



THE BARNES FOUNDATION

Creative Learning

Pre-K to 12 Education Programs
Annual Report 2020–21





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About the Barnes

Philadelphia art collector Albert C. Barnes (1872–1951) chartered the Barnes Foundation in 1922 in Merion, Pennsylvania, with the mission “to promote the advancement of education and the appreciation of the fine arts and horticulture.” Over three decades, he collected some of the world’s most important impressionist, post-impressionist, and modern paintings, with works by Pierre-Auguste Renoir, Paul Cézanne, Henri Matisse, Pablo Picasso, Amedeo Modigliani, and Vincent van Gogh, as well as American art, African masks and sculptures, antiquities from the Mediterranean region and Asia, Native American objects, old master paintings, and decorative and industrial arts. He hung his collection in unconventional groupings called “ensembles,” mixing cultures, time periods, and media. These ensembles were a pedagogical tool, essential to his educational program designed to teach people from all walks of life how to look at art.

Raised in a working-class household, Albert Barnes excelled in school and earned a medical degree by age 20. Instead of practicing medicine, he turned to pharmacology, where he made a fortune by co-inventing the antiseptic Argyrol. In 1912, at the age of 40, he began purchasing modern paintings with the help of the artist William Glackens, a longtime friend and former classmate. Inspired by the philosophy of John Dewey—who believed that education was fundamental to democracy—Dr. Barnes held art appreciation classes at his Argyrol factory in West Philadelphia. Each day, for two hours, production stopped as his workers discussed

painting and philosophy. Many were women or African Americans to whom, in defiance of the era’s prejudices, Dr. Barnes had extended employment.

In 1922, he purchased a 12-acre arboretum in Merion and hired architect Paul Philippe Cret to design a residence and gallery. This would become the first home of the Barnes Foundation, an educational institution that offered free art appreciation classes. Its 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 worked closely with his colleague Violette de Mazia to shape the program.

Committed to racial equality and social justice, Dr. Barnes believed that art and education should be accessible to all, regardless of background. In 1927, he established a scholarship program to support young Black artists, writers, and musicians who wanted to further their education. The beneficiaries included poet and essayist Gwendolyn Bennett; artist and professor Aaron Douglas; violinist David Auld; and composer Frederick Work. In the 1920s, Dr. Barnes helped to promote the aesthetic value of African art in collaboration with philosopher Alain Locke and activist and scholar Charles S. Johnson, leaders of the movement that would become known as the Harlem Renaissance.

To better serve Dr. Barnes’s educational mission, the Barnes Foundation moved to Center City Philadelphia in 2012. In its award-winning Parkway home, designed by architects Tod Williams and Billie Tsien, Dr. Barnes’s final 1951 arrangement of the collection

is still on view, enhanced by a wide variety of special exhibitions, public programs, and educational opportunities. One of the great advantages of the new facility is the increased space, allowing us to welcome pre-K–12 school groups from all over Philadelphia so that Dr. Barnes’s collection—and his educational mission—can be extended to the city’s youngest learners.

Since 2012, over two million people from all 50 states and 130 countries on six continents have visited Dr. Barnes’s unrivaled collection, taken part in educational courses and seminars, attended special exhibitions, and participated in public programs. More than 100,000 schoolchildren—most of whom come from underserved communities in the Philadelphia region—have participated in pre-K–12 school programs. Some 12,000 children per year take part in Barnes education programs, with 75% of these students enrolled in public schools in Philadelphia or Camden, New Jersey. The Barnes also offers programs for children and families during out-of-school hours, with activities organized on-site and in neighborhoods across the city. Through its public programs, community engagement and family programs, and pre-K–12 school programs, the Barnes proudly honors Dr. Barnes’s commitment to diversity and inclusivity and his belief in the transformative power of art.

Institutional Highlights

- **2.1 million+** visitors since 2012
- **14,000+** member households in 2020
- **12,000+** schoolchildren reached annually; **16,660+** students reached in the 2020–21 academic year
- **450,000+** views of the YouTube video series *Barnes Takeout* since March 2020
- **550+** hours of virtual programming offered to audiences in 2020
- **4,680+** adult learners (including 553 scholarship recipients) enrolled in online adult education courses from April 2020 to August 2021
- **\$123 million** endowment as of September 2021
- Nearly **77%** of annual actual expenses in 2020 directly supported programs
- **50+** ongoing cultural and educational community partnerships citywide
- **Free admission** for 40,000+ annually, including ACCESS cardholders, community partners, active-duty US service members and family (from Armed Forces Day to Labor Day), Philadelphia teachers (on Sundays), and visitors to PECO Free First Sunday Family Day



School Programs during the 2020–21 Academic Year

The 2020–21 academic year marked a first for the Barnes Foundation’s pre-K–12 education programs, with all lessons and activities delivered online. Owing to the COVID-19 pandemic, the education team had to suspend all field trips, including our traditional three-part programs with our partners in the School District of Philadelphia. Designed for students in pre-K, elementary, and middle school, these three-part programs normally include a field trip to the Barnes collection galleries, along with two visits to local classrooms by Barnes educators—one before the field trip, and one after it—making for an uncommonly deep and extended experience with the art.

Shortly after the Barnes Foundation announced its first city-mandated closure in March 2020, staff across the institution began developing online content for audiences near and far. Adult education courses migrated to a digital platform for the first time in the Barnes’s history, a move that tripled enrollment. Our research and collections teams launched *Barnes Takeout*, a video series on YouTube featuring Barnes curators, scholars, and educators speaking about their favorite works in the collection. Scholarly lectures and talks also moved to a digital platform.

Our school programs made a similar pivot. Committed to reaching our youngest learners during an unprecedented period of isolation, the Barnes’s pre-K–12 team began thinking about how to create an online arts program that would feel fun, engaging, and interactive. From the beginning, our thinking was guided by two ideas: 1) that whatever we developed should not simply be a virtual duplication of an on-site field

trip—that the technology should be used to create an experience that couldn’t be had during a regular tour; and 2) that the program should not be a temporary fix but rather be designed to have long-term appeal and utility, even after the resumption of in-person learning.

Barnes Art Adventures launched in spring 2020. Designed from the ground up by the Barnes’s pre-K–12 team in close collaboration with our IT and AV departments, this digital arts education program became our primary offering for schoolchildren during the 2020–21 academic year. We piloted the project at the tail end of the spring semester, in May and June 2020, testing a handful of episodes with several partner schools; by fall 2020, Barnes Art Adventures was fully up and running, with a suite of four new episodes, each tailored to a different age group, offered every week. Remarkably, during the 2020–21 academic year, **more than 16,600 students in six states** participated in this new online program.

Barnes Art Adventures

Barnes Art Adventures is an innovative online arts education program designed to meet the needs of teachers, students, and families seeking remote learning opportunities. Led by Barnes educators, and often featuring guest artists and performers, Barnes Art Adventures provides a live interactive platform for students to explore and create while learning about art from around the world. In each episode, students are taught to look closely at visual imagery and to translate what they are seeing into words, drawing

on their own personal experiences. Prompts and activities engage students and help connect art to their daily lives. Some activities, for example, ask students learning from home to be creative using ordinary household materials they have available. In some programs, students learn about creative careers from guest teaching artists, who share what it’s like to work in the fields of art conservation, videogame design, and film animation. Each episode has a different theme that makes art relevant for students across all cultures and backgrounds. Our educators also provide enriching readings and art-making activities that students and teachers can use at home or in the classroom to extend the experience.

Barnes Art Adventures is designed to be participatory, reflecting our inquiry-based approach to teaching. The interactive nature of the program is also enabled through the technology itself—specifically, the innovation of a chat feature that is unique to the Barnes. Our specially designed chat feature allows students and teachers to communicate using text, emojis, and a custom-designed set of “art emojis” that represent the various building blocks of a painting: light, line, shape, shadow, and color. A student responding to a question from the educator can type words into the chat—“I see lots of squiggly lines”—or they can select the emoji that stands for, or matches with, this particular visual element. Often students are asked to vote in polls using the chat: “Type 1 if we should discuss the Cézanne; type 2 if we should discuss the Renoir.”

Like our traditional on-site programs, Barnes Art Adventures is designed to meet the curricular goals

“I love that this program helps my kids develop a love, appreciation, and understanding of art, and that they can transfer this same sort of appreciation to all subject areas.”

—Middle school teacher, William C. Bryant School, Philadelphia

of the various grade bands, including those outlined in New Jersey and Pennsylvania’s Learning Standards for Early Childhood and the Common Core Standards for English Language Arts and Literacy (ELA) for grades K–8. The program helps to meet ELA standards by providing opportunities for students to make inferences about works of art—for example “I think this painting is powerful”—and then cite evidence to support their reasoning. A student’s ability to make inferences about what they are seeing evolves over time, and Barnes Art Adventures is structured with those developmental stages in mind. And as with all our pre-K–12 programs, this one is interdisciplinary in its approach, with lessons connecting visual art to content from other subject areas—including history, math, social studies, and science.

Our educators know that students of color may not see themselves represented on the walls of the

Barnes, as the collection comprises mostly European paintings. To address this, the education team actively incorporates anti-racist teaching practices to ensure that lessons reflect a multiplicity of viewpoints and cultural backgrounds, and that students are comfortable sharing their own experiences. Moreover, the digital format of Barnes Art Adventures allows us to supplement collections-based lessons with a range of diverse imagery.

In effect, the overall goals of Barnes Art Adventures are much the same as those of our traditional on-site programs . . .

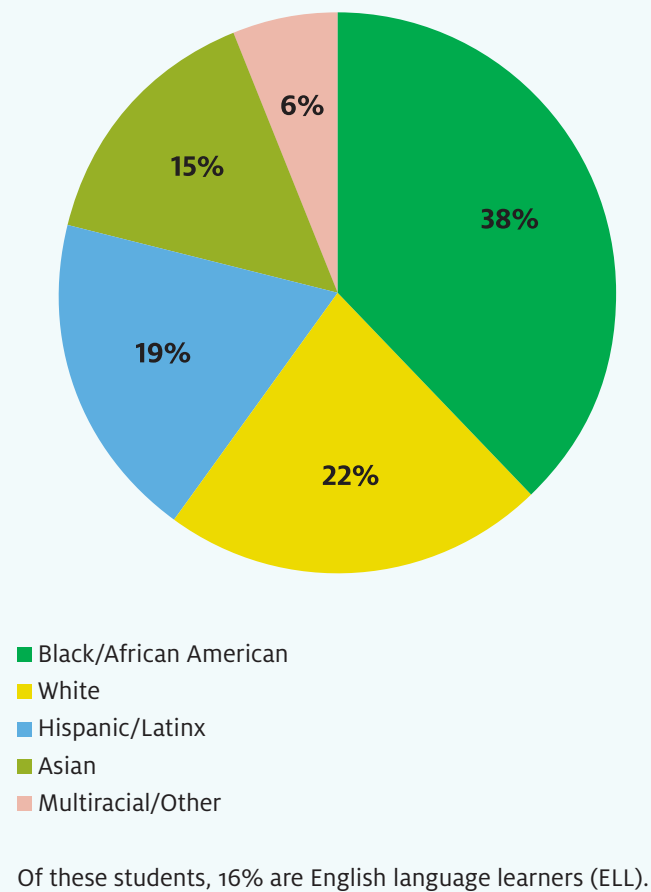
1. To improve students' ability to think critically about works of art and the visual world around them
2. To bring other subjects areas—including math, science, and literacy—into our discussions about art
3. To encourage students of all backgrounds to find relevance in art, and to think of it as an outlet for personal creative expression
4. To support students' academic growth by aligning lessons with curricular standards and modeling arts integration for teachers

. . . but with a few additional aims:

5. To leverage technology to create an experience for students that is not possible during our traditional on-site gallery lessons
6. To develop a way of learning that responds to the changing needs of schools during COVID-19 and that will continue to be useful after the pandemic

While many museums turned to video communication systems such as Google Meet or Zoom during the pandemic, the Barnes IT team created its own live-stream site to deliver our pre-K–12 digital programs. This platform allows us to offer special features like

Demographics for students participating in Barnes Art Adventures



the art emojis and chat; but more importantly, it enables our educators to serve multiple partner schools concurrently, thus distinguishing the Barnes from many of our peer institutions, who focused on delivering individual classes through Zoom meetings. Our approach—essentially broadcasting to multiple audiences in different physical spaces tuning in simultaneously—vastly expands the potential reach and impact of our small team of educators. The same lesson delivered to 25 students in a physical classroom, or in a Zoom meeting, might reach ten times that number.

