



THE BARNES FOUNDATION

Education Outreach Programs Annual Report 2018–19





Contents

- 2 About the Barnes

- 4 School Outreach Programs in Philadelphia and Camden
 - 6 Look! Reflect! Connect! (Pre-K)
 - 10 Pictures and Words (Grade 3)
 - 13 Art of Looking (Grade 5–6)
 - 16 Artist Voices (Grade 7)

- 19 Community Programming
 - 19 Puentes a las Artes / Bridges to the Arts (Ages 3–5)

- 21 Additional Programming and Resources for Teachers and Students
 - 21 Community Connections
 - 22 STEAM Initiatives
 - 24 High School Partnerships
 - 25 Single-Visit Opportunities
 - 25 Teacher Training

- 27 2018–19 Education Outreach Donors

- 28 Participating Schools



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 expression.

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 presents 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.

The Barnes Foundation’s mission is grounded in the democratic principle that art should be accessible to all, regardless of background or education. Dr. Barnes promoted visual literacy and critical-thinking skills as essential to every person’s ability to be a participating, productive member of society. He hired a teaching staff and opened the Barnes Foundation for classes in 1925, employing

a teaching method that encouraged students to read art as an artist does and to study its formal elements of light, line, color, and space. Dr. Barnes wrote that his approach to education “comprises the observation of facts, reflection upon them, and the testing of the conclusions by their success in application. It stipulates that an understanding and appreciation of paintings is an experience that can come only from contact with the paintings themselves.” This approach to teaching students the language of art is based on his philosophies, as well as those of Violette de Mazia and John Dewey, and makes art accessible wherever it is encountered.

Since the Barnes Foundation’s move to Philadelphia in 2012, nearly 1.8 million people from all 50 states and 70 countries have visited the art collection, participated in educational and public programs, and attended special exhibitions. The Barnes education program has served close to 72,000 schoolchildren and remains committed to the institution’s mission, providing multi-access outreach programs to pre-K–12 students in the school districts of Philadelphia and Camden, New Jersey. Over the past seven years, the Barnes has built upon the progressive vision of its founder, investing in original scholarship relating to its collection and enhancing accessibility throughout every facet of its programming. As the Barnes continues to expand its commitment to teaching visual literacy in groundbreaking ways, it aims to become a leading forum for the exploration of the arts, ideas, and histories represented in its core collections.

Recent Highlights

- Nearly **1.8 million** visitors since 2012
- **240,000+** visitors in 2018
- **18,000+** member households in 2018
- **4 million+** online visitors engaged since the launch of the new website in 2017
- **276,000+** newsletter subscribers
- Nearly **80%** of annual budget directly supports programs
- **50+** ongoing citywide cultural and educational community partnerships
- **\$65.8** million endowment in FY 2018
- **12,000+** schoolchildren attend education programs annually
- **Free admission** for ACCESS cardholders and community partners, free admission on Sundays for Philadelphia teachers, and PECO First Free Sunday Family Day programs open to all

School Outreach Programs in Philadelphia and Camden

In the 2018–19 academic year, the Barnes Foundation’s school outreach programs served more than 12,000 students from the School District of Philadelphia (SDP) and select grades from Camden City School District (CCSD), Pennsylvania Catholic schools, and Camden Catholic Partnership Schools. In collaboration with the SDP’s Office of the Arts and Academic Enrichment and the CCSD’s Early Childhood Office, the Barnes identifies schools in need of arts enrichment and coordinates programs with principals and teachers. Preference is given to schools that have the greatest need and are demographically representative of their districts. The Barnes extends these opportunities free of charge—including all program materials and transportation to and from the Barnes—to public schools in Philadelphia and Camden.

Designed to enrich core curriculum areas (literacy, math, science, history, and English language arts), these programs build on Dr. Barnes’s belief that art has the power to improve minds and transform lives. These diverse education programs are based on his remarkable collection and his instructional practice that encourages learners of art to share their personal observations and analyses upon investigation of the formal elements of art (light, line, color, and space). Through exposure to this educational method, students can acquire a deeper appreciation of art and develop valuable analytical and critical-thinking skills.

Over 70% of the students who participate in Barnes programs do so through multi-visit opportunities. For five grade levels where integrating art into the curriculum can be the most beneficial—pre-K and third, fifth, sixth, and seventh grades—the Barnes offers a unique three-touchpoint approach to prepare students to visit and reflect on their experiences with the collection. These programs 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 or the creation of original artwork;
- Enriching extension activities and reading selections that emphasize interdisciplinary connections and encourage learning in the classroom before, during, and after the Barnes experience.

Rooted first and foremost in the desire to inspire students and teachers, these programs are also designed to aid in narrowing the achievement gap between disadvantaged students and their peers and to actively break down barriers that may keep certain communities from participating in visits to art museums. All the programs have their own curriculum-aligned agenda, but they share four overall 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 encourage students and teachers of all backgrounds to find relevance in the Barnes collection;
4. To support students’ academic growth by aligning lessons with curricular standards, modeling arts integration for teachers, and providing resources for teachers.

Evaluation

The Barnes Foundation contracts Patti Saraniero, EdD, principal of Moxie Research (moxieresearch.com), to develop the data-gathering tools used to evaluate the effectiveness of the Barnes’s school outreach programs. The tools used in these assessments include:

- Teacher surveys: Post-program surveys are completed by teachers and consist 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 assess if program goals for grades 3, 5, 6, and 7 are being met and to gather student outcome data. It rates student work based on criteria such as completeness of artwork, effective use of elements of art, creativity through personal expression, and use of content vocabulary.



