

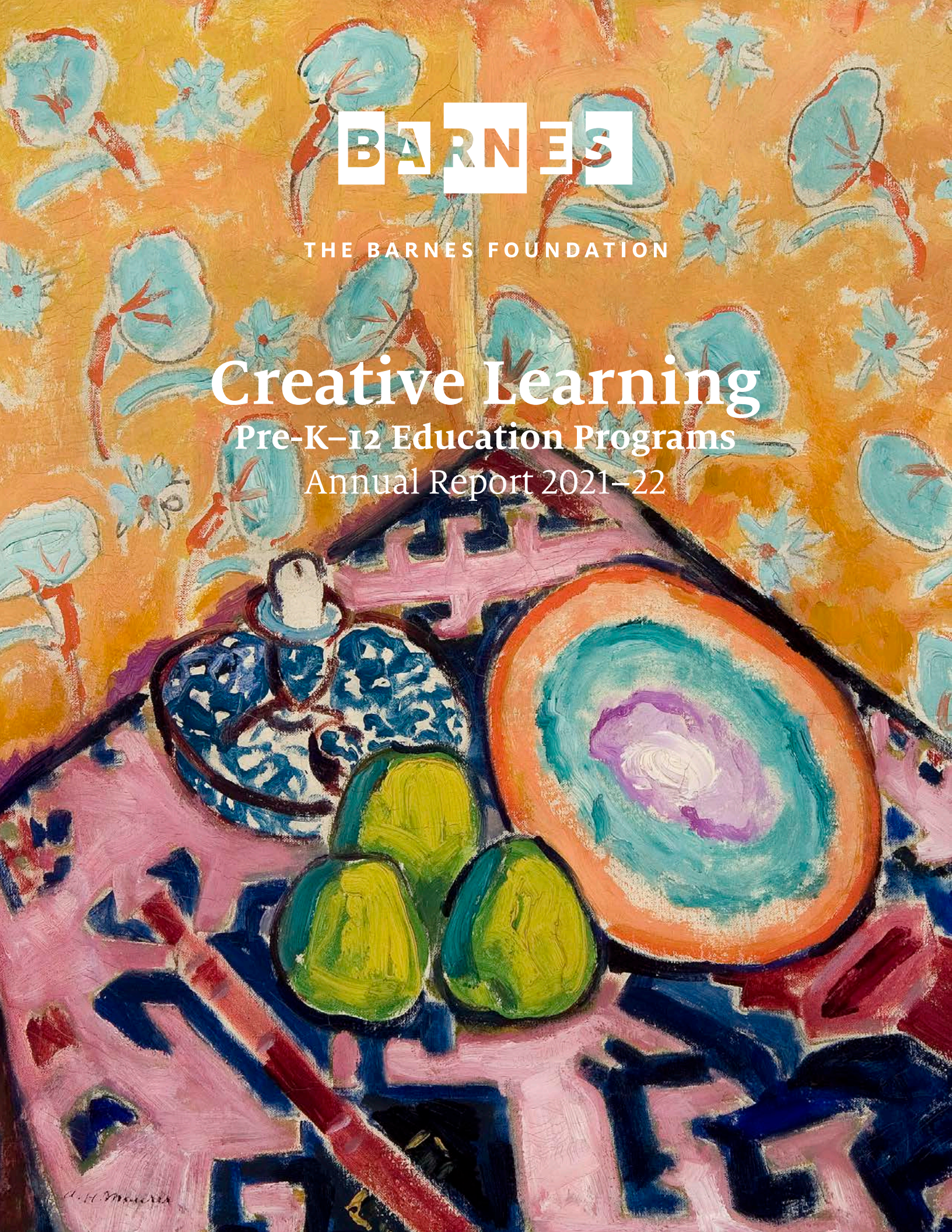


THE BARNES FOUNDATION

Creative Learning

Pre-K-12 Education Programs

Annual Report 2021-22





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About the Barnes Foundation

The Barnes Foundation is home to one of the world's greatest collections of impressionist, post-impressionist, and early modern paintings, with especially deep holdings of works by Pierre-Auguste Renoir, Paul Cézanne, Henri Matisse, and Pablo Picasso. Assembled by Dr. Albert C. Barnes (1872–1951) between 1912 and 1951, the collection also includes important examples of African art, Native American pottery and jewelry, American art, medieval manuscripts and sculptures, old master paintings, antiquities from the Mediterranean region and Asia, and wrought-iron metalwork.