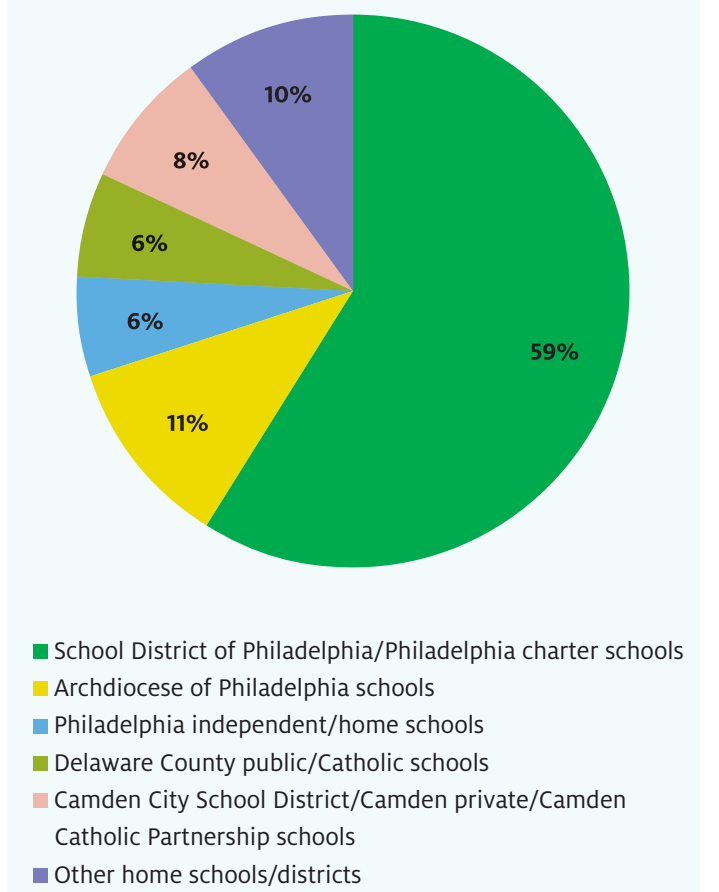
During the 2020–21 school year, four new episodes of Barnes Art Adventures were broadcast weekly,

each one designed for a different age group (see below under Barnes Art Adventures: The Programs). For participating schools, the registration process operates much as it would for a regular, in-person field trip: the teacher selects from a range of available time slots for the desired episode. Teachers then receive a private link to the broadcast, which they can view with students in the classroom and/or send to students learning from home. Episodes last about 45 minutes (slightly shorter for pre-K) and accommodate up to 250 preregistered students.

During the 2020–21 academic year, the Barnes served 16,664 students from 118 schools in six states (Pennsylvania, Delaware, Florida, Maryland, New Jersey, and New Mexico)

- 9,790 students from 59 School District of Philadelphia and Philadelphia charter schools
- 1,915 students from 18 Archdiocese of Philadelphia schools
- 969 students from 12 independent and home schools in Philadelphia
- 988 students from 8 Delaware County schools
- 1,269 students from 7 Camden schools (Camden City School District, Camden private, Camden Catholic Partnership Schools)
- 1,733 students from 14 other schools (including home schools outside Philadelphia and schools in other districts)
- Additionally, 83 teachers from Philadelphia public and Catholic schools and Camden public schools participated in three professional development workshops.

Percentage of students participating in Barnes Art Adventures from each school district



Barnes Art Adventures: The Programs

Barnes Art Adventures is divided into four grade bands, ensuring that activities are age appropriate and meet grade-level curricular standards: *Explore and Create* (pre-K, kindergarten, and grade 1), *An Artist's Lens* (grades 2–4), *Art: Your Story* (grades 5–8), and *STEAM Art Challenge* (grades 5–8). Some older students with special needs participated in the lower grade-band series; occasionally high school classes participated as well, predominantly in the *STEAM Art Challenge*.

“My school does not have an art curriculum, so the exposure is excellent and part of the process of deepening understanding to the connections between art and history.”

—Middle school teacher, Thomas G. Morton School, Philadelphia

“I love the chat feature and was very impressed with the way it was handled and monitored. Our teachers couldn't believe how quickly our students jumped right in and got involved. Socializing during this workshop was a big hit.”

—Kindergarten teacher, Frances E. Willard School, Philadelphia

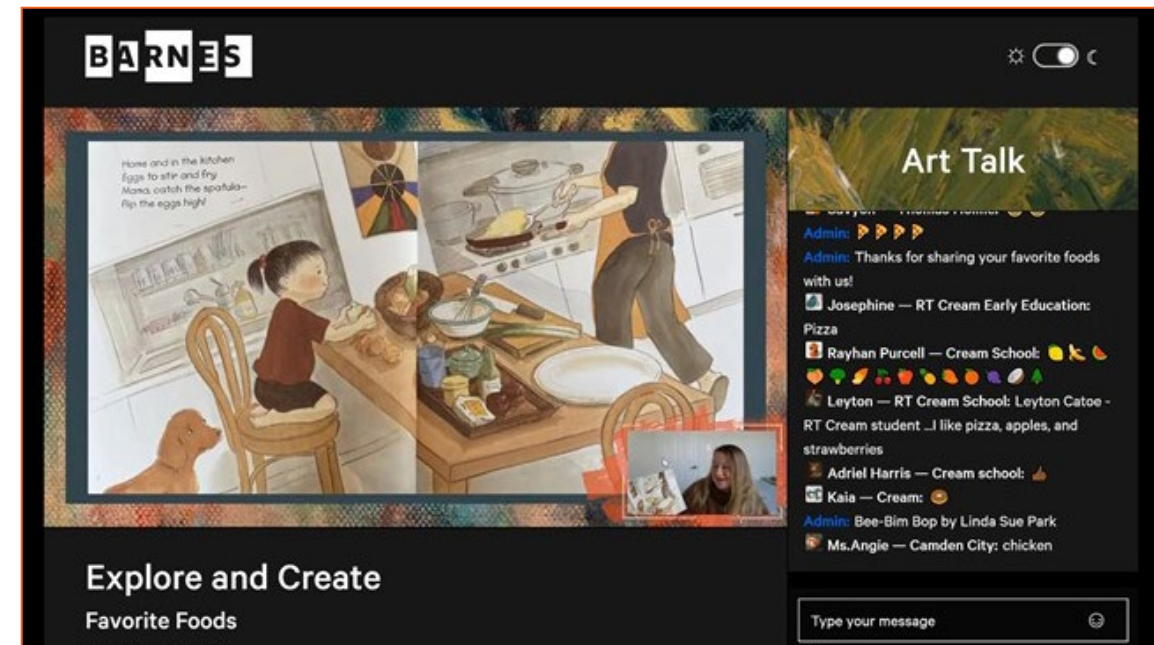
Explore and Create

(Pre-K–Grade 1) 3,726 students, 38 schools

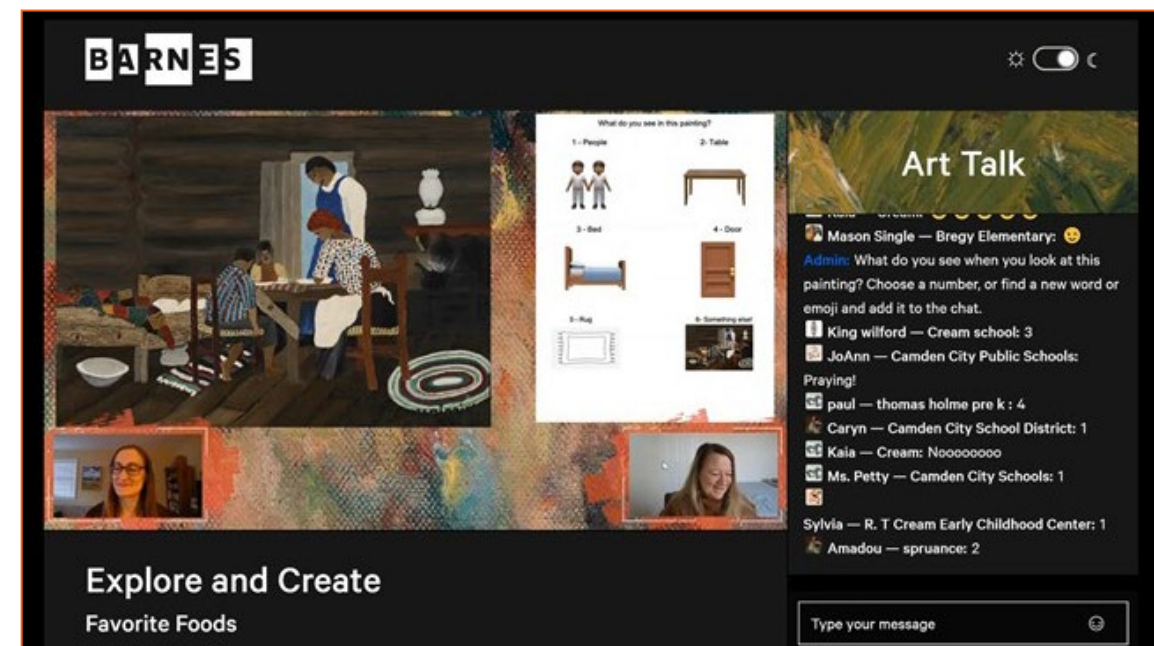
Explore and Create is designed to help our youngest learners explore new ideas, places, and cultures through art. In a typical episode, a Barnes educator reads a story aloud and then leads a discussion involving close looking at works of art to introduce key concepts and vocabulary, followed by an art activity inspired by the story. In one lesson, pre-K students and teachers listened to a reading of *Bee-Bim Bop!* by Linda Sue Park, about a family making and enjoying a favorite meal. Students then shared their favorite foods—very enthusiastically!—in the chat. Later in the episode, Barnes educators related the story to the painting *Giving Thanks* by Horace Pippin, which also shows a family sitting down for a meal. Students shared what they observed about the painting, typing words or emojis into the chat or expressing their opinions by voting in simple polls. While the younger (pre-K) learners needed the help of teachers or caregivers to communicate opinions in the chat, the older students (kindergarten and first grade) were able to navigate it themselves.

“This program is perfect for our pre-K and kindergarten students! It seems each time we have a session, you are hitting on some aspect of our instruction.”

