teachers are more likely to integrate visual arts and social studies in their classrooms.

KEY FINDINGS

In the 2017–18 academic year, teachers gave the Barnes educators in this program high ratings. Teachers clearly saw the integration of social studies and art and how the program made connections across subject areas. They thought that the activities were hands-on and introduced students to the cultures behind the art that they saw.

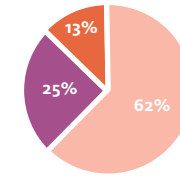
- 88% of teachers surveyed agreed the program clearly made connections between visual art and social studies.
- 100% of teachers said the in-class lesson increased students' understanding of core curriculum areas (English and language arts, visual arts, and social studies).
- 100% of teachers strongly agreed that students used content vocabulary in visual art and social studies in the gallery tour.
- 86% of teachers said students analyzed artwork to better understand other cultures.
- 87% of teachers noticed students comparing and contrasting artworks from different cultures.
- 100% of teachers said *Crossing Boundaries* closely aligned with grade-level content standards.

The assessment of student artwork also demonstrated that:

- Student artwork showed a high level of creativity and used line, colors, and shapes very effectively 83% of the time.
- Students completed poetry writing and made a connection to the writing within the artwork 83% of the time.

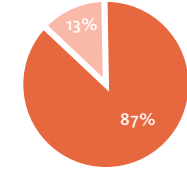
PERCENTAGE OF TEACHERS WHO THOUGHT *CROSSING BOUNDARIES* INCREASED STUDENTS' UNDERSTANDING OF CORE CURRICULUM AREAS

Very Effectively Effectively Somewhat Effectively



PERCENTAGE OF TEACHERS WHO THOUGHT *CROSSING BOUNDARIES* IMPROVED STUDENTS' UNDERSTANDING OF SOCIAL STUDIES

Strongly Agree Agree



“A simple painting can represent culture in a big way. The Barnes is an amazing museum. It’s like going all around the world, but in reality you are just in a museum!”

—Seventh-grade student

“The visit to the Barnes allowed my students to meet people who are like them pursuing art and dance and speaking knowledgeably about both.”

—Seventh-grade teacher, William Dick School, Philadelphia

Additional Programming and Resources for Philadelphia Teachers and Students

In addition to the outreach education programs described in this report, the Barnes provides many other opportunities for students to explore and learn from the collection and special exhibitions. More than 2,300 students participated in special one-time or ongoing collaborative programs during the 2017–18 academic year.

STEAM FAIR / ART OF MATH CHALLENGE (GRADES K–12)

STEAM-related programming continued to attract interest during the 2017–18 academic year. In spring 2018, the Art of Math Challenge brought together students to participate at the Barnes during PECO Free First Sunday Family Day. Students created three-dimensional models of two-dimensional paintings and submitted them for judging. Students were then asked to justify their design choices by explaining the mathematical practices used in creating the model. Submissions were evaluated on how well they articulated mathematical strategies and executed a plan. Entries were voted on by the public for an aesthetics prize, as well as judged for their creative mathematical strategy by staff from the Barnes and math consultants.

More than 35 teachers from 31 schools in Pennsylvania and New Jersey engaged with the program, with 29 teachers participating in the Art of Math Challenge workshop. Exactly 260 students worked on Art of Math Challenge projects in the 2017–18 academic year, and 178 of them completed the challenge. All 28 completed projects were displayed at the Barnes's PECO Free First Sunday Family Day on March 5. Eight schools were represented in this year's display—three

returning schools and five new ones. The competition received a higher level of teacher and student engagement than in previous years, and the event is expected to grow in the future.

STEAM ONLINE TEACHER TRAINING

This past year, six teachers were chosen to pilot the Barnes's Art in Math teacher training program. Using an online learning platform, the STEAM Online Teacher Training is a series of courses focusing on the intersections between art, science, technology, engineering, and math. Art in Math focused on ways teachers can integrate math and art and included a series of six modules. Teachers practiced using discussions about art to teach math concepts to their students. They also were introduced to the Barnes method of analyzing art and gained skills in offering inquiry-based discussions about art with their students. To encourage skill building, reflective practice, and a community of learning, the teachers recorded and shared videos of themselves participating in mock teaching scenarios. Each teacher then viewed and responded to their fellow teachers' videos, providing feedback and reflecting on their own experience. Access to the Barnes collection and to art and math experts was also made available.

SINGLE-VISIT OPPORTUNITIES

For Philadelphia public school students not participating in an outreach program, the Barnes offers the opportunity to explore and learn from the collection and exhibitions by providing complimentary busing, admission, and educational

tours. More than 2,000 SDP students in grades K–12 participated in one-time tours of the Barnes during the 2017–18 academic year.