Raised in a working-class household, Dr. 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 a popular antiseptic. Inspired by the philosophy of John Dewey—who believed that education was fundamental to democracy—Dr. Barnes held art appreciation lessons at his factory in West Philadelphia. Each day, for two hours, production stopped as his workers discussed painting and philosophy. Many were women or African Americans, hired by Dr. Barnes in defiance of the era's prejudices.

On December 4, 1922, Dr. Barnes received a charter from the Commonwealth of Pennsylvania to establish the Barnes Foundation, an educational institution dedicated to promoting the appreciation of fine art and horticulture. This year, we celebrate the 100th anniversary of the establishment of the Barnes, reflecting on and honoring the educational mission and wide-reaching interests of Dr. Barnes and his Foundation.

Championing education as the cornerstone of a truly democratic society, Dr. Barnes established the Foundation to teach people from all walks of life,

regardless of background or education, how to look at and appreciate art through the direct study of his collection. At the first home of the Barnes Foundation in Merion, Pennsylvania, Dr. Barnes hung his collection in unconventional groupings called “ensembles,” mixing objects of different cultures, time periods, and media. Each ensemble, meticulously crafted by Dr. Barnes, is meant to draw out visual similarities between the seemingly unrelated objects. Masterpieces by Vincent van Gogh, Matisse, and Picasso hang next to ordinary household objects—a door hinge, a spatula, a yarn spinner.

Created as teaching tools, these ensembles are the core of Dr. Barnes's educational vision and the program he developed in the 1920s. His free art appreciation classes utilized a unique approach to teaching—now known as the Barnes Method—which 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.

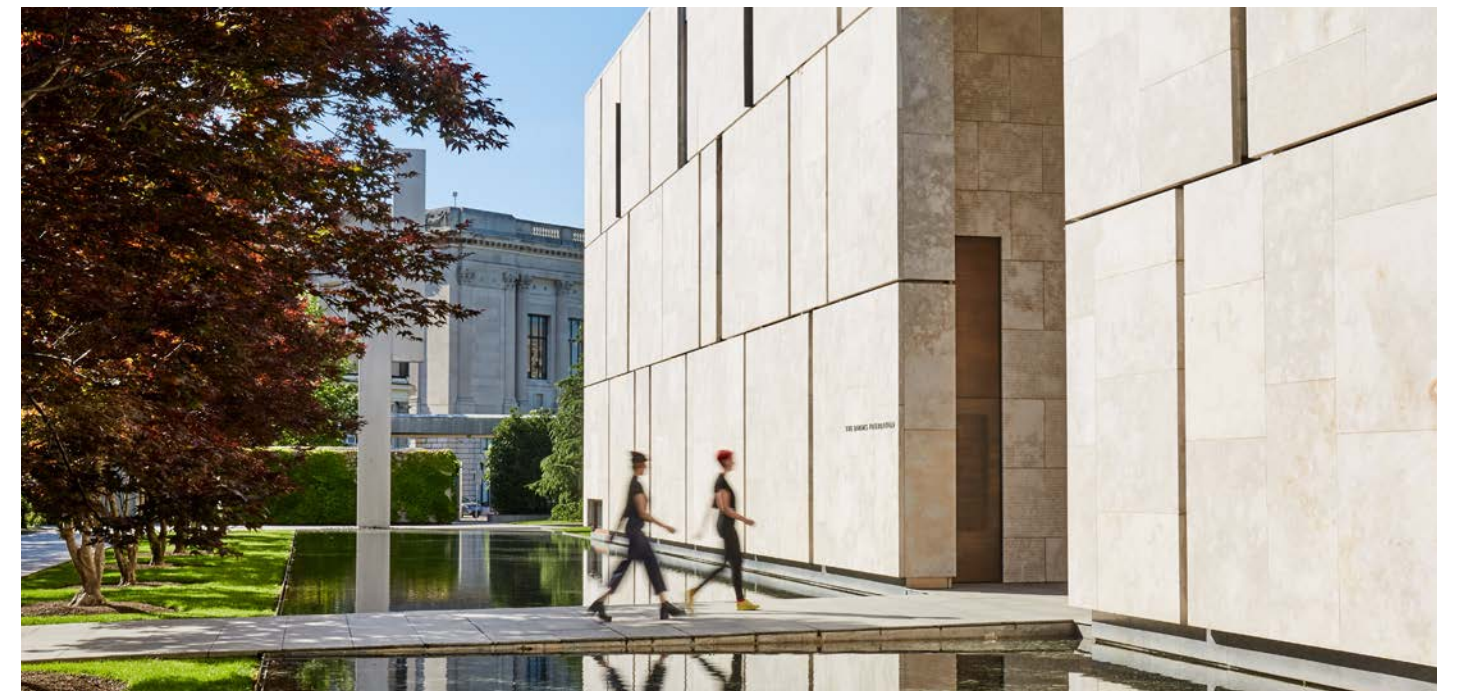
Committed to racial equality and social justice, Dr. Barnes was also a vocal proponent of African American art and culture. He supported young Black artists, writers, and musicians who wanted to further their education, including poet and essayist Gwendolyn Bennett; artist and professor Aaron Douglas; violinist David Auld; and composer Frederick Work. 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 Foundation opened its new home in Center City