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

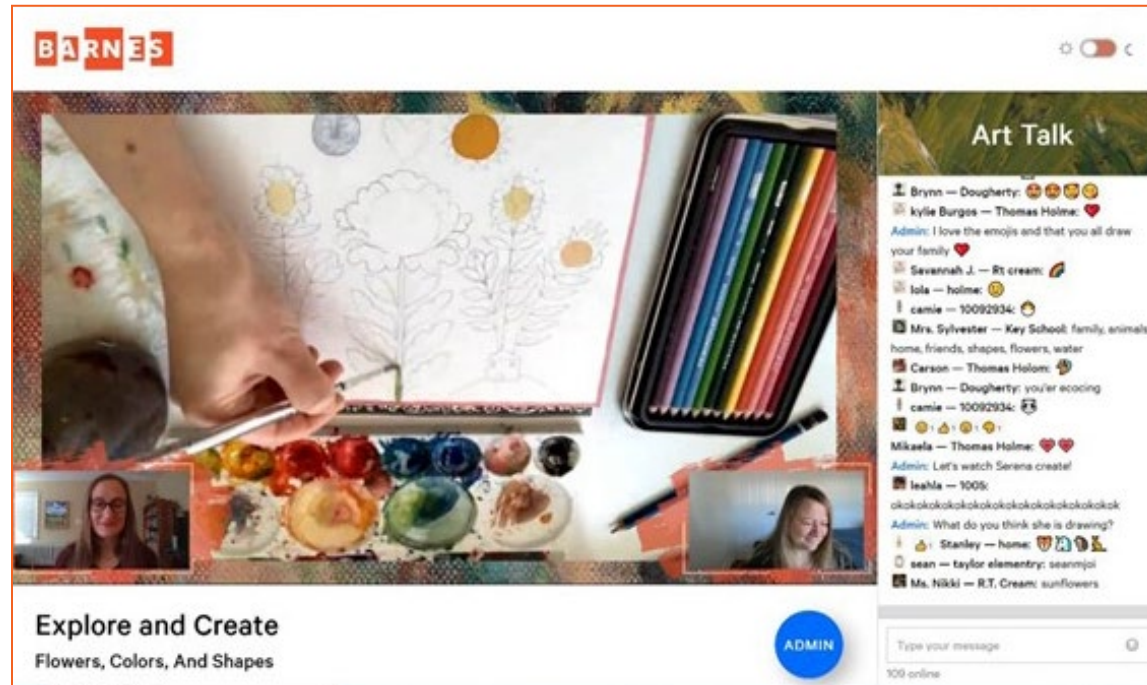


In this *Explore and Create* episode, Barnes educator Lauren Neach reads a story about making and sharing a meal to pre-K students and teachers. The students list some of their favorite foods in the chat.



After the story, students take a close look at *Giving Thanks*, a 1942 painting by Horace Pippin that also shows a family sitting down for a meal.

Pictured, from left: Barnes educators Stephanie Stern and Lauren Neach.



In another episode, guest artist Serena Niesley, a Philadelphia illustrator, shows students how to make Pennsylvania German Fraktur art.

“The lesson was perfectly paced, and the topic was easy for the children and families to understand. [Despite] being virtual, you were still able to engage the families and students through questioning, and I loved how the educators explained warm and cool colors and different types of lines.”

—Pre-K teacher, Riletta Twyne Cream Family School, Camden, NJ

“Thank you to the hosts. You modeled an engaging and dynamic virtual field trip! Students were asking when we could go in person.”

—First-grade teacher, E. Washington Rhodes School, Philadelphia

An Artist’s Lens

(Grades 2–4) 4,718 students, 47 schools

In this program, students in grades 2–4 discuss paintings in the Barnes collection and contemporary artwork like Kehinde Wiley’s *Equestrian Portrait of the Count Duke Olivares* to explore themes such as “People, Portraits, and Power.” Students learn how artists use different materials and formal elements to create a distinct visual language and how they deploy this language to tell stories or to express feelings, ideas, and opinions. One goal here is to help students realize that art is not merely a transcription of the world, but a subjective—and powerful—mode of self-expression.

In addition to sharpening observational skills, *An Artist’s Lens* motivates students to create their own work. During each episode, Barnes educators introduce art-making activities related to the overall theme and teach students how to write an artist’s statement. (For the “People, Portraits, and Power” episode, students were asked to paint or draw their own figures of strength after a discussion of the Kehinde Wiley equestrian portrait.) Students typically complete these activities—the art project and the accompanying statement—after the episode concludes.



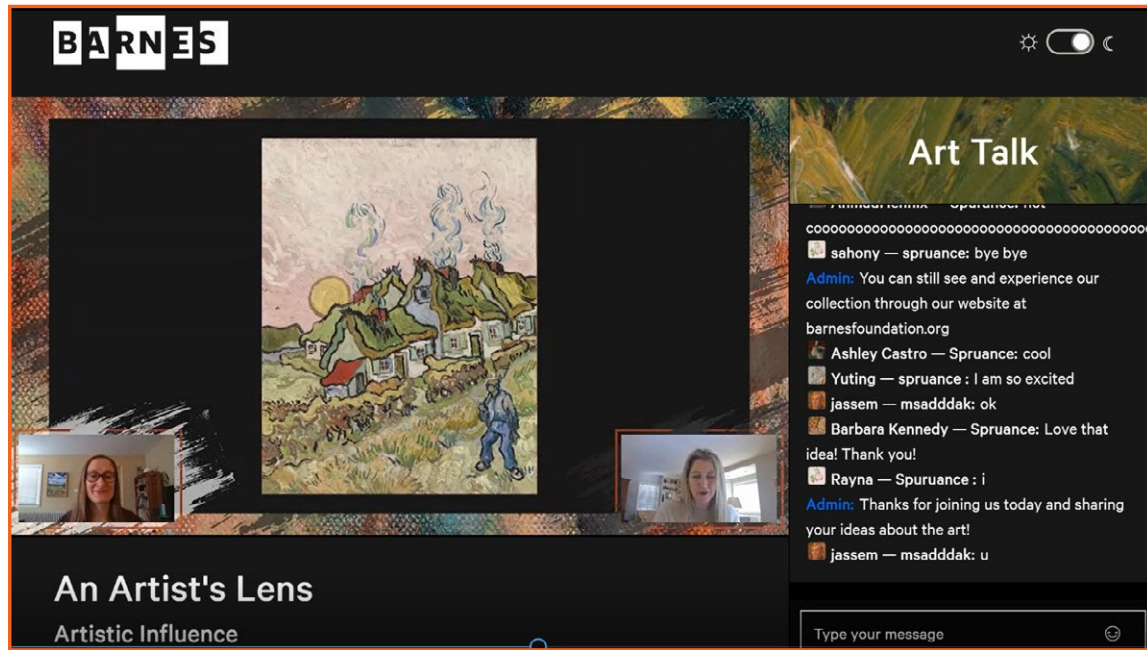
“I invented a big strong guy that holds the world on one hand and a clock on the other hand. I wanted to make something that was very strong with big muscles that can hold the world.”

—Third-grade student, Marie M. Hughes Elementary School, Albuquerque, NM



“My powerful protector is Bob the owl. He is strong and he can fly. Bob flies over all the homes at night to protect them. When he finds trouble, he takes care of it. He can shoot lasers out of his eyes.”

—Third-grade student, Marie M. Hughes Elementary School, Albuquerque, NM



In episodes of *An Artist's Lens*, students view paintings across time periods and learn how artists influence each other.

Pictured, from left: Barnes educators Stephanie Stern and Jennifer Brehm.

Art: Your Story

(Grades 5–8) 2,159 students, 30 schools

Designed for grades 5–8, *Art: Your Story* explores how artists tell stories through their work and encourages students to imagine how they might communicate something personal about themselves. In each episode, the instructor introduces students to an artist in the Barnes collection, providing a brief overview of the artist's style as well as vivid details about their life so that these historical figures become humanized and relatable. The instructor then leads a close-looking exercise focused on a single artwork, inviting students to relate the work's content to their own lives. For example, in one episode exploring Renoir's *Writing Lesson*, an impressionist painting showing an adult and child absorbed in an activity, the instructor pointed out the scene's quiet mood. She shared her own memory of a tranquil and intimate moment from her childhood of her father doing her hair and asked students to think about moments of quietness in their own lives. Following the discussion, the instructor created a drawing, in real time, based on

her childhood memory. As she drew, students were invited to make suggestions—and of course they were encouraged to “art their own story” after the episode concluded.



Pierre-Auguste Renoir. *Writing Lesson*, c. 1905. BF150

“Our students and staff loved this program, and it was so interactive. Better than I anticipated, as this was our first time participating with the Barnes Foundation. Students were excited to follow up with the art challenge, too.”

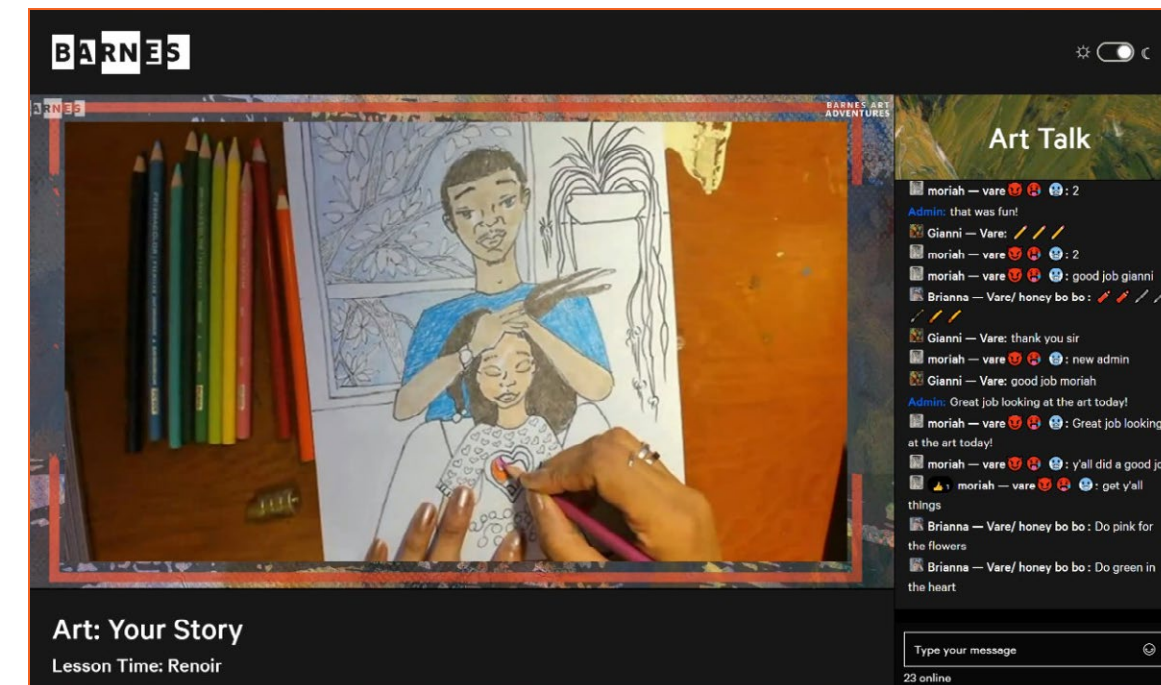
—Educator/facilitator, Yorkship Family School, Camden, NJ

“Our hosts were amazing! The kids really enjoyed the chat, and the hosts did a great job of filtering the comments and giving feedback.”

—Art teacher, Toll Gate Grammar School, Pennington, NJ

“These virtual field trips are an invaluable tool to broaden my students’ horizons and give them the inside story on artworks we have discussed in class. My hope is that this will [help] create a lifelong love and healthy respect for art, which encompasses every aspect of life, reaching into science, math, and writing.”

—Art teacher, Excelsior School of Philadelphia



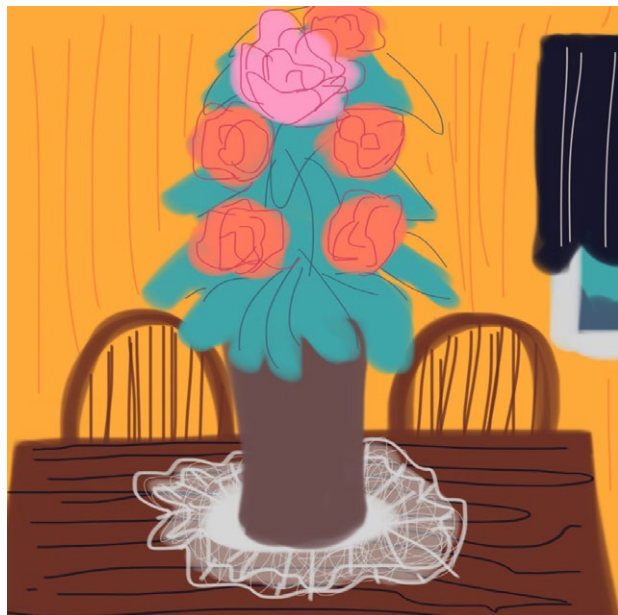
After discussing Renoir's *Writing Lesson* in this episode of *Art: Your Story*, Barnes educator and artist Jihan Thomas demonstrates how to use colored pencils as she illustrates a memory from her childhood, showing her father doing her hair. She also invites students to weigh in on what colors to use in her drawing.