2019 Arts & Pre-K Excellence Award



The Barnes is the sole recipient of this award from the Greater Philadelphia Cultural Alliance in the arts and cultural organization category. Supported by PECO, the award recognizes a successful organization with an exemplary program offered to children five and under. It highlights the benefits of infusing early learning with arts and culture to spark children's creativity and build social, emotional, and cognitive skills.

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. Pennsylvania early learning standards suggest 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. These inquiry-based strategies are modeled in school-based outreach lessons taught by a Barnes educator and augmented by a field trip to the Barnes galleries.

Look! Reflect! Connect! has been offered to pre-K students and teachers in Philadelphia since 2014. In the 2018–19 academic year, the program served 440 students and 44 teachers at Head Start and Bright Futures locations in the city. The Barnes staff works closely with the SDP's Early Childhood Office to select schools most in need of arts education.

In 2018, the program expanded to the Bonsall Annex School in Camden, New Jersey. Two additional sites in Camden were added in 2019: Riletta Twyne Cream Family School and the Early Childhood Development Center. In all, 270 Camden students and 42 teachers participated in the program during the 2018–19 academic year. At a family workshop at the Bonsall Annex and Early Childhood Development Center, parents and caregivers were invited to take a virtual-reality tour of the Barnes to encourage them to attend May's PECO Free First Sunday Family Day.



A pre-K student from Philadelphia's Thurgood Marshall School created this collage to show her understanding of texture.

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

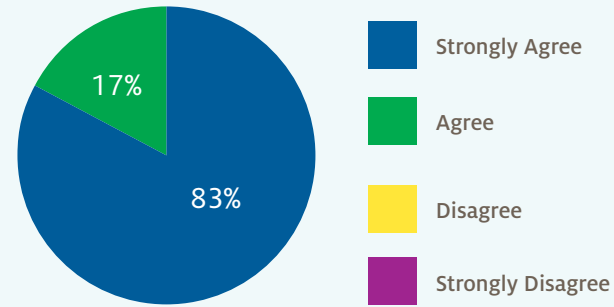
- Expressing critical-thinking skills by making predictions and using evidence while responding to artwork;
- Exploring and asking questions to seek meaningful information about a growing range of topics, ideas, and tasks;
- Knowing and using basic elements of visual arts by demonstrating an understanding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

"My kids loved their trip to the Barnes; they were incredibly engaged. Seeing them complete the ensemble art project with their parents [who came as chaperones] was wonderful."

—Pre-K teacher,
Edwin M. Stanton School, Philadelphia



Percentage of teachers who thought the program contributed to students' learning in art



“The students were talking about lines that wiggle, zig-zag, and curve during the lesson and throughout the remainder of the day.”

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

“The children enjoyed the hands-on activity. I think giving them an opportunity to create something made a lasting impression on them and their chaperones.”

—Pre-K teacher,
Robert E. Lamberton School, Philadelphia

Key Findings

Data collected from teachers participating in *Look! Reflect! Connect!* showed students were highly engaged in the activities conducted during the outreach lessons and gallery tour. The program introduces students to art vocabulary such as *primary* and *secondary colors*, *textures*, and *lines*, and teachers reported that students demonstrated an understanding and use of the vocabulary and were identifying lines in artwork and in the classroom. Teachers appreciated the opportunity to introduce students to art and to the Barnes as a resource. They said the professional development workshops and curricular binders, art posters, and children’s books were important components of the program. The following findings are of note:

- 91% of surveyed teachers saw all or most students looking carefully and being engaged in the activities during the gallery tour.
- 92% of teachers said the outreach lessons closely aligned with the state’s early learning standards.
- 100% of teachers saw students demonstrating concepts introduced in outreach lessons.
- 100% of teachers said the outreach lessons aligned with curriculum standards.
- 91% of teachers said they used the children’s books along with art posters to engage children in the classroom.



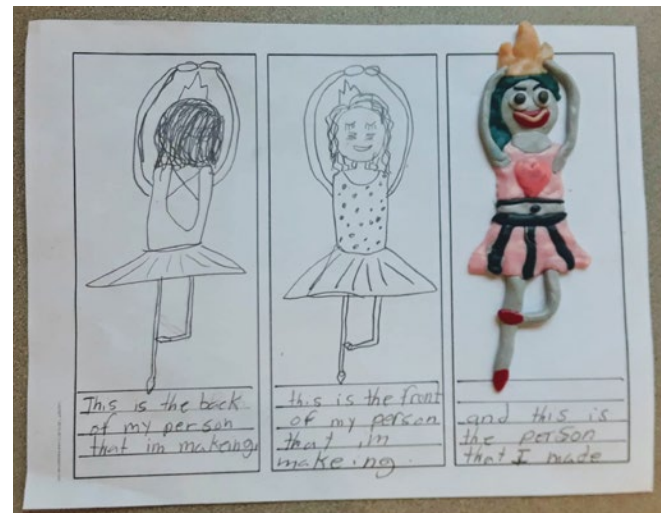
Pictures and Words (Grade 3)

During the 2018–19 academic year, 2,629 third graders from Philadelphia public and Catholic schools and Camden Catholic schools participated in *Pictures and Words*, a literacy-based program that teaches students to read paintings just as they learn to read text, thereby increasing their visual literacy skills. Students examine the characters, settings, main ideas, and conflicts portrayed in an artwork and develop a narrative about their observations. Making inferences by evaluating an artwork addresses Pennsylvania’s English Language Arts Standards for reading and reinforces the skills that are being built in the classroom with written words. Barnes educators offer this program exclusively to students in third grade, a pivotal year for literacy development, to more closely align with the SDP’s third-grade literacy curriculum and the City of Philadelphia’s Read by 4th initiative.