Philadelphia in 2012. The permanent collection is presented in galleries that preserve his 1951 arrangement and is enhanced with a special exhibition program that draws inspiration from the collection while also placing emphasis on underrepresented artists, including women and artists of color. In the past decade, over two million people from all 50 states and 130 countries have visited Dr. Barnes's unrivaled collection, participated in educational courses and seminars, attended special exhibitions, and taken part in a variety of public programs. The growth of the Barnes's pre-K–12 education initiatives, along with the implementation of a multi-visit program for students, was inspired by the move to Philadelphia. Over 100,000 schoolchildren—many from under-resourced areas in the region—have participated in the institution's long-standing gallery-based programs and new, field-leading virtual

offerings. During the 2021–22 academic year, nearly 75% of participating students were enrolled in public and Catholic schools in Philadelphia and Camden, New Jersey.

As the Barnes Foundation celebrates its centennial and the tenth anniversary of its move to the heart of Philadelphia, the institution seeks to further build on Dr. Barnes's progressive vision and commitment to inclusion and access. While the Barnes's educational reach is global, the institution is deeply invested in being a trusted resource in the Philadelphia community and ensuring that its resources are equitably distributed. Through its public programs, community engagement and family programs, and pre-K–12 education programs, the Barnes remains committed to honoring Dr. Barnes's efforts to bring art and cultural learning to all.



Institutional Highlights

- Nearly **2.3 million** visitors since 2012
- **13,000+** member households in 2021
- **459** families, including **859** children under the age of five, served through Early Learner Summer Pods in 2021
- **2,250** Barnes art activity kits distributed to families across Philadelphia in 2021
- **248** hours of virtual programming offered to audiences in 2021
- Nearly **3,000** adult learners (including **404** scholarship recipients) enrolled in **61** online adult education courses in 2021
- **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, Philadelphia teachers, and visitors to PECO Free First Sunday Family Day and Barnes on the Block
- **\$129.3 million** endowment as of December 2021
- Nearly **73%** of our annual expenses in 2021 directly supported program activities



2021–22 Academic Year School Programs

The Barnes Foundation’s esteemed and innovative School Programs team—led in 2021–22 by Jennifer Brehm, Director of Pre-K–12 and Educator Programs—builds innovative, curriculum-centered offerings to support pre-K–12 students and teachers, both on-site and online. The Barnes serves students—mainly from the School District of Philadelphia (SDP)—through multi-visit education programs, special initiatives, single-visit opportunities, and online programming. In collaboration with the SDP’s Office of the Arts and Academic Enrichment and the Camden City School District’s Early Childhood Office, the Barnes identifies schools that are demographically representative of their districts and have the greatest need of arts enrichment. Professional development programs for teachers provide educators with tools and resources to integrate the arts into other curricular subjects in their classrooms.

Shortly after the Barnes Foundation announced its first city-mandated closure in March 2020 in response to the COVID-19 pandemic, staff across the institution transitioned away from in-person programming to focus on the development of online content to maintain audience engagement. In an effort to sustain the educational programming central to its mission, the Barnes’s pre-K–12 and adult education programs, previously offered on-site, were redesigned for an online platform. The enthusiastic reception of this new virtual format—as evidenced by the explosive growth in online enrollment by both school-age and adult learners—demonstrates that students and teachers can be meaningfully engaged online. The Barnes therefore remains invested in offering this interactive virtual engagement

alongside its regular in-person programming in the Barnes galleries and within local schools.