Examples of students “arting their story” after discussing works by Horace Pippin:



“I call it *Escaping into Color*. I created it to show Horace Pippin entering his art or, as I should say, imagination. It’s meant to indicate someone being sad and wanting to escape reality and entering their imagination or what they feel is their safe place.”

—Middle school student, Universal Vare Charter School, Philadelphia



“I re-created a Horace Pippin painting featuring flowers on a table. The title of my artwork is *Flowers on a Table*.”

—Middle school student, Universal Vare Charter School, Philadelphia

“The students loved the chat. Being responded to right away provided them with instant gratification while encouraging further participation.”

—Teacher, Universal Vare Charter School, Philadelphia

“This is a great program. Ideal for remote learning.”

—Teacher, Spring Garden Academy, Philadelphia

“Our school staff was very impressed [with] how well organized and how engaging the activity was for us all.”

—Teacher, People for People Charter, Philadelphia

STEAM Art Challenge

(Grades 5–8) 6,061 students, 48 schools

STEAM Art Challenge is also aimed at students in grades 5–8. The program takes its name from the STEAM approach to education, which emphasizes the role of creativity in the fields of science, technology, engineering and math—and conversely how these hard sciences often have a role in careers related to the arts. In our program, students hear from artists and other creative professionals, including conservators, videogame designers, and animators, to learn how they use science and math skills in their everyday work.

Themes for *STEAM Art Challenge* are organized around the different creative professions mentioned above. In the Art Conservation challenge, students studied artworks as a conservator would, learning about the science of paint and wood, and about how x-rays and infrared scans are used to better understand artistic materials and techniques. In one episode, students viewed a 19th-century wood sculpture from the Democratic Republic of Congo and were

asked to determine why nails appear in the head of the artwork: Were they original to the sculpture, or were they added later to hold it together? To find out the answer, the students investigated the cultural significance in the Congo of hammering nails into ritual objects to mark important occasions. They also analyzed the cellular structure of the wood and the process of hand forging such hardware, and they examined x-rays of the sculpture in a session led by Barnes objects conservator Margaret Little.

In the Film Animation challenge, students learned about visible light on the electromagnetic spectrum and how the human eye perceives color; they also studied impressionist paintings, exploring how these artists tried to create a record of optical perception on their canvases.

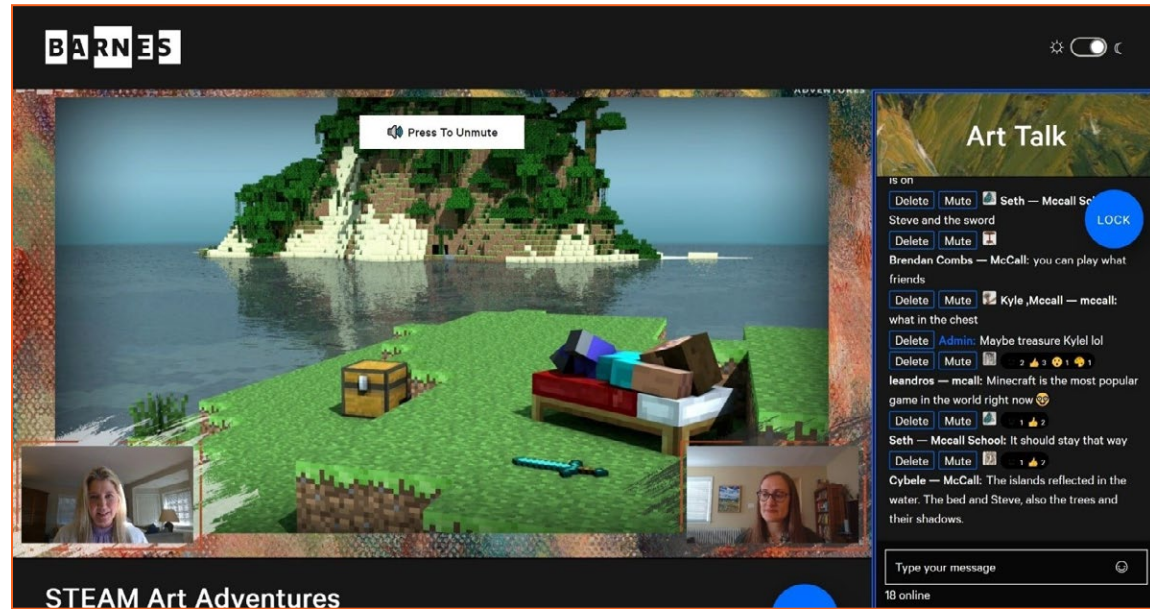
In the Videogame Design challenge, students incorporated mathematical concepts into product design, learning how to plot a coordinate grid to determine the viewer’s focal point and using ratios to keep virtual objects in proportion. The instructor explained how the Renaissance artist El Greco took a similar



During the Meet the Professionals event for the *STEAM Art Challenge* about art conservation, Margaret Little, Senior Objects Conservator at the Barnes Foundation, shows an x-ray of this 19th-century sculpture from the Democratic Republic of Congo.

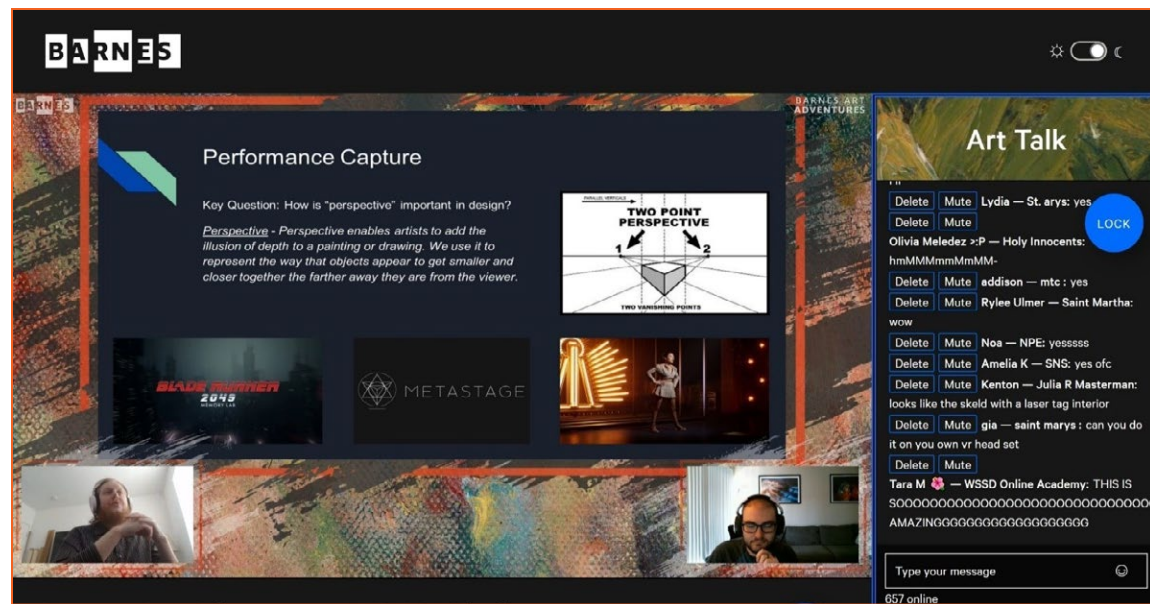
approach in his painting *Apparition of the Virgin and Child to Saint Hyacinth*, using math to direct the viewer's eye to a specific part of the canvas. Students then met videogame designers Bobby Speck and

Luke Schloemer of Magnopus, who asked students to analyze their game designs and identify where they had used concepts of perspective and scale.

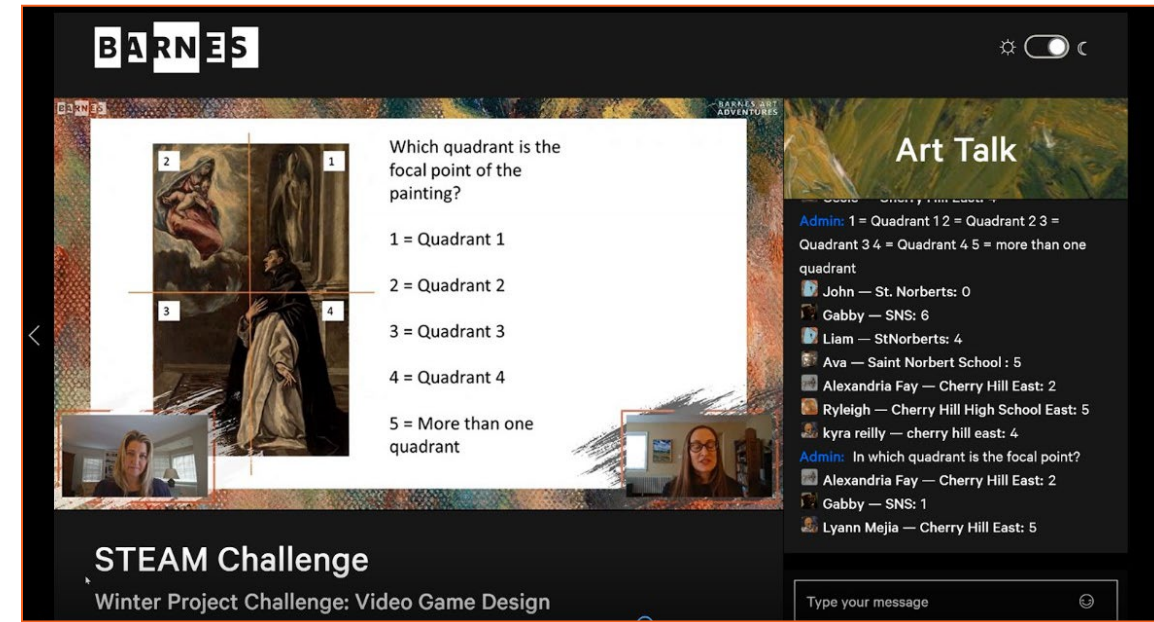


In the STEAM Art Challenge about videogame design, middle school students analyze how scale is used in creating virtual worlds.

Pictured, from left: Barnes educators Jennifer Brehm and Stephanie Stern.



Game designers Bobby Speck (left) and Luke Schloemer from Magnopus, a visual development and experience company, share how they use math, specifically the concept of perspective, in their virtual reality designs.



Students discuss the focal point of El Greco's *Apparition of the Virgin and Child to Saint Hyacinth*, c. 1605–1610.

“All the students really enjoyed the videogame adventure. Those who were not so fond of art are now having more fun. My own daughter loves art and wants to go into animation/videogame design. It was so helpful to hear from those working in the field [that] math is important but so are other things, such as solving puzzles, experiences, drive, and desire.”

—Art teacher, St. Norbert School, Paoli, PA

“What I liked most about the program was the combination of art and science, meeting professionals in the field, and the emphasis on observation and inquiry.”

—Homeschool coordinator, West Chester, PA

Evaluation

In past years, the Barnes has engaged outside consultants to conduct studies assessing the impact of our pre-K–12 programs. (The study for 2019–20, for example, was a mixed-method evaluation led by Moxie Research, with data collected through student surveys, teacher surveys, and structured observation of lessons.) In the absence of such a methodical study for 2020–21, we relied on two principal sources of data to help us evaluate how successfully we met our program goals:

1. An online survey of 58 teachers. Teachers who participated in the program across all four grade bands were asked the following questions:

- How engaged were your students in the program?
- Did the program help your students learn new vocabulary?
- How well did the program meet your curricular needs?
- How did you, or your students, use the chat?
- How was the pace of the program?
- What did you like best and least about the program?
- Did the program increase your students' interest in art?
- Did you use the teacher materials for the program? If so, which materials were most useful?