In this powerful three-part program connecting stories and art, students participate in class lessons, a gallery tour, and a dance workshop. They begin with an in-class lesson where they analyze an object and learn how literary components of a story align with visual elements of art. The power of storytelling comes alive when students are exposed to original art during a field trip to the Barnes, where they build skills in observing details and identifying stories within the art. Students then meet with a professional dancer to explore how dance reinforces storytelling techniques. Students are encouraged to connect personally with their experiences in this program by expressing what is meaningful in the works they see in the collection and in the sculpture they create as a final project.

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 opinions;
- Describing the story of a painting by identifying its character, setting, and main event, thus using the 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; and
- Creating works of art that show individual expression using a variety of artistic processes and materials.



Third-grade students in *Pictures and Words* created clay sculptures and placed their characters in a story.



“This program taught me how to look at art and that all art tells a story. Using the art of looking can actually engage most students in discussion and higher-order thinking.”

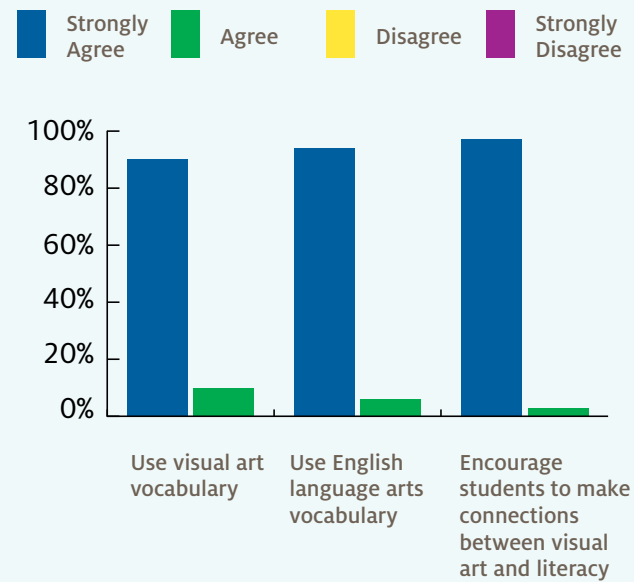
—Third-grade teacher,
Anne Frank School, Philadelphia

“One major strength of the program is that all students were engaged and participating regardless of their English proficiency. Many of our students are often shy to get involved, but it seemed they understood that art/movement is universal.”

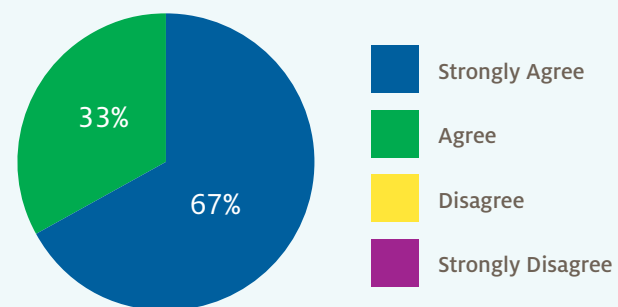
—Third-grade teacher,
Potter-Thomas School, Philadelphia

Art of Looking (Grades 5–6)

Percentage of teachers who thought the educator did the following to help students learn during the in-class lessons



Percentage of teachers who said integrating visual art with other curricular content is an effective strategy for student learning



Key Findings

Data collected for this program, which came from teacher surveys and a student artwork rubric, showed that students strengthened their skills in finding characters, settings, and main ideas in artworks during discussions in the Barnes galleries. Teachers reported that this program not only removed the financial obstacle of visiting an art institution but also enabled them to fit art into classroom instructional time. Teachers said a major strength of the program is its accessibility for English language learners, and that it shifted their thinking about how looking at and discussing art can further build literacy skills.

- 100% of surveyed teachers said the program contributed to their students' learning in art.
- 93% of teachers agreed that the program's activities contributed to improving their students' literacy skills.
- 96% of teachers reported that all or most students made inferences using literacy vocabulary—*character, setting, main idea*—when looking at works of art during the gallery tour.
- 90% of teachers said the program's in-class lessons aligned with school district goals for improved learning.
- 100% of teachers said their students would benefit from more art in the curriculum.

Fifth and sixth graders delve into STEAM-based learning (science, technology, engineering, art, and math) in the *Art of Looking* program, which cultivates problem-solving skills outlined in Philadelphia's Core Science Curriculum, the Pennsylvania Core Standards for Mathematics, and the Next Generation Science Standards (a multistate initiative for K–12 science content standards). During the 2018–19 academic year, approximately 2,450 students from Philadelphia public and Catholic schools participated in this three-part program that integrates art with science and math principles through in-class lessons, a gallery tour, and a gallery workshop.

The fifth-grade program encourages students to develop problem-solving skills in an art context using the Next Generation Science Standards for inquiry and investigation. Students use scientific inquiry and make claims about an artwork, citing evidence and explaining their reasoning. In a classroom lesson, students are prepped to analyze artwork using scientific reasoning: *What evidence can you see in an artwork that shows an artist's ideas? How do artists use materials to convey their ideas?* Students hone these skills during a visit to the Barnes by learning about the qualities of art materials and examining artworks in the collection. They take on the role of conservator or curator when they examine archival materials used by Barnes staff to answer questions about artists. Students then test their understanding of art by experimenting with three watercolor techniques as a final project.