The overarching goals of all Barnes pre-K–12 education programs are:

- To improve students’ ability to think critically about the arts and the visual world around them.
- To help students/teachers of all backgrounds feel comfortable and confident in a museum setting.
- To encourage students/teachers of all backgrounds to find relevance in art, and to think of it as an outlet for personal creative expression.
- To support students’ academic growth by aligning lessons with curricular standards and modeling arts integration for teachers.

The Barnes’s pre-K–12 programs emphasize close looking, critical thinking, and prolonged engagement with art, helping students build skills in visual literacy. In alignment with Dr. Barnes’s educational philosophy, these programs encourage students to incorporate personal experiences in their observation and analysis of art. The programs also provide valuable opportunities for under-resourced youth to learn from the Barnes collection. The Barnes works in partnership with local teachers and administrators to ensure that programs meet core needs and curricular standards.

The School Programs team has developed a pedagogy of anti-racist teaching to ensure that programming is inclusive and incorporates contemporary viewpoints that students can bring to conversations about art. As such, anti-racist and inclusive teaching practices are woven into all trainings developed for

the Barnes’s School Programs staff and volunteers. Though the Barnes collection includes art from around the world, it comprises mostly European paintings; as a result, students of color may not see themselves represented in the art. In order to help all students find relevance in the Barnes collection, School Programs staff design opportunities that encourage students to share their cultural backgrounds and real-world experiences based on what they see in the artwork, or what is missing from it. Additionally, tour activities emphasize inclusivity, using Universal Design for Learning strategies like visual aids so that students with different abilities, including nonverbal students and English-language learners, can learn alongside more verbal students.

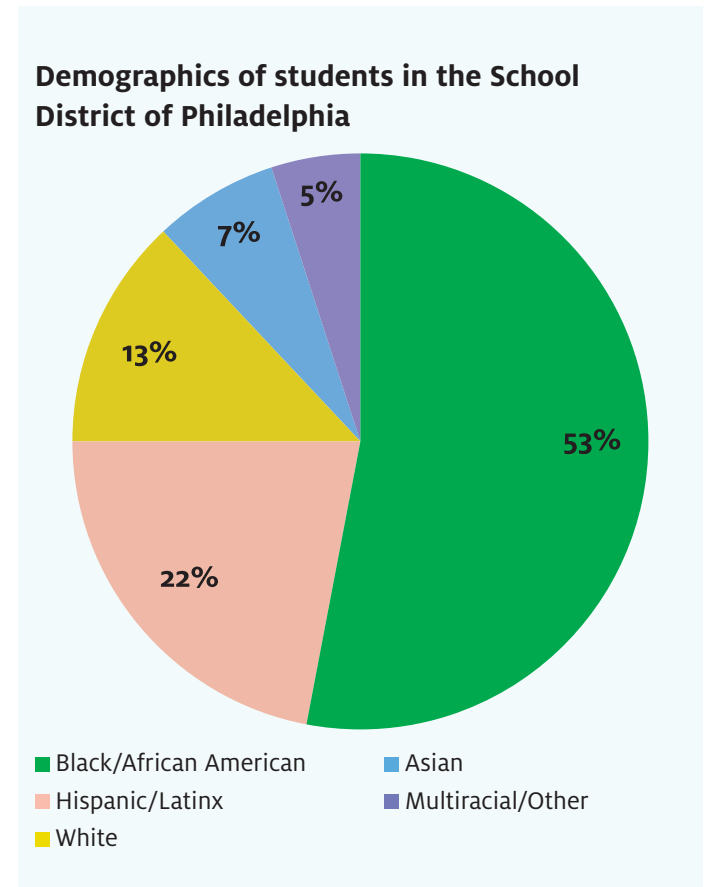
The Barnes also provides educational activities occurring during out-of-school time and over the summer that complement SDP curriculum and work to narrow enrichment gaps. These activities are organized on-site and in neighborhoods across the city. For example, since 2017, the Barnes has partnered with social service agency Puentes de Salud on *Puentes a las Artes / Bridges to the Arts*, an arts-based biliteracy development program addressing the needs of Latinx immigrant early learners.