2. Student responses in the chat. For each episode of Barnes Art Adventures, we have a complete record of all the responses that students (or their caregivers) typed into the chat. These transcripts of student

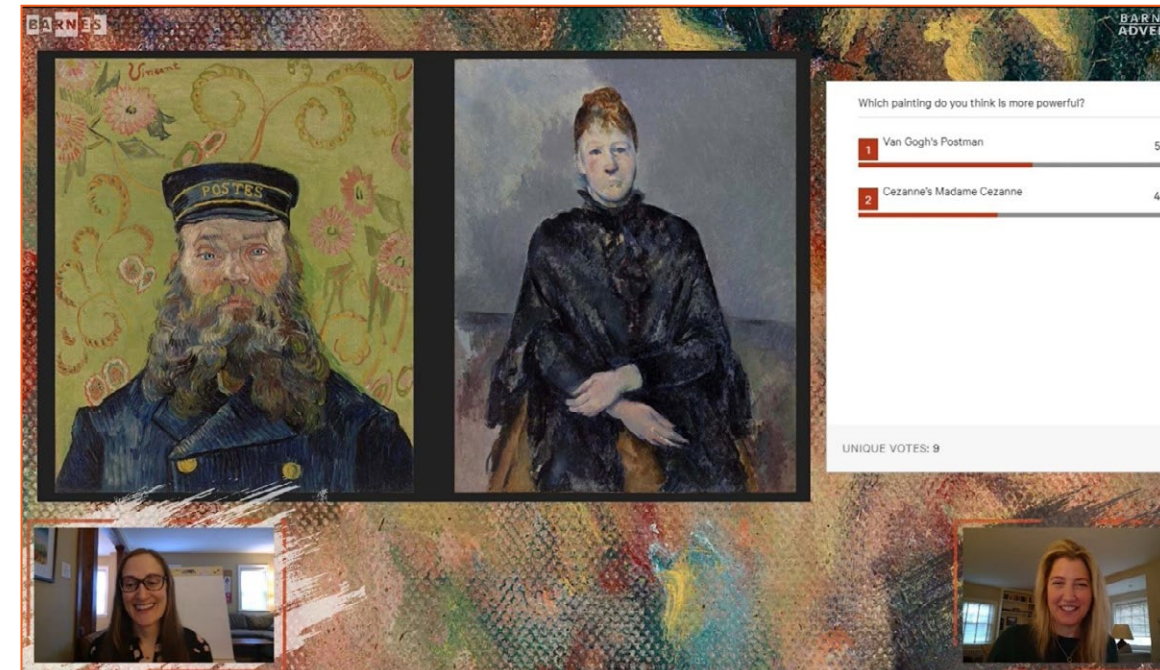
conversations are a valuable source of information: they show us how students respond to different questions and in what manner (whether through words or through emojis); which prompts generated the most lively participation; how frequently students employ the art vocabulary and other curriculum-related terms introduced in the lessons; how frequently they displayed evidence of critical thinking; and whether they made a personal connection to the program content. The analysis of the chats that follows only begins to scratch the surface of how this raw data could be used in the future by researchers studying different modes of learning and communication.

Key Findings: Overall

Analysis of teacher surveys and student chat records led to three main conclusions about the Barnes Art Adventures programs as a whole:

1. There was a high level of engagement across all four Barnes Art Adventures programs.

Of the teachers surveyed, 91% said their students were highly engaged in Barnes Art Adventures, and 60% said the program increased their students' interest in art. One pre-K teacher from Philadelphia said the interactive aspect was the best part of the program, noting, "My students really enjoyed being able to see other students from different schools interacting and answering similar questions." Students seemed especially engaged when asked to vote on something—such as "which painting should we look at next?"—as it allowed them to help shape the direction of the lesson.



Polls offer students a chance to share their opinions, encouraging participation. Here, students in grades 2–4 vote for the more powerful image, a choice that will guide the discussion that follows.

Pictured, from left: Barnes educators Stephanie Stern and Jennifer Brehm.

The high levels of participation also owed to the efficiency of the technology: the Barnes Art Adventures platform allows for many, many more students to chime in and answer a prompt than would be possible in person. Although our traditional education programs have always been designed to foster interactivity, only one student at a time can respond when the lesson is conducted in person. Online, however, all students can respond to questions or prompts simultaneously. Moreover, students who might be reluctant to speak up in person might be more confident participating in this medium. In one Barnes Art Adventures episode, with 240 participants in grades 2–4, students logged more than 800 responses to questions and activities in the chat.

2. The technology used for Barnes Art Adventures allows for different modes of communication, which seems to increase engagement.

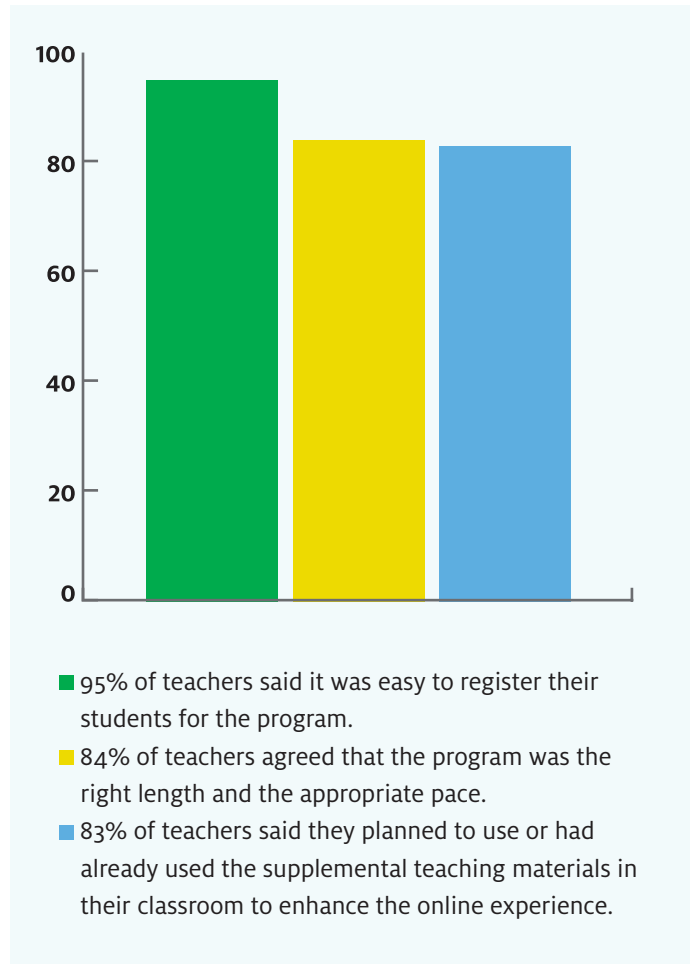
Teachers appreciated the way the chat feature gave students multiple options—writing, using art emojis, or voting in polls—to express themselves, noting that this allowed students of different ability levels to participate. Emojis, in particular, are extremely useful for English language learners (ELL) and nonverbal students. These extra avenues of expression naturally lead to a higher level of participation.

After each episode, teachers received a record of the chat activity, which they said was useful for tracking attendance, assessing their students' engagement, creating follow-up activities, and facilitating discussions about how to act responsibly online. One elementary school art teacher called the chat record "a valuable resource for reflecting on student behaviors, questions, comments, participation, and engagement level."

3. The program met curricular needs.

Of the surveyed teachers, 95% stated that Barnes Art Adventures included content that was directly related to the curriculum, and 64% said the program helped their students learn new vocabulary. One Philadelphia teacher highlighted the usefulness of connecting math and art in the *STEAM Art Challenge* series; another said they appreciated the “emphasis on observation and inquiry.” A pre-K teacher in Camden reported that both the format and the content of Barnes Art Adventures “helped me rethink my lessons with the younger students.” The principal of Camden’s Early Childhood Development Center wrote, “Because of our experience with the Barnes, our teachers are better equipped at integrating the arts into classroom lessons. Thank you for considering our curriculum, remaining developmentally appropriate, and most of all, keeping our students’ interest at the forefront.”

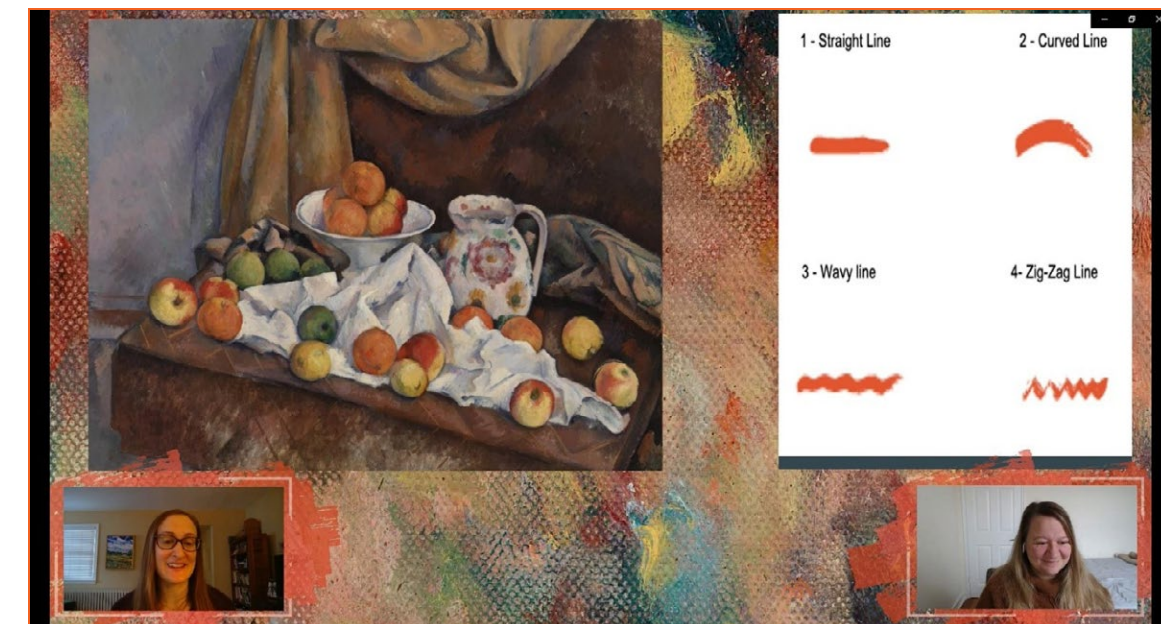
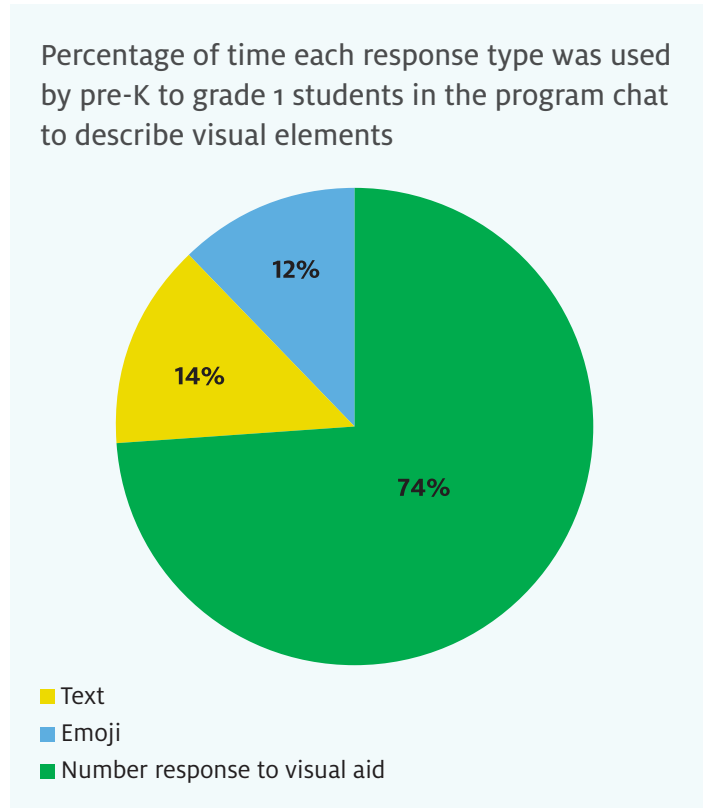
Our analysis of the chat record also found that students used new vocabulary introduced during the lesson. After an overview of color theory, for example, middle school students applied their knowledge of warm and cool tones when describing the focal point of an El Greco painting. In the chat, students made claims about what they observed and supported these claims with evidence.