INITIATIVE FOR HIGH SCHOOL STUDENTS

Central High School in Philadelphia participated in a multi-visit program focused around the special exhibition *Kiefer Rodin*. More than 60 students from two art classes responded to the themes surrounding architecture and sculpture, namely construction and reconstruction represented in the exhibition. Student work was displayed at the Support Center for Child Advocates in Philadelphia. Central High School students also designed tours of the exhibition for both fifth graders from Potter-Thomas School and the general public during a PECO Free First Sunday Family Day program in February. In addition, 30 students from String Theory School visited the Barnes multiple times during the academic year as preparation for creating their own works of art inspired by the collection and special exhibitions.

TEACHER TRAINING

The Summer Teacher Institute was a four-day workshop offering teachers exclusive access to the Barnes collection. A group of 16 art and classroom teachers participated in "From the Streets to Their Seats: Integrating Art from the Community to the Classroom." Teachers explored the largely European 19th- and early-20th-century collection through a contemporary and multicultural lens. Immersed in the objective method of Barnes founder Dr. Albert C. Barnes, teachers learned teaching strategies to bring back to the classroom to help students develop their visual

literacy skills. They met artist Mat Tomezsko to see how his art communicated ideas of social justice and had behind-the-scenes access to the exhibition *Mohamed Bourouissa: Urban Riders*. The first solo exhibition in Philadelphia by the French-Algerian artist, *Urban Riders* brought together approximately 85 works inspired by a North Philadelphia community's efforts at neighborhood revitalization and youth empowerment.

In April, half-day workshops for Philadelphia teachers took place at the Barnes. During these workshops, 16 teachers engaged with the *Crossing Boundaries* program by exploring new mask-making techniques using renewable materials.



A 3-D model of de Chirico's *The Arrival* (below) created by ninth graders from Friends Select School in Philadelphia.



Giorgio de Chirico. *The Arrival*, 1912–1913. © 2018 Artists Rights Society (ARS), New York / SIAE, Rome

Students in grades K–12 competed in the Art of Math Challenge by submitting dioramas of two-dimensional paintings from the Barnes collection. Students problem-solved to decide which mathematical strategies to use to convert images from 2-D to 3-D.



A 3-D model of Settanni's *Russian Ballet* (below) created by fifth graders from Albert M. Greenfield School in Philadelphia.



Luigi Settanni. *Russian Ballet*, 1934. © 2018 Estate of Luigi Settanni

Community Connections

FREE ACCESS

As a complement to education outreach programs, opportunities for families to visit the Barnes free of charge were implemented during the 2017–18 academic year. Students participating in education outreach programs received school passes that allowed them to bring up to three family members to the Barnes for free at any time following their program. Additionally, pre-K families received a free community pass to return multiple times to the Barnes on any day during the year. Students and their families were encouraged to attend the PECO Free First Sunday Family Days held year-round at the Barnes.