In the sixth-grade program, students examine dimensions in art to address mathematical practice standards. During the gallery tour, students perceive

an artwork as a math problem when they plot coordinate planes on a painting to discover where the artist constructed focal points. While at the Barnes, students work in small groups to investigate compositional elements in paintings, such as perspective, balance, symmetry, and open and closed configurations. They then reinterpret those works by arranging themselves as objects in the paintings and taking photographs of their new interpretations. As a final project, students experiment with two- and three-dimensional drawings.

“Our students are given the opportunity to develop their minds and see works of art they most likely would not see without this program. It is a wonderful experience they truly enjoy.”

—Sixth-grade teacher,
Eliza B. Kirkbride School, Philadelphia

“Students walk away from the *Art of Looking* program with an artistic eye, a questioning eye, and an interested eye. I am thrilled my students have been a part of this endeavor, and we look forward to working with the Barnes in the future.”

—Fifth-grade teacher,
Sadie Alexander School, Philadelphia



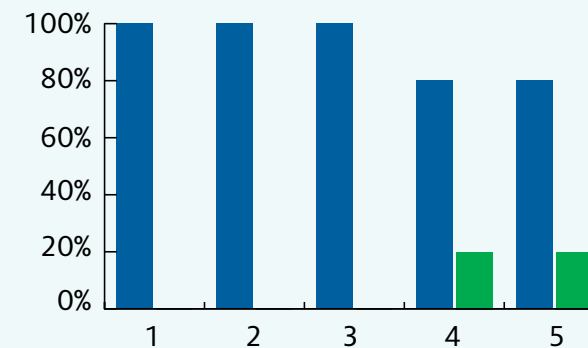
Fifth-grade students from the Gesu School investigate a mystery artwork using the scientific method of Claim, Evidence, and Reasoning (CER).

Program goals for Art of Looking students included:

- Analyzing a work of art using art vocabulary such as *light, line, color, space, and shape* and math vocabulary including *symmetry/asymmetry* and *coordinate planes*;
- Using the Claim, Evidence, Reasoning (CER) model of scientific investigation to explore the materials used to make artworks (fifth-grade program);
- Creating claims about meaning in artworks supported by observable evidence and/or supplemental visual, oral, or written evidence (fifth-grade program);
- Using the math procedure of plotting points on coordinate planes (sixth-grade program); and
- Comparing and contrasting the composition (including lines, shapes, and patterns) in two or more artworks (sixth-grade program).

Percentage of fifth-grade teachers who thought the guide did the following to help their students learn during the gallery tour

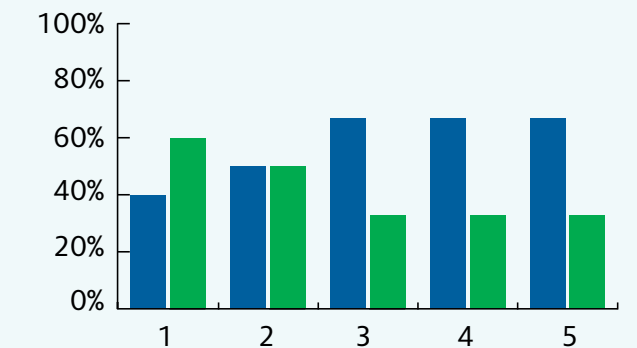
Strongly Agree Agree Disagree Strongly Disagree



- Use visual art vocabulary
- Use science procedure vocabulary
- Clearly make connections between visual arts and science
- Encourage students to make connections between visual arts and science
- Encourage all students to participate

Percentage of sixth-grade teachers who observed their students do the following during the gallery workshop

All Students Most Students Some Students No Students



- Use visual art vocabulary
- Use math vocabulary
- Use mathematical practices to solve problems
- Ask and answer questions
- Be engaged in the activities

Key Findings

Teachers reported that the program’s components—the in-class lessons, gallery tour, and gallery workshop—contributed to student learning in both art and math. One teacher noted the portion of the gallery visit where students used scientific inquiry to make claims about an artwork—citing evidence and explaining their reasoning—was a great real-world example of how to solve a problem.

Fifth-grade students successfully used visual art vocabulary and science procedure vocabulary (using the CER model) when analyzing works of art. Sixth-grade students used math content vocabulary (such as *two- and three-dimensional shapes, scale, and coordinate grids*) in all three components of the

program. Teachers reported the program improved their confidence in integrating visual art into math and science areas of the curriculum.

- 100% of surveyed teachers said integrating visual art with other curricular content is an effective strategy for student learning.
- 100% of fifth-grade teachers thought all three components of the program aligned with district goals for improved learning.
- 100% of sixth-grade teachers thought all three components of the program aligned with grade-level mathematical practice standards.

Artist Voices (Grade 7)

Seventh graders from Philadelphia public and Catholic schools find their creative voice and become artistic rebels in *Artist Voices*, the newest Barnes school program. Piloted in the previous academic year, this program was fully implemented in 2018–19 with 2,170 students. In the area of language arts, the SDP curriculum teaches students 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 discover how works of art express an individual artist’s voice and view of the world. They explore art as a communicative tool and learn how cultural and historical contexts inform artists’ creative choices on the subject, choice of material, and application of that material. Students also study works of art as a dialogue between artist and viewer.

The program begins with an in-class lesson where students are asked to investigate radical artists from different time periods and places. They learn historical details about the artists and examine their work

to identify how they broke with the conventions of their time. During a field trip to the Barnes, students analyze how particular artists defied traditions to evolve their own styles. Complementing the language arts curriculum’s emphasis on using reasoning and evidence-based analysis when reading text, the program asks students to read artworks and draw on personal experiences to interpret them. Through careful analyses, students build critical-thinking skills that prepare them for creating their own graffiti tags (or personalized signatures) as a final project.

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 an artist’s work and voice and support claims with visual evidence;

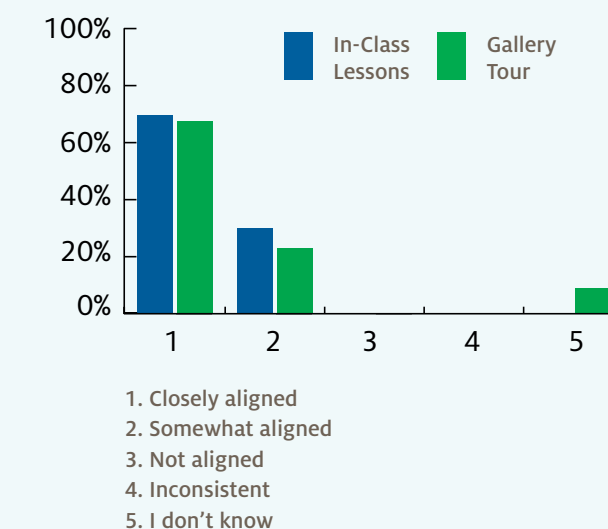
- Building art vocabulary and using aesthetic principles, including color, line, shape and form, to analyze works in the Barnes collection; and
- Expressing individual artistic voices and viewpoints in works of art.

Key Findings

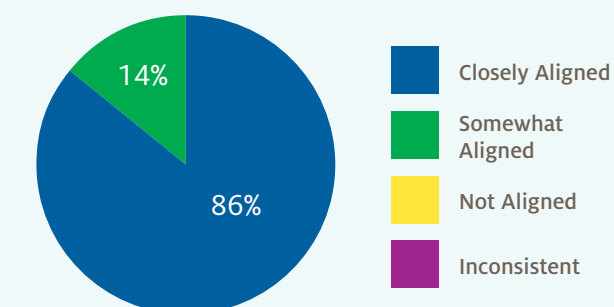
In the 2018–19 academic year, teachers commented on the strong connection between art and the English language arts curriculum. Teachers saw these connections being made when students compared and contrasted artists’ styles and when they used technical vocabulary to explain similarities and differences during the gallery tour. They also noticed this when students identified characters and settings in artworks or analyzed an artist’s purpose. Teachers also appreciated that the content and activities were age-appropriate and engaging for students.

- 100% of surveyed teachers agreed that *Artist Voices* made connections between art and English language arts curriculum during the in-class lessons.
- 80% of teachers strongly agreed that students used English language arts content vocabulary during the program.
- 100% of teachers said the program’s activities contributed to students’ learning in art and literacy.
- 90% of teachers strongly agreed that, during the in-class lessons, students recognized artists’ central idea or purpose while looking at art and demonstrated how artists’ voices evolved.

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



Percentage of teachers who thought the in-class lessons and gallery tour aligned with district goals for improved learning



Community Programming



“My graffiti tag was *Shine*, and I broke the rules by leaving one part unfinished.”

—Seventh-grade student, Sankofa Freedom Academy Charter School, Philadelphia



“I picked the word *Love* because people need to love more than hate. I did the color pink because it is kind of the color of love.”

—Seventh-grade student, Alternative Middle Years at James Martin School, Philadelphia

“Before this program, I thought the Barnes collection did not have a voice of current times. Now I think the collection’s voices are timeless.”

—Seventh-grade teacher, Austin Meehan School, Philadelphia

“I saw students completely engaged, having fun, asking questions, and making works of art expressing something important about themselves. When they do that, it gives them a sense of pride.”

—Seventh- and eighth-grade teacher, Global Leadership Academy Charter School, Philadelphia



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

This arts-based biliteracy enrichment program supports ELL/ESL pre-K and kindergarten youth (ages 3–5) and their families from South Philadelphia’s Latinx immigrant community. *Puentes a las Artes/ Bridges to the Arts* reaches a vulnerable population of families who lack access to high-quality learning and enrichment opportunities. The Barnes and Puentes de Salud, a Philadelphia-based organization that promotes the health and wellness of the city’s

growing Latinx community, work together to address obstacles to success in education. This 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. It also seeks to break down the barriers that prevent families from visiting museums and engaging in their rich resources of collections, artifacts, and cultural connections.

Additional Programming and Resources for Teachers and Students

The program has benefited greatly from a solid partnership between the Barnes, Puentes de Salud, and the Southwark School in South Philadelphia. The Barnes serves as the art-based education and cultural resource for literacy development, family workshops, engagement, and teaching artist trainings; Puentes de Salud has a deeply rooted understanding of the educational needs of the population served; and Southwark offers a central community site for after-school instruction.

During the 2018–19 academic year, 53 early learners, 146 siblings, and 85 parents participated in this program. The pre-K and kindergarten students gained 104 hours of arts and literacy instruction and enrichment support over 26 weeks through a tailored version of the *Look! Reflect! Connect!* program that models enrichment curriculum for ELL/ESL early learners. In addition, siblings and parents participated in weekend and after-school activities. *Puentes a las Artes* has fostered trusting relationships

across participants, parents, and community partners, ensuring a greater likelihood for a positive start to children’s early education. The Barnes’s pre-K outreach programs, including *Puentes a las Artes*, were recognized with a 2019 Arts & Pre-K Excellence Award presented by the Greater Philadelphia Cultural Alliance. The Barnes was the sole recipient of the arts and cultural organization category of this competitive award that recognizes exemplary programs offered to children under five.

At the conclusion of its second year, *Puentes a las Artes* has shown success with participants becoming more comfortable with new vocabulary and switching between English and Spanish to express ideas. Students have shown a curiosity to learn and make observations about art with the guidance of bilingual teaching artists, who focus on increasing students’ vocabulary and helping them decipher symbols, images, and cues to create language and meaning in dynamic learning environments.

Teaching artists are hired specifically for this project and work with the Barnes education staff to develop their teaching units and strategies in both 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.

“I hope you will be able to extend these valuable services to other Spanish-speaking kindergarteners. I always have a handful of students who do not have support in English at home and struggle so much in school. If programs such as *Puentes* were more widely available, together we could help these students and their families gain confidence and basic skills early to become successful learners.”

—Kindergarten teacher,
Southwark School, Philadelphia

Community Connections

Free Access for Students and Their Families

One main goal of the Barnes’s school programs is to pique students’ interest in art, encouraging them to engage with the arts in the future and to return to the Barnes with their families. At the end of their programs, students receive a free pass that lets them bring up to three family members to the Barnes anytime the following year.

To encourage this interest further, the Barnes partnered with targeted schools to extend the outreach experience to students’ families. In early 2019, the Barnes fully implemented Meet Me at the Museum, where staff from the SDP’s Early Childhood Office met pre-K students and their families at the Barnes to help them feel more comfortable interacting with a museum and its resources. More than 200 students and their families participated in activities at the Barnes’s PECO Free First Sunday Family Day in May.

The Barnes welcomed 29 students from James Logan Elementary and their families to the April PECO Free First Sunday Family Day, where they watched performances by the Kulu Mele African Dance and Drum Ensemble and made art inspired by the Barnes’s African collection. At the February PECO Free First Sunday Family Day, 25 seventh graders from Fidler Academics Plus displayed a string art mural they created as part of an after-school program. The mural spelled out the phrase “break down intolerance” in nails, and students invited their families to wrap string around the nails; the mural is now installed at their school.

Free Access for the Community

In 2018, the Barnes launched the Community Pass program, with the goal of extending relationships with participants in specific Barnes programs that cultivate diversity, inclusion, and access. These year-long passes for free admission to the Barnes are extended to pre-K students in Philadelphia and Camden schools, as well as in the *Puentes a las Artes* community program. In addition to these students, participants of other Barnes community partnership programs are offered these annual passes. This outreach initiative is expanding in 2019 to 62 sites, with new programs and partners.



STEAM Initiatives

In addition to the *Art of Looking* program, the Barnes offers teachers and students other opportunities to pursue STEAM-based learning.

Teachers in grades K–12 are invited to register their class for the Art of Math Challenge, an annual contest that asks students to create three-dimensional models based on two-dimensional paintings in the Barnes collection. This year, a free workshop was offered that trained 26 teachers on educational strategies to encourage students. The final projects were displayed at the Barnes's PECO Free First Sunday Family Day in March 2019. Math consultants and Barnes staff evaluated the entries on how well students articulated the math strategies used in making their models. The submissions were also voted on by the public for an aesthetic prize. A total of 238 students

from 14 schools in Pennsylvania and New Jersey participated in the challenge, and 90 additional students attended PECO Free First Sunday Family Day in March.

Teachers enthusiastic about integrating art with STEM concepts could take Math in Art, a class offered through the Barnes's STEAM Online Teacher Training series. In 2018, 13 teachers completed the six-week course, learning how to lead inquiry-based art discussions and build project-based lessons that address mathematical practice standards. The course also introduced teachers to the Barnes method of analyzing art and encouraged skill building, reflective practice, and a community of learning.

Students in grades K–12 competed in the Art of Math Challenge by submitting dioramas based on paintings from the Barnes collection.

William James Glackens. *The Raft*, 1915



Angelo Pinto. *Bathtub and Cat*, c. 1944. © 2019 Estate of Angelo Pinto



A 3-D model of Glackens's *The Raft* created by fifth graders from Nether Providence Elementary School in Wallingford, Pennsylvania.



A 3-D model of Pinto's *Bathtub and Cat* was created by sixth, seventh, and eighth graders from Theodore Schor Middle School in Piscataway, NJ.



High School Partnerships

In the 2018–19 academic year, the Barnes hosted multi-visit programs with three Philadelphia high schools to help students deepen their connections to art. English classes from Roxborough High School visited the Barnes collection to study identity and culture in art. Students worked with Philadelphia-based visual artist Cavin Jones to create collage portraits based on their personal stories. Central High School art students participated in a program related to the special exhibition *Berthe Morisot: Woman Impressionist*.

They painted works inspired by themes in Berthe Morisot's work and also learned to lead an exhibition tour for the general public and for a fifth-grade class from Potter-Thomas School. Lastly, an art class from Philadelphia Performing Arts: A String Theory Charter School studied the collection and two exhibitions—*Berthe Morisot: Woman Impressionist* and *From Today, Painting Is Dead: Early Photography in Britain and France*—as inspiration for their final art projects.

Single-Visit Opportunities

For Philadelphia public school students not participating in the in-depth outreach programs, the Barnes offers the opportunity to explore and learn from the collection and exhibitions through complimentary field trips, including round-trip busing. Teachers can select from a variety of gallery tours on topics that integrate visual arts, English language arts, science, math, and social studies curriculum. More than 1,950 SDP students in grades K–12 participated in one-time tours of the Barnes during the 2018–19 academic year.

Single-visit opportunities are also offered to schools outside Philadelphia, for a nominal fee. The Barnes provides one-hour gallery lessons for these K–12 students about subjects that integrate into the curriculum. Students can study topics such as French art or the influences of African art on modern European artists in tours that are age-appropriate and interactive. More than 2,300 students participated in these tours during the 2018–19 academic year.

Teacher Training

In July 2018, the Barnes held its annual Summer Teacher Institute for educators. The four-day workshop, titled “Medium and Message: Exploring Multiple Perspectives in Art,” offered an in-depth look at how medium amplifies an artist’s message. Nine teachers compared the use of paint, ceramic, and film by artists in the Barnes collection and in the special exhibition *Renoir: Father and Son/Painting and Cinema*. The workshop included art-making, poetry-writing, and filmmaking activities and lessons that could be used in the classroom; teachers also received curricular materials, art posters, and exclusive access to the collection to apply an arts-integrated approach across their classroom curriculum. Workshop instructors included Nuala Cabral, an educator and filmmaker who discussed decoding media; Sannii Crespina-Flores, a teaching artist, advocate, and activist for youth and women, who helped teachers make their own films; and Alex Conner, an artist and Barnes educator who inspired teachers to consider Jean Renoir’s ceramics in a new way.

In November 2018, an educator at the Eric Carle Museum of Picture Book Art in Amherst, Massachusetts, introduced 17 teachers from the Barnes’s *Pictures and Words* program to the Whole Book Approach to literacy development. This interactive storytime model, developed by Megan Dowd Lambert in association with the Carle, encourages teachers and parents to read with children, as opposed to reading to them, and invites children to find meaning in text, art, and design.



2018–19 Education Outreach Donors

The Barnes Foundation gratefully acknowledges our donors for their generous support of pre-K through 12 education outreach programs in Philadelphia and Camden, New Jersey.



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



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



Education outreach 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:



**Philadelphia Insurance Companies
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Participating Schools

Look! Reflect! Connect!

Pre-K

Philadelphia

13 schools, 440 students, 44 teachers Students

Add B. Anderson School – Bright Futures _____	20
Catherine School Annex – Head Start _____	60
Cook-Wissahickon School – Head Start _____	20
Edwin Forrest School – Bright Futures _____	20
Edwin M. Stanton School – Bright Futures _____	20
F. Amedee Bregy School – Head Start _____	40
James Logan School – Head Start _____	40
John H. Taggart School – Head Start _____	20
Robert E. Lamberton School – Bright Futures _____	40
Southwark School – Head Start _____	40
Thurgood Marshall School – Head Start _____	40
William Cramp School – Head Start _____	40
William McKinley School – Head Start _____	40

Camden

3 schools, 270 students, 42 teachers

Henry L. Bonsall Family School _____	60
Riletta Twyne Cream Family School _____	30
Early Childhood Development Center _____	180

Puentes a las Artes / Bridges to the Arts

Ages 3–5

Philadelphia

53 students, 3 teachers

Southwark School (site) _____	53
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Pictures and Words

Grade 3

Philadelphia

31 schools, 2413 students

Abram S. Jenks School _____	50
Anne Frank School _____	300
Avery D. Harrington School _____	75
Bayard Taylor School _____	100
Edwin M. Stanton School _____	35
Eliza B. Kirkbride School _____	60

Students

Francis S. Key School _____	90
General George A. McCall School _____	90
George W. Nebinger School _____	60
Gilbert Spruance School _____	60
Henry H. Houston School _____	29
Independence Charter School _____	120
Independence Charter School West _____	120
James G. Blaine School _____	56
James Dobson School _____	26
James Logan School _____	60
Jay Cooke School _____	90
John H. Taggart School _____	60
John Marshall School _____	60
John Moffet School _____	50
Joseph Pennell School _____	84
Mariana Bracetti Academy Charter School _____	90
Potter-Thomas School _____	72
S. Weir Mitchell School _____	90
Sankofa Freedom Academy Charter School _____	60
Thomas Holme School _____	90
Watson Comly School _____	90
West Philadelphia Achievement CES _____	54
William Cramp School _____	84
Wissahickon Charter School, Awbury _____	54
Wissahickon Charter School, Fernhill _____	54

Catholic Schools, Philadelphia

2 schools, 81 students

St. Martin of Tours School _____	60
St. Rose of Lima School _____	21

Camden Catholic Partnership Schools

5 schools, 135 students

Holy Name School _____	27
Sacred Heart School _____	27
St. Anthony of Padua School _____	27
St. Cecilia School _____	27
St. Joseph Pro-Cathedral School _____	27

Participating Schools (Continued)

Art of Looking

Grades 5–6

Philadelphia

27 schools, 2,127 students

	Grade	Students
Abram S. Jenks School _____	5 _____	37
Anna L. Lingelbach School _____	5 _____	30
Belmont Charter School _____	5 _____	80
Benjamin Franklin School _____	5 _____	80
George W. Sharswood School _____	5 _____	50
Global Leadership Academy Charter School _	5 _____	75
Green Woods Charter School _____	5 _____	84
James R. Ludlow School _____	5 _____	40
Julia R. Masterman School _____	5–6 _____	363
Rhodes Elementary School _____	5 _____	50
Sadie Alexander School _____	5 _____	58
Science Leadership Academy at Beeber ____	5 _____	60
Stephen Decatur School _____	5 _____	132
Thomas G. Morton School _____	5 _____	70
William Cramp School _____	5 _____	95
Alliance for Progress Charter School _____	6 _____	50
Alternative Middle Years at James Martin ____	6 _____	30
Bridesburg School _____	6 _____	92
Eliza B. Kirkbride School _____	6 _____	60
Fitler Academics Plus School _____	6 _____	40
Grover Washington, Jr. School _____	6 _____	120
John Hancock Demonstration School, LaBrum _	6 _____	90
Joseph Greenberg School _____	6 _____	100
Olney School _____	6 _____	60
Russell Byers Charter School _____	6 _____	26
Tanner G. Duckrey School _____	6 _____	50
Thomas Holme School _____	6 _____	105

Catholic Schools, Philadelphia

5 schools, 326 students

Blessed Trinity Regional Catholic School ____	5–6 _____	129
Gesu School _____	5 _____	45
St. Christopher School _____	5–6 _____	88
St. Laurentius School _____	5 _____	18
St. Monica School _____	5 _____	46

Artist Voices

Grade 7

Philadelphia

34 schools, 2,014 students

	Students
A. L. Fitzpatrick School _____	87
Alexander Adaire School _____	40
Alliance for Progress Charter School _____	50
Alternative Middle Years at James Martin _____	30
Anna L. Lingelbach School _____	83
Austin Meehan School _____	96
Baldi School _____	36
Benjamin B. Comegys School _____	49
Benjamin Franklin School _____	50
Charles W. Henry School _____	50
Cook-Wissahickon School _____	30
Dr. Ethel Allen School _____	49
E. Washington Rhodes School _____	80
Edwin M. Stanton School _____	30
Fitler Academics Plus School _____	40
G. W. Carver High School of Engineering and Science ____	58
General George A. McCall School _____	67
George W. Childs School _____	40
Gilbert Spruance School _____	70
Global Leadership Academy Charter School _____	78
Henry H. Houston School _____	20
Independence Charter School _____	85
James G. Blaine School _____	25
Jay Cooke School _____	45
John Welsh School _____	40
Juniata Park Academy _____	130
Mayfair School _____	90
Potter-Thomas School _____	50
Roberto Clemente School _____	120
Sankofa Freedom Academy Charter School _____	30
The School District of Philadelphia Virtual Academy ____	15
Southwark School _____	101
Tanner G. Duckrey School _____	60
Thomas K. Finletter School _____	90

Participating Schools (Continued)

Catholic Schools, Philadelphia

5 schools, 156 students	Students
Blessed Trinity Regional Catholic School _____	55
Christ the King School _____	20
La Salle Academy _____	15
St. Christopher School _____	53
St. George School _____	13

Single-Visit Schools (free)

41 schools, 1,951 students	Grade	Students
Alexander Adaire School _____	8 _____	33
Allen M. Stearne School _____	5-7 _____	30
Bayard Taylor School _____	4 _____	90
Central High School _____	9-12 _____	66
Constitution High School _____	9-12 _____	30
Edwin M. Stanton School _____	1 _____	29
Francis S. Key School _____	4 _____	25
Franklin Learning Center _____	9-12 _____	30
Furness High School _____	9-12 _____	9
George W. Childs School _____	6 _____	40
George W. Nebinger School _____	2 _____	72
George W. Sharswood School _____	7-8 _____	100
Gilbert Spruance School _____	4 _____	32
Grover Washington, Jr. School _____	6-8 _____	45
Hamilton Disston School _____	1 _____	105
Henry C. Lea School _____	1-8 _____	15
Henry H. Houston School _____	4 _____	30
Hill-Freedman World Academy _____	9-12 _____	30
Independence Charter School West _____	K _____	110
James Dobson School _____	2 _____	28
James Rhoads School _____	4 _____	60
Jenks Academy for Arts and Sciences _____	6 _____	59
John H. Webster School _____	2 _____	50
Julia de Burgos School _____	5 _____	28
Kensington Health Sciences Academy _____	9-12 _____	60
Kensington High School _____	9-12 _____	30

	Grade	Students
Louis H. Farrell School _____	3-8 _____	38
Mastery Charter School, Gratz Campus _____	9-12 _____	35
Mastery Charter School, Shoemaker Campus _____	9-12 _____	7
Mastery Charter School, Smedley Campus _____	5 _____	20
Mayfair School _____	4 _____	168
People for People Charter School _____	9-12 _____	33
Philadelphia Academy Charter School _____	9-12 _____	30
Potter-Thomas School _____	5 _____	30
Roxborough High School _____	9-12 _____	65
South Philadelphia High School _____	9-12 _____	15
St. Mary Interparochial School _____	2 _____	31
String Theory School _____	9-12 _____	75
Tanner G. Duckrey School _____	3 _____	88
The U School _____	9-12 _____	40
Woodrow Wilson School _____	6 _____	40

Single-Visit Schools (nominal fee)

109 schools, 2,338 students





For more information contact
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