A Decade of Service: Highlights from 10 Years on the Parkway (2012–2022)

- **100,000+** schoolchildren have participated in pre-K–12 education programs.
- **12,000+** schoolchildren are reached annually.*
- Nearly **1,700** teachers have been served through professional development programs.

- **Developed anti-racist teaching pedagogy** and one of the first anti-racist educational training programs for teachers used in a museum setting in Philadelphia.
- **Honored twice for Outstanding Museum Art Educator** by Pennsylvania Art Education Association: Stephanie Stern, Pre-K–12 Programs Manager, received the award in 2021; Jennifer Brehm in 2014.

*The ongoing pandemic continued to impact school attendance in 2021–22.



In-Person Pre-K–12 Education Programs

The Barnes’s in-person education programs are designed using a distinctive three-touchpoint model, allowing students to have an extended experience with the Barnes collection and educators. Student field trips to the Barnes are supplemented by lessons and art-making activities delivered at the schools by Barnes instructors. The Barnes provides this in-depth programming free to partner schools in the School District of Philadelphia, Archdiocese of Philadelphia, Camden City School District, Camden Catholic Partnership Schools, and public schools in Delaware County, Pennsylvania. The programs *Look! Reflect! Connect!* (pre-K), *Pictures and Words* (grade 3), and *Art of Looking* (grade 5)* bring art to students during key stages of their academic and social-emotional development—when students and teachers are most receptive to arts-integrated content and when in-depth programming aligns best with curricular goals.

In fall 2021, in-person visits resumed for the first time since the onset of the COVID-19 pandemic. During the 2021–22 academic year, the Barnes served 4,202 students from 86 schools through in-person multi-visit offerings and single-visit tours. Though the Barnes was once again open to school groups, the effects of the pandemic continued to affect attendance: Schools were restricted in their capacity to organize field trips, teachers were largely focused on rebuilding after more than a year of virtual learning, and vaccine requirements for museums in Philadelphia complicated access for children. The School Programs team adapted yet again, utilizing the online platform to provide the first lesson, followed by a field trip and a post-visit art-making workshop at the school. Additionally, the team made sure that teachers received lesson plans

**Artist Voices* (grade 7) was postponed during the 2021–22 academic year and is expected to be reinstated in fall 2022.

“While I have always loved the Barnes, I have become re-enchanted by my regular visits with our juniors. I am so proud of the conversations our students have had in the gallery spaces with the Barnes educators.”

— Art teacher, Cristo Rey Philadelphia High School

“Our students loved the trip, and most are excited to return with their friends and family. The other teachers all had great things to say about the tour. You are doing a great job making art accessible.”

— Fifth-grade teacher, Russell Byers Charter School, Philadelphia

and extension activities to continue student learning beyond the program.

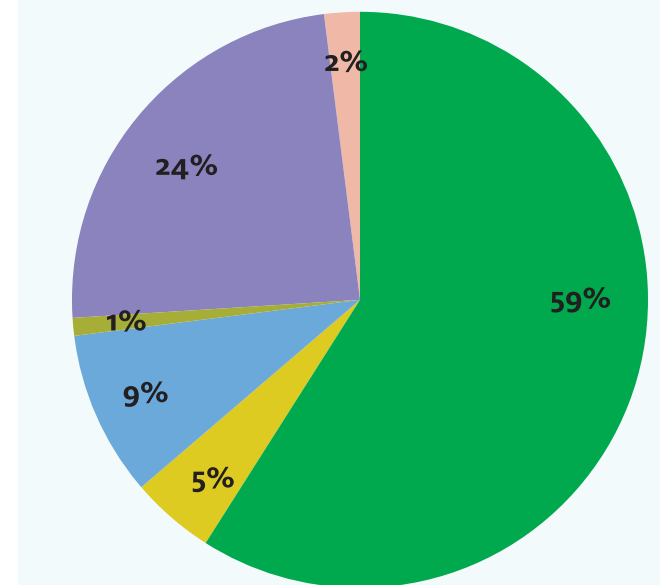
Going forward, the School Programs team is working to determine the right mix of online and on-site programs—a mix that takes advantage of the efficiencies of virtual learning but also places a premium on in-person encounters with works of art.



“I wish I could pick all of them [as my favorite artwork in the room].”

— Third-grade student, St. Joseph Pro-Cathedral School, Camden, NJ

Percentage of 4,202 students participating in Barnes in-person programming from each school district



- Philadelphia public/charter
- Philadelphia Catholic
- Camden public
- Philadelphia independent
- Other districts/home schools
- Camden Catholic

Look! Reflect! Connect!

(Pre-K)

Look! Reflect! Connect! is a literacy program that emphasizes the role of visual arts in the lives of pre-kindergarten students, educators, and caregivers by expanding the typical early childhood concept of art: It moves beyond the focus on *making* to include the experience of *looking*. The program responds to Pennsylvania and New Jersey early learning standards, which state that pre-K literacy skill development 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.

This program has successfully been offered at all Bright Futures classrooms in Philadelphia and Camden and the majority of school-district-affiliated Head Start classrooms in Philadelphia. Bright Futures and Head Start are free comprehensive preschool programs, open to eligible families, that provide engaging learning environments for children to grow.

During the in-school lessons, a Barnes educator reads a story about a specific topic, connecting the theme to literacy building. Then, students explore the subject through a hands-on activity. Finally, students create their own artworks based on the theme. For example, in one lesson, the educator reads a story about shadows, the students explore shadows by experimenting with flashlights, and the students create their own shadow puppets to further delve into the exploration of shadow and light.

As part of *Look! Reflect! Connect!*, pre-K teachers receive in-depth professional training, in-class lessons, and field trips for their students. The program is designed so that teachers have the resources they need to continue integrating art into the classroom.

A total of 471 early learners and 60 teachers from six schools in Philadelphia and Camden took part in the program during this school year.

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

- Developing critical-thinking skills by making claims about works of art supported by evidence (e.g., using “I think . . . because . . .”).
- Exploring and asking questions about a growing range of topics and ideas.
- Developing an understanding of the basic elements of visual arts, including color, shape, and line.
- Actively using new art-related vocabulary acquired during the program.

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

- Recognizing the Barnes as an ongoing community resource for themselves and for their students.
- Developing the ability to lead inquiry-based discussions about art in their pre-K classroom.
- Demonstrating the ability to meaningfully integrate the arts across content areas such as science, math, and literacy.

“The Barnes program that visited our Head Start was wonderful. We hope that there will be other programs in the future.”

— Pre-K teacher, Eleanor C. Emlen School, Philadelphia

“Our teachers talk about how fabulous [your educators] were. We love our partners, but not all are knowledgeable about how to work with our youngest learners. [Your team is] developmentally appropriate and an inspiration to our staff.”

— Principal, Early Childhood Development Center, Camden, NJ

“The partnership with the Barnes supports our efforts to provide students with meaningful and engaging learning experiences to enhance their appreciation of art. It also provides cross-curricular instruction, which incorporates literacy, language, and visual arts.”

— Principal, Riletta Twyne Cream Family School, Camden, NJ



Barnes educator Nhi Nguyen leads an in-school lesson for pre-K students. Photo by Darryl Moran



Pictures and Words (Grade 3)

To align with the School District of Philadelphia’s literacy curriculum and the city’s Read by 4th initiative, the Barnes offers *Pictures and Words* to students in third grade, a pivotal year for literacy development. This program integrates English language arts standards by encouraging students to build literacy skills through identifying and articulating stories in works of art.

During their pre-visit lesson and their time in the Barnes galleries, students learn to “read” paintings by making claims about the setting, characters, and main idea represented in the work. Much like reading a text written by an author, students reading works of art learn to understand the basic building blocks of the work before them and to focus on certain meaningful details. During the post-visit lesson in the classroom, third graders create artworks that show individual expression using a variety of artistic processes and materials. Third graders use writing and artmaking to deepen their understanding of stories and connect with both storytelling and artmaking.

Pictures and Words reached 599 students from 12 schools during this academic year.

Program goals for *Pictures and Words* students included:

- Developing critical-thinking skills by sharing opinions about works of art and backing up these opinions with evidence.
- Describing the story of a painting by identifying the character, setting, and main event, thus reading an artwork like a text.
- Articulating how visual elements like color, line, and shape convey the story in a work of art.
- Creating works of art that show individual expression using a variety of techniques and materials.

This page: Photo by Darryl Moran. Opposite: Barnes educator Stephanie Stern leads a gallery tour for third-grade students.



“The most impressive part of participating in *Pictures and Words* was to see the students place themselves in the magnificent paintings, [using] their imagination to fashion stories with amazing characterization.”

— Teacher, Holy Innocents School, Philadelphia