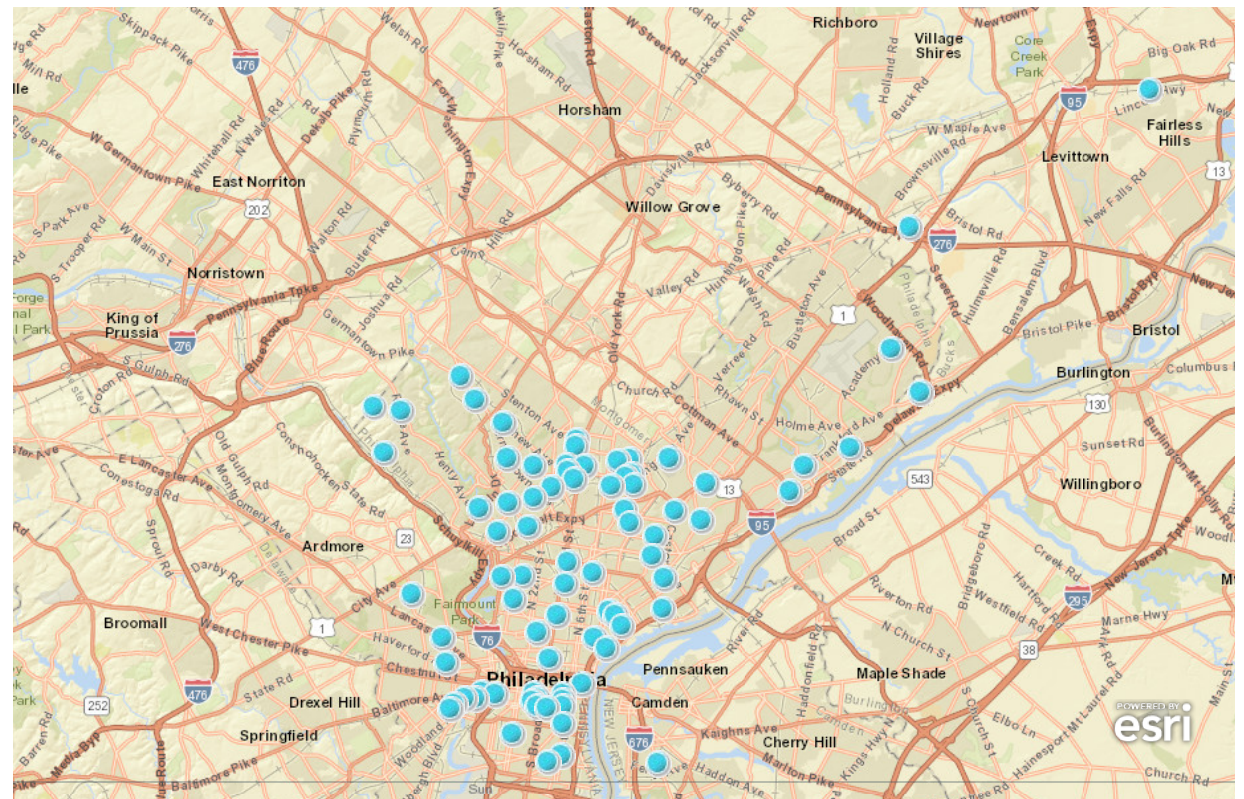
Other programs addressed possible barriers to museum participation among students in the School District of Philadelphia. In May 2018, the Barnes partnered with the SDP’s Early Childhood Office to host a program called *Meet Me at the Museum*, which sought to alleviate some of the anxiety felt by families with young children when visiting art museums. Several Barnes-organized social outings encouraged employees of the Early Childhood Office to come to the Barnes to welcome these families with familiar faces. This program was free and offered age-appropriate activities that parents and children could do together both at the Barnes and at home. Also in May, seventh-grade students from Fidler Academics Plus school extended their learning outside the classroom during the PECO First Free Sunday Family Day program. Approximately 20 seventh graders from Fidler designed and delivered an art-making project to pre-K students. This event was a continuation of the *Crossing*

Boundaries program, in which seventh and eighth graders learn about the cultural connections within the Barnes collection.

CAMDEN EXPANSION

Barnes educational outreach programs expanded to Camden, New Jersey, during the 2017–18 academic year. After almost six years of successful implementation of programming in the SDP, the Barnes brought two programs to Camden Catholic and public schools. Thanks to a grant from the Connelly Foundation, the Barnes education staff teamed up with the city’s Catholic Partnership Schools to bring *Pictures and Words* to more than 135 third-grade students from St. Anthony of Padua, Holy Name, St. Cecilia, Sacred Heart, and St. Joseph Pro-Cathedral Schools.

Support from Subaru of America, Inc. allowed Camden public schools to benefit from the expansion as well. In collaboration with the city’s Office of Curriculum, the Barnes selected seven pre-K classes at the Bonsall Annex School to participate in *Look! Reflect! Connect!* More than 100 pre-K students and their teachers enjoyed three outreach classes at Bonsall, one field trip to the Barnes, and the opportunity to bring their families to the Barnes in the month of June. In addition, teachers received curriculum binders and a set of art posters and attended three professional development workshops. At these workshops, the teachers learned how to effectively and strategically integrate art into their classroom after the program ended.



The Barnes staff identified schools throughout Philadelphia to ensure that education outreach programs were accessible to as many students as possible.

LOOK! REFLECT! CONNECT!

Pre-K

Philadelphia

15 schools, 440 students, 44 teachers

Students

Add B. Anderson School - Bright Futures	20
Andrew Jackson School - Head Start	20
Bache-Martin School - Bright Futures	40
Cook-Wissahickon School - Head Start	20
Edwin Forrest School - Bright Futures	20
Edwin M. Stanton School - Bright Futures	20
George W. Nebinger School - Bright Futures	40
George W. Sharswood School - Head Start	40
Horatio B. Hackett School - Head Start	40
James R. Lowell School - Bright Futures	20
John Wister Elementary - Bright Futures	40
Rhawnhurst School - Bright Futures	20
Rising Sun Children’s Center	40
Robert E. Lambertson Elementary School - Bright Futures	40
Thurgood Marshall School	20

Camden

105 Students, 14 Teachers

Bonsall Annex School	105
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PUENTES A LAS ARTES / BRIDGES TO THE ARTS

Pre-K

Philadelphia

38 students, 3 teachers

Southwark School	38
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PICTURES AND WORDS