Key Findings: Explore and Create (Pre-K–Grade 1)

A review of the chat activity suggests that student participation was very high for *Explore and Create*. With 3,726 students in pre-K through first grade, there were 4,412 significant responses. (A significant response is defined as one that contains observations or ideas directly related to the program content.)

This high level of participation likely owes to the multiple options for communicating. Younger students who are just learning how to read and write, for example, and who may be reluctant to type words into the chat, are probably more comfortable choosing emojis (or numbers) to communicate their opinions. Polls, where students are asked to type 1 or 2 to cast their vote, are also popular with the pre-K set. The screenshot below shows an example of how students used number-based polling to identify different types of lines in *Still Life* by artist Paul Cézanne.



After learning about different types of lines, students use number-based polling to answer the question “What type of lines do you see in this painting?” Pictured, from left: Barnes educators Stephanie Stern and Lauren Neach.



Key Findings: An Artist's Lens

(Grades 2–4)

Student participation in episodes of *An Artist Lens* was extremely high—much higher than when similar lessons are conducted in person. In this series, 4,718 students in grades 2–4 contributed more than 16,000 significant responses in the chat. In one episode alone, 66 students posted 2,283 responses—an average of 34 responses per student. Students in this program used all three chat features (text, emojis, and number-based voting) to express themselves.

Analysis of chats from individual episodes revealed a budding competency in visual literacy. Students demonstrated an understanding of how visual symbols can stand in for certain ideas and how formal elements (line, color, shape) can also be used to make a statement. In one lesson, for example, while looking at *Statute of Liberty* by woodcarver Elijah Pierce, students discussed how light can function as a symbol, observing that in Pierce's work it might stand for "life" or "hope." Students were then asked to choose an emoji that best symbolized the idea of power; most chose a flexed bicep or a lion. Turning finally to

Kehinde Wiley's *Equestrian Portrait of the Count Duke Olivares*, students were asked to think about how power is conveyed in that painting in terms of form. Students noted the use of lines, the bold color, and the scale of the figure.

Admin: Choose an emoji in the chat that shows power.

Mr. Bradley — Loesche Elementary: 🦁🦁
 Kezia — Loesche Elementary: 🦁
 Reeya — Loesche Elementary: 💖 love is powerful
 Jermaine — E.M. STANTON: 🦁🦁
 Mason — Loesche Elementary: 🦁🦁
 Frances — E.M. STANTON: 🦁🦁🦁
 Sara — E.M. STANTON: 🦁 Powerful can mean strong, or brave.
 jacob — Loesche Elementary: 🦁🦁🦁🦁🦁🦁🦁
 Tate Pitcher — E.M. STANTON: 🦁🦁🦁 Powerful words
 Zion — E.M. STANTON: 🦁🦁🦁
 Aida — Loesche Elementary: 🦁🦁
 Rhett — E.M. STANTON: 🦁
 Frances — E.M. STANTON : Power can mean being strong and being bold.
 Irodakhon — Loesche Elementary: 🦁🦁
 Jermaine — E.M. STANTON: 🦁
 Admin: Knowledge is power!
 diyor — Loesche Elementary: 🦁
 Zion — E.M. STANTON: Being brave is powerful

In the chat feature, students share emojis that represent power.

Top: Installation view of *30 Americans*, 2019–20, at the Barnes Foundation, showing Kehinde Wiley's *Equestrian Portrait of the Count Duke Olivares* (2005).

Key Findings: Art: Your Story

(Grades 5–8)

Students participating in *Art: Your Story* contributed actively to the chat, with 10,277 significant responses. In one episode, 55 students responded over 495 times to questions or prompts—an average of nine responses per student. Predominantly using text, with additional responses using art emojis, they described visual elements, expressed opinions about the artworks, and shared their preferences for different art forms—including drawing, writing, and music—as a means of storytelling and self-expression.

Students in this program showed an especially high level of engagement when the instructor told them about the personal life of the artist and then asked them to make connections to their own lives. For example, in an episode that focused on Horace Pippin and his method of visual storytelling, students learned that the artist had been injured during World War I and developed his technique—drawing

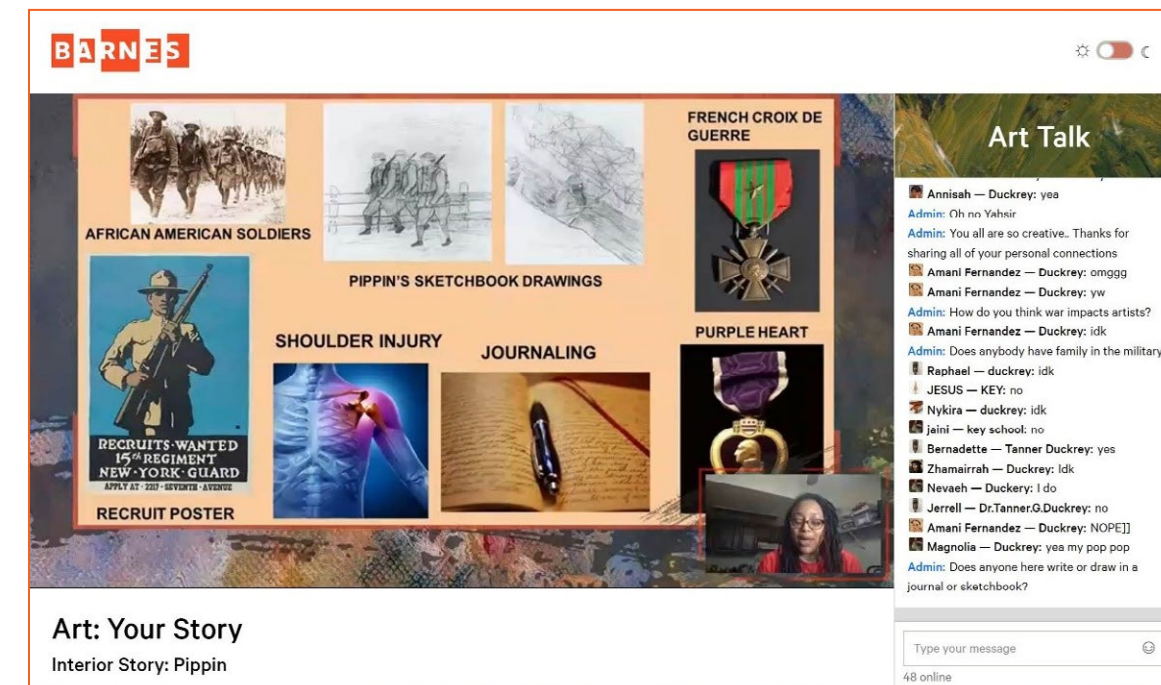
Admin: Does anybody have family in the military?

Jovanna — Ellwood: yes, i do!
 Isaac — Ellwood: yes
 Ayana — Ellwood: yes
 kaiyon — Ellwood: yes, my cousin
 Maralee — Harrington: yes
 Anailah — Harrington: yes
 Jovanna — Ellwood: oh yeah my uncle is in army
 kailynn — [school unnamed]: yes
 Symeir — Harrington: yes yes
 samiyah — Harrington: 🦁🦁🦁🦁🦁
 lamarcus — Harrington: yes
 Saniyah — People for People Charter School: yes
 Aisha — W.D. Kelley: Yes, my grandfather

Admin: How do you think war impacts artists?

Ayana — Ellwood: it's life
 Jady — Duckrey: I think it impacts artists by giving them more things to do stories on and it gives them art ideas
 Jovanna — Ellwood: it gave the artist more inspirations
 Dienaba — Harrington: I want to know more about this artist

on wood with a burning tool—to accommodate his disability. In response, students shared their own experiences of overcoming injuries or discussed family members who had served in the military.



In this episode, led by Barnes educator Jihan Thomas, students learn about the early life of artist Horace Pippin.

BARNES

Art Talk

Admin: Find color emoji to match your answer!
 Admin: You all are doing a great job!
 Magnolia — Duckrey: its a stove
 Admin: What story can you think of for this painting?
 michael — tanner g duckrey: 🍲❤️
 Magnolia — Duckrey: having dinner
 Admin: Great comment Magnolia!
 Jamie — Tanner Duckrey: eating and catching up on life
 Teeshoun — Duckrey Elementary: they are eating breakfast
 Teeshoun — Duckrey Elementary: i see Pancakes
 Admin: How does the artist use the color brown?
 Admin: Yum, Teeshoun!
 Admin: How does the artist use the color white?
 michael — tanner g duckrey: a family of 3 have dinner or a family of 2 at a store
 Admin: What story could we think of that this artist is trying to tell?

Type your message

48 online

Art: Your Story
 Interior Story: Pippin

In the same episode, students examine Pippin's painting *Supper Time* (c. 1940) and answer questions about the work.

Admin: What do you think the figures are doing?
 Nadaysa — Universal Vare: eating maybe
 Angel — Vare Charter School: serving food?
 Aniya — Universal Vare: there setting up the table
 Sanaija — Universal Vare Charter School: talking moriah — Vare: eating
 Destiny — Universal Vare: The lady in the apron looks like Harriet tubman a bit
 Hariyah Talley — Universal Vare: looks like there sitting down getting ready for breakfast on a sunday morning

Later in the lesson, students looked closely at Pippin's painting *Supper Time* and interpreted the story being told.

Key Findings: STEAM Art Challenge (Grades 5–8)

Students participating in *STEAM Art Challenge* offered more than 27,000 significant responses in the chat in response to program activities and educator prompts. In one class of 216 students, participants responded 1,887 times—an average of eight responses per student. In the chat analysis, students demonstrated critical thinking and showed evidence of understanding how scientific and mathematical concepts can be relevant to art.

For example, as referenced earlier, students in the multiepisode Art Conservation challenge learned how to use tools and strategies practiced by professional art conservators to solve a puzzle about a 19th-century sculpture by an artist of the Democratic Republic of Congo. Students were asked to apply the close-looking skills that they exercised in their first lesson of the series while analyzing the sculpture and discuss why it had a nail in its cheek. After being presented with clues to consider in answering the questions—such as how nails are forged, how nails split wood, and how nails are used in ceremonies in the Congo—students were able to evaluate the piece further, and their observations became more thoughtful and complex. Students demonstrated their visual literacy skills and understanding of STEAM concepts in describing what they noticed in the artwork.

Admin: Why does the sculpture have a nail in its cheek?
 Solomon — Sahge Academy: Maybe the sculpture is cracked and needs repair
 Alex — Nether Providence Elementary: it (the crack) may have come from erosion in the wood over time
 Felix — NPE: the nail keeps the face from falling apart
 Celeste — Homeschool: to the nail keeping the face together
 Solomon — Sahge Academy: what material is it made of cuz maybe it's breaking
 Alex — Nether Providence Elementary: It's strange, We think of Europe as wealthy (at least in resources) and Africa as poor. But it seems at that time, the opposite was true
 Alex — NPE: possibly this crack is a result of the nails being driven
 Cali — Homeschool: maybe someone hammered a nail on the top of the head and then they realized that it split the sculpture and took it out.
 Sonia — Thomas G Morton: I think the nail was used in a ceremony because you said the nail was not near the crack
 Tara — Nether Providence Elementary: The nail made the crack? I did not know that
 Alex — Nether Providence Elementary: likely purposely, nails aren't something you don't just "accidently" drive



An artwork created by an early learner participating in the *Puentes a las Artes / Bridges to the Arts* program.

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—who are the early learners’ first teachers—through bilingual family tours, workshops, and family programming at the Barnes.

The COVID-19 pandemic disrupted many pathways for families to access quality early childhood learning opportunities during the past school year, setting exceptional challenges for the most under-resourced communities and families. City and state safety restrictions prevented in-person programming for the 2020–21 academic year, but the *Puentes a las Artes* team adapted, developing a hybrid approach where teaching artists and staff worked to stay connected to early learners and their families remotely, providing

the continuity that is critical to ensuring momentum for early learning and development.

In 2020–21, *Puentes a las Artes* programming included bilingual weekly classes on Zoom with virtual visits to the Barnes collection and art-making lessons, home delivery of books and art kits for classes, monthly check-in calls to support at-home literacy development, and open access to videos of teaching artists and staff reading storybooks. *Puentes a las Artes* continued to provide high-quality learning and social/emotional support for early learners as well as essential support services for parents.

During the 2020–21 academic year, 28 early learners from 25 families and 19 parents/caregivers participated in this program, with a 100% retention rate over the full 24 weeks of the program. Weekly attendance stayed consistently high at 90%. Five multiweek lesson units were designed to introduce new vocabulary in English and Spanish, foster rich

talk about art and observations, engage in hands-on art making, and spark imagination and interest in learning. Students met in a main Zoom classroom with a teaching artist to make virtual trips to Barnes galleries, and breakout rooms were set up for small

groups and art activities. Combined with supports at home, the hybrid programming of *Puentes a las Artes* fostered trusting relationships across participants, parents, and partners, ensuring a greater likelihood for a positive start to children’s early education.

“We enjoyed the family participation, hearing their thoughts included in the process of teaching their children, and they began to feel closer to us. This validates for families that it’s okay to speak Spanish in school and in a museum.”

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

“The program broadened my child’s imagination and built his confidence in trying new things.”

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

“The program strengthened my children’s ability to express ideas and communicate. When they returned to school, their teacher told me they’ve had a lot of growth in how they express themselves.”

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

Additional Programming and Resources

Focused Programming for English Language Learners

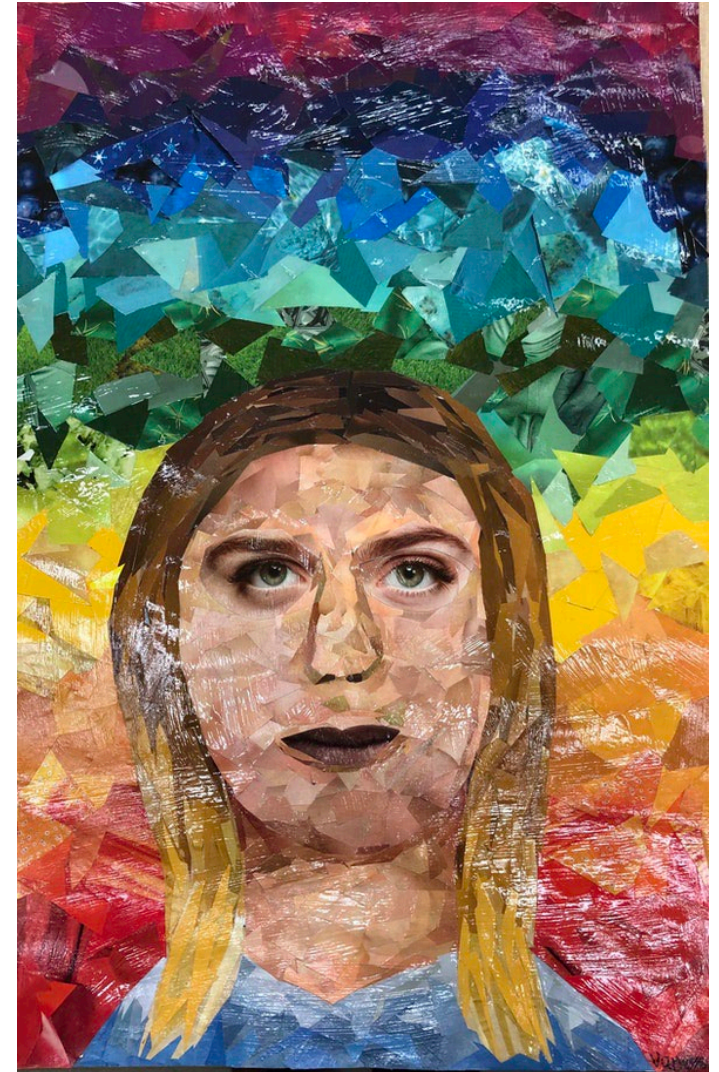
As an extension of the *Art: Your Story* program, Pre-K–12 Outreach Program Specialist Jihan Thomas provided a series of online workshops for approximately 20 fifth- and sixth-grade students at Farrell Elementary School in Philadelphia. Students in this group were English language learners, with more than ten different languages in their learning environment. In the lesson, students created a self-published work incorporating visual art with writing in different languages to help welcome new students to the school.

Welcome to Farrell Fox!
The sky is the limit!
Don't stop dreaming!
Follow your dreams!
Giving up is not an option!
Don't give up, you are capable!
Go ahead!
Go ahead and achieve your goals!
Don't look to the side or back,
look ahead and win your victory!

—Written by a student at Farrell Elementary School, Philadelphia

Barnes Online Student Art Gallery

In the 2020–21 academic year, the Barnes initiated a new online student art gallery, hosted on its website at barnesfoundation.org/teachers. This student gallery was developed to highlight and validate the pre-K–12 students and participants that create written work and artwork in response to the Barnes's educational programs and community experiences. This initiative aims to encourage developing creative minds and talents in the Philadelphia region and strives to establish clear pathways toward creative careers.



“Finely cut magazine pieces create an ombre rainbow mosaic background. This represents equality across gender, race, ethnicity, and more, which is so crucial at this time.”

—Sixth-grade student, The Benjamin School, North Palm Beach, FL; created as part of *STEAM Art Challenge*

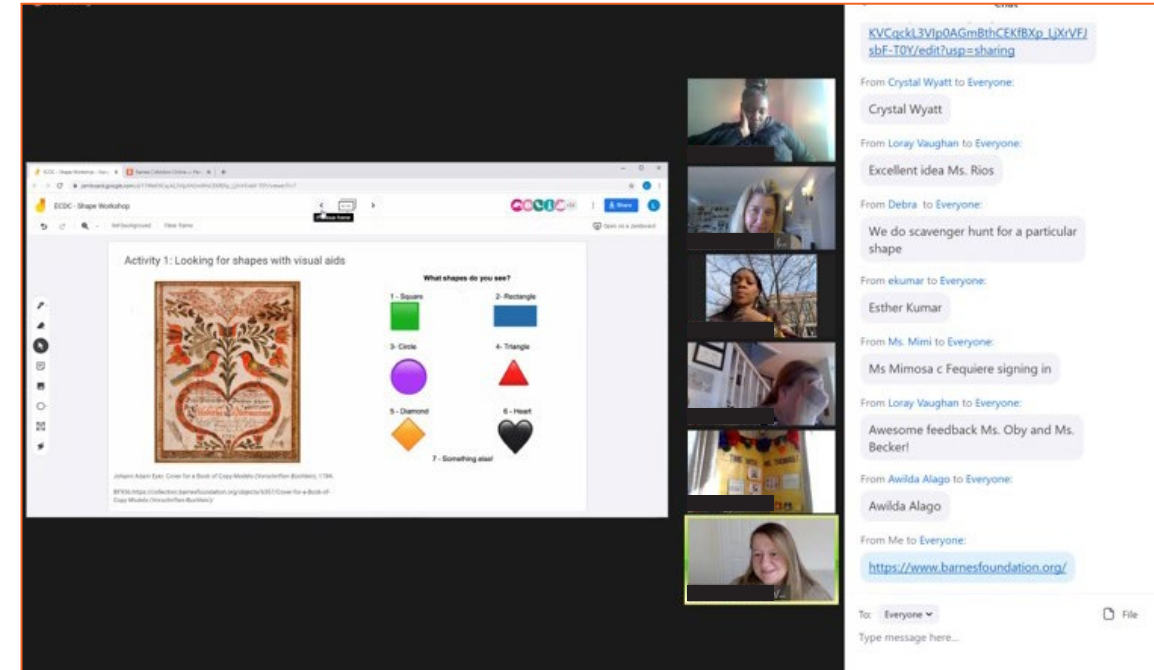
Teacher Training

To support teachers during the 2020–21 school year—a challenging year of virtual learning—the Barnes education staff provided several online teacher workshops.

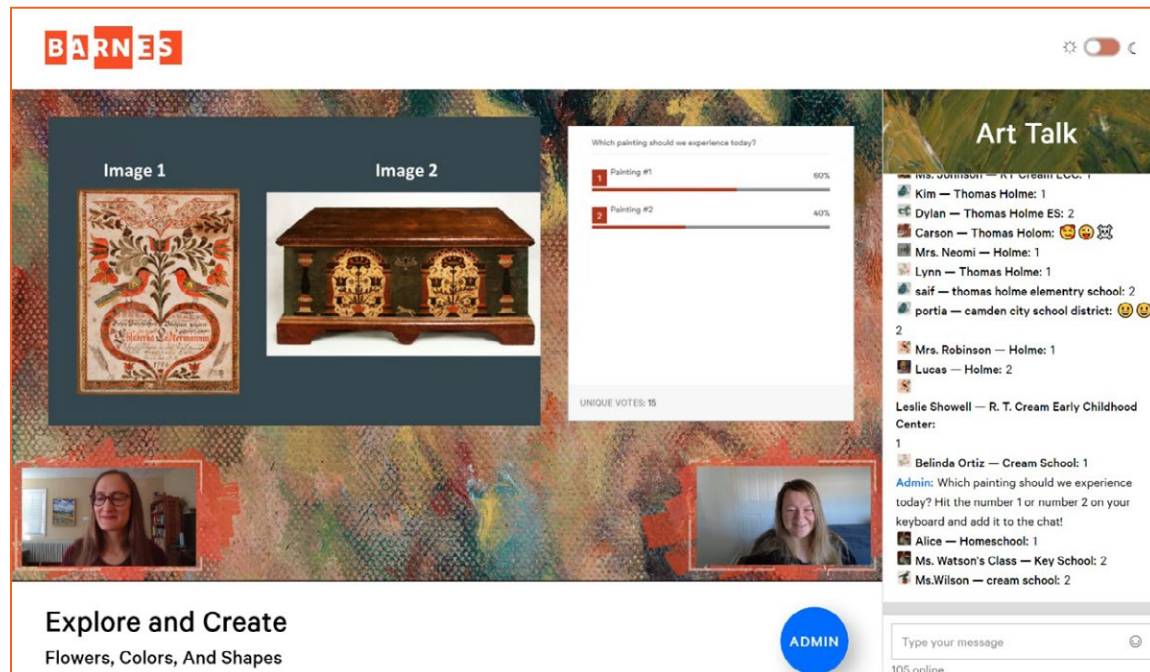
In November 2020, three members of the Barnes education team—Pre-K–12 Programs Manager Stephanie Stern; Pre-K–12 Outreach Program Specialist Jihan Thomas; and Director of Pre-K–12 and Educator Programs Jennifer Brehm—provided a two-day professional-development training called “Culturally Responsive Teaching with Art” for the art department at First Philadelphia Preparatory Charter School. Seven art teachers from this school were preparing their transition from teaching in a virtual setting during the pandemic into a hybrid work environment and were seeking advice about how to approach a class that would be learning simultaneously from home and from school. Barnes

staff applied the Barnes Art Adventures model of using opinion polling and chat responses, along with the Barnes’s anti-racist teaching pedagogy, as key strategies in that training.

In March 2021, the Barnes provided a training about math and arts integration to correspond with the *STEAM Art Challenge* series with Karen Karp, a professor in the EdD program at Johns Hopkins School of Education; Sarah Bush, PhD, associate professor of K–12 STEM education at the University of Central Florida; and Jennifer Brehm. Sixteen teachers from the Archdiocese of Philadelphia participated in the workshop and learned how to use proportional reasoning when analyzing works of art. Teachers were also trained on using a “Notice and Wonder” activity with their students to start discussions about math using artworks, encouraging them to brainstorm what they know about a problem before solving it.



In March 2021, Barnes educator Lauren Neach shared a variety of online teaching tools with pre-K teachers in Camden, NJ.



The November 2020 teacher training included a demonstration of the Barnes Art Adventures model of using opinion polling and chat responses.

Pictured, from left: Barnes educators Stephanie Stern and Lauren Neach.

Also in March, Lauren Neach, Early Childhood Coordinator at the Barnes, provided a training session for 60 pre-K teachers at the Early Childhood Development Center in Camden, New Jersey. This workshop demonstrated online teaching tools, such as Google Jamboard, that could help teachers show works of art to their students and introduce shapes to their class, using paintings in the Barnes collection as examples.



2020–21 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 and beyond.

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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.



Dolfinger-McMahon Foundation has provided essential endowment support for pre-K to 12 education programs.

Subaru of America Foundation, Inc. critically supports education programs in Camden, NJ, and has generously donated 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.

Connelly Foundation

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, 2020, and September 30, 2021.

Participating Schools

The list below includes public, private, and Catholic schools that registered a total of 16,664 students in Barnes Art Adventures virtual programming during the 2020–21 academic year.

*First-time participants in Barnes education programs

Explore and Create

38 schools, 3,726 students

Philadelphia

27 schools, 2,673 students	Grade	Students
Albert M. Greenfield School	K	50
Andrew Jackson School	Pre-K	30
Bayard Taylor School	K	30
Cook-Wissahickon School	Pre-K	19
E. Washington Rhodes School	1	46
Edward Gideon School	Pre-K	15
Excelsior School of Philadelphia*	Pre-K–1	120
F. Amedee Bregy School	Pre-K	31
Frances E. Willard School*	K	40
Francis S. Key School	K	102
General George A. McCall School	K–1	170
Gilbert Spruance School	Pre-K	19
Independence Charter School	K	96
John F. McCloskey School	Pre-K–K	64
John H. Taggart School	Pre-K	74
John Marshall School	2	54
John Moffet School	K–1	125
Joseph Pennell School	K–1	105
Mastery Charter School, Smedley Campus	1–6	17
Mayfair School	K–1	400
Settlement Music School of Philadelphia, Mary Louise Curtis Branch*	Pre-K	12
Shawmont School*	6	55
Spring Garden Academy*	Pre-K–K	140
Tanner G. Duckrey School	Pre-K–K	45
Thomas Holme School	Pre-K–1	409
William H. Loesche School	K–1	360
William M. Meredith School*	1	45

Archdiocese of Philadelphia

1 school, 31 students	Grade	Students
St. Mary Interparochial School	1	31

Camden City School District

4 schools, 742 students	Grade	Students
Early Childhood Development Center	Pre-K	87
Riletta Twyne Cream Family School	Pre-K–K	480
Veterans Memorial Family School*	Pre-K	25
Yorkship Family School*	2–4	150

Delaware County, PA

1 school, 180 students	Grade	Students
Park Lane Elementary School, Darby, PA	1	180

Other Districts

2 schools, 92 students	Grade	Students
St. Paul's Nursery School, Oreland, PA	Pre-K	1
Toll Gate Grammar School, Pennington, NJ*	K–1	91

Homeschool Groups

3 schools, 8 students	Grade	Students
Das household, Philadelphia*	Pre-K	2
Egras household, Philadelphia*	1	4
Homeschool group 3, Philadelphia*	Pre-K	2

Participating Schools (Continued)

Puentes a las Artes / Bridges to the Arts

Ages 3–5

Philadelphia

28 students, 1 teaching artist

196 lesson-based arts and literacy kits delivered (+75 over the summer) **Students**

Online programming _____ 28

An Artist’s Lens

47 schools, 4,718 students

Philadelphia

35 schools, 3,419 students

	Grade	Students
Avery D. Harrington School	3	60
Bayard Taylor School	3–4	135
Commodore John Barry School*	2	125
Commonwealth Charter Academy	3–5	180
Cook-Wissahickon School	3	119
Edward Heston School*	4–5	110
Edwin M. Stanton School	2, 4	95
Excelsior School of Philadelphia*	2–4	95
Francis S. Key School	4	70
General George A. McCall School	2–3	148
Gilbert Spruance School	3, 5–6	190
Hill-Freedman World Academy	6	28
Horatio B. Hackett School	4	50
Independence Charter School	3	22
James Dobson School	2	47
James G. Blaine School	3–4	75
James R. Lowell School*	4	64
James R. Ludlow School	3	31
John F. McCloskey School	3–4	137
John H. Webster School	2	55
John Marshall School	4	45
John Moffet School	2–4	100
Laura H. Carnell School	3	111
Lewis Elkin School	2	56
Mariana Bracetti Academy Charter School	3	100
Martha Washington School*	2	21

Mastery Charter School, Smedley Campus	5–6	18
Olney Charter High School	9–12	70
People for People Charter School	2–4	161
Robert E. Lambertson School	4	28
SAHGE Academy*	2–4	80
Spring Garden Academy*	2–4	22
Thomas Holme School	3	90
William H. Loesche School	2–4	519
Wissahickon Charter School, Awbury Campus	2–4	162

Camden City School District

1 school, 178 students

Grade **Students**

Yorkship Family School*	2–4	178
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Camden Catholic Partnership Schools

1 school, 186 students

Grade **Students**

Saint Cecilia School	2–4	186
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Delaware County, PA

2 schools, 131 students

Grade **Students**

Nether Providence Elementary School, Wallingford, PA	3–4	11
Park Lane Elementary School, Darby, PA	5–6	120

Other Districts

6 schools, 747 students

Grade **Students**

Blue Bell Elementary School, Blue Bell, PA*	2	81
East Ward School, Downingtown, PA*	2–4	6
Lower Merion School District @ Home, Montgomery County, PA*	2–4	221
Marie M. Hughes Elementary School, Albuquerque, NM*	K, 3	130
Toll Gate Grammar School, Pennington, NJ*	2–4	157
Worcester Preparatory School, Berlin, MD	2–4	152

Homeschool Groups

2 schools, 57 students

Grade **Students**

Egras household, Philadelphia*	1–2, 4	12
Homeschool group 1, Philadelphia	2–4	45

Participating Schools (Continued)

Art: Your Story

30 schools, 2,159 students

Philadelphia

25 schools, 1,923 students

	Grade	Students
Albert M. Greenfield School	5	64
Alternative Middle Years at James Martin	7	25
Baldi School	7	64
Cook-Wissahickon School	7	24
Ellwood School*	5	48
Francis Hopkinson School	5	60
Francis S. Key School	5	62
General George A. McCall School	5	22
Henry A. Brown School	6	7
Independence Charter School	7	87
James R. Ludlow School	5-8	60
John F. McCloskey School	5	96
Julia R. Masterman School	6	33
Lindley Academy Charter School at Birney*	6	43
Mariana Bracetti Academy Charter School	5	100
People for People Charter School	5-8	247
The Philadelphia School	4-5, 7	135
Russell H. Conwell School*	5-6	150
SAHGE Academy*	5-7	6
Spring Garden Academy*	5-7	42
Tanner G. Duckrey School	7-8	135
Thomas G. Morton School	5	90
Universal Vare Charter School	5-8	165
West Oak Lane Charter School*	5	125
William D. Kelley School	5	33

Camden

1 school, 18 students

	Grade	Students
UrbanPromise*	6	18

Other Districts

3 schools, 173 students

	Grade	Students
The Benjamin School, North Palm Beach, FL*	6	78
Buckingham Friends School, Lahaska, PA	4-5	51
The Independence School, Newark, DE*	7	44

Homeschool Groups

1 school, 45 students

	Grade	Students
Homeschool group 2, West Chester, PA*	5-8	45

STEAM Art Challenge

48 schools, 6,061 students

Philadelphia

17 schools, 2,679 students

	Grade	Students
Children's Village*	5-7	24
Francis S. Key School	6	50
General George A. McCall School	5	23
Gesu School	5-6	174
Gilbert Spruance School	5-6	20
Henry H. Houston School	5	45
John F. McCloskey School	5	76
Julia R. Masterman School	5-6	363
Mariana Bracetti Academy Charter School	4	150
Russell H. Conwell School*	7-8	340
Sadie Alexander School	5	110
SAHGE Academy*	5-7	6
Spring Garden Academy*	5-6	48
Thomas G. Morton School	5	180
William C. Bryant School	5-6	320
William H. Loesche School	5	604
William Rowen School*	5	146

Participating Schools (Continued)

Archdiocese of Philadelphia

18 schools, 1,884 students

	Grade	Students
Corpus Christi School, Lansdale, PA*	5	56
Good Shepherd Catholic Regional School, Ardsley, PA*	6	32
Holy Innocents Area Catholic Elementary School, Philadelphia*	5-6	90
Mother Teresa Regional Catholic School, King of Prussia, PA*	5-8	166
Our Lady of Hope School, Philadelphia*	6	31
Queen of Angels Regional Catholic School, Willow Grove, PA*	6-8	100
SS. Colman-John Neumann School, Bryn Mawr, PA*	5, 7-8	52
St. Albert the Great Catholic School, Huntingdon Valley, PA*	5, 7-8	134
St. Francis Xavier School, Philadelphia*	5	20
St. Jerome School, Philadelphia*	5-8	256
St. Laurentius School, Philadelphia	5-8	134
St. Luke School, Glenside, PA*	7-8	75
St. Martha School, Philadelphia*	5-6	74
St. Mary Interparochial School, Philadelphia	5	56
St. Michael the Archangel, Levittown, PA*	6	42
St. Norbert School, Paoli, PA*	5-8	400
St. Pio Regional Catholic School, Philadelphia*	6-8	84
Visitation BVM School, Norristown, PA*	8	82

Camden Catholic Partnership Schools

1 school, 145 students

	Grade	Students
Our Lady of Hope Regional Catholic School	5-8	145

Delaware County, PA

7 schools, 677 students

	Grade	Students
Blessed Virgin Mary School, Darby, PA*	5, 7	76
Hill Top Preparatory School, Bryn Mawr, PA	5-8	15
Mother of Providence Regional Catholic School, Wallingford, PA*	5-6, 8	128
Nether Providence Elementary School, Wallingford, PA	5	66
Notre Dame de Lourdes School, Swarthmore, PA*	5-8	174
St. Francis of Assisi School, Springfield, PA*	7-8	74
St. James Regional Catholic School, Ridley Park, PA*	6, 8	144

Other Districts

4 schools, 554 students

	Grade	Students
The Benjamin School, North Palm Beach, FL*	6	156
Cherry Hill High School East, Cherry Hill, NJ	9-12	250
Collingswood High School, Collingswood, NJ*	9-12	40
Worcester Preparatory School, Berlin, MD	5	108

Homeschool Groups

1 school, 122 students

	Grade	Students
Homeschool group 2, West Chester, PA*	5-8	122



"I used markers, crayons, and colored pencils to create this artwork that shows me, my mom, and my grandma going to the *Spirit of Philadelphia* for Mother's Day. I wanted to make sure I drew what we were wearing for the special moment."

—Fifth-grade student, West Oak Lane Charter School, Philadelphia; created as part of Art: Your Story

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