Grade 3

Philadelphia

35 schools, 2,425 students

Albert M. Greenfield School	81
D. Newlin Fell School	50
Edwin M. Stanton School	26
Eliza B. Kirkbride School	58

Students

General George A. McCall School	100
George W. Nebinger School	60
Gilbert Spruance School	60
Global Leadership Academy	28
Horace Furness School	17
Horatio B. Hackett School	47
John H. Webster School	123
James G. Blaine School	48
James R. Lowell School	29
Jay Cooke Elementary School	54
John B. Kelly School	108
John Moffet School	55
John Welsh School	40
Joseph Pennell School	55
Juniata Park Academy	138
Kenderton Elementary	30
KIPP Philadelphia Elementary Academy	81
Mariana Bracetti Academy Charter School	78
Mastery Charter School Thomas Campus	112
Mitchell Elementary School	60
Potter-Thomas School	60
Prince Hall School	84
Stephen Girard School	118
Thomas Holme School	75
Thomas Mifflin School	35
Vare-Washington Elementary	50
Watson Comly School	96
William Cramp School	141
William H. Loesche School	120
Wissahickon Charter School Awbury Campus	54
Wissahickon Charter School Fernhill Campus	54

Catholic Schools, Camden

5 schools, 136 students

Holy Name School	26
Sacred Heart School	26
St. Anthony of Padua School	26
St. Cecilia School	26
St. Joseph Pro-Cathedral School	32

ART OF LOOKING*Grades 5–6**Philadelphia***23 schools, 2,135 students**

	Grade	Students
Anna L. Lingelbach School _____	5 _____	55
Benjamin Franklin School _____	5 _____	110
George Sharswood School _____	5 _____	50
George W. Nebinger School _____	5 _____	60
Green Woods Charter School _____	5 _____	75
Grover Washington Jr. School _____	5 _____	120
Henry A. Brown School _____	5 _____	60
Julia R. Masterman Laboratory and Demonstration School _____	5 _____	165
Penn Alexander School _____	5 _____	62
People for People Charter School _____	5 _____	45
Stephen Decatur School _____	5 _____	120
Tanner Duckrey School _____	5 _____	77
Thomas Holme School _____	5 _____	75
Alexander Adaire School _____	6 _____	35
Anna L. Lingelbach School _____	6 _____	65
Baldi Middle School _____	6 _____	60
Bridesburg Elementary School _____	6 _____	95
Fitler Academics Plus _____	6 _____	40
Grover Washington Jr. School _____	6 _____	120
John Hancock Demonstration School LaBrum Campus _____	6 _____	100
John Story Jenks Academy of the Arts and Sciences _____	6 _____	50
Joseph H. Brown School _____	6 _____	66
Julia R. Masterman Laboratory and Demonstration School _____	6 _____	198
Olney Elementary School _____	6 _____	60
Shawmont School _____	6 _____	60
Tanner Duckrey School _____	6 _____	77
William D. Kelley School _____	6 _____	35

*Catholic Schools, Philadelphia***2 schools, 86 students**

Blessed Trinity Catholic School _____	5 _____	60
Holy Trinity School _____	6 _____	26

CROSSING BOUNDARIES*Grades 7–8**Philadelphia***24 schools, 1,292 students**

	Grade	Students
Alliance for Progress Charter School _____	7 _____	55
Anna L. Lingelbach School _____	7 _____	55
Avery D. Harrington School _____	7 _____	54
Benjamin B. Comegys School _____	7 _____	50
Benjamin Franklin School _____	7 _____	60
Cook-Wissahickon School _____	7 _____	54
George W. Childs School _____	7 _____	55
George W. Nebinger School _____	7 _____	35
Henry C. Lea School _____	7 _____	40
Henry H. Houston Elementary School _____	7 _____	38
Middle Years Alternative _____	7 _____	60
Northwood Academy Charter School _____	7 _____	88
Olney Elementary School _____	7 _____	60
Potter-Thomas School _____	7 _____	60
Roberto Clemente Middle School _____	7 _____	25
Thomas K. Finletter School _____	7 _____	85
Thomas Mifflin School _____	7 _____	25
William Dick School _____	7 _____	60
AMY 5 at James Martin _____	8 _____	42
Fitler Academics Plus _____	8 _____	50
Gilbert Spruance School _____	8 _____	36
Grover Cleveland Elementary _____	8 _____	90
James Dobson School _____	8 _____	55
Wissahickon Charter School Fernhill Campus _____	8 _____	60

*Catholic Schools, Philadelphia***3 schools, 102 students**

La Salle Academy _____	7 _____	15
St. Francis de Sales School _____	7 _____	54
St. Laurence School _____	7 _____	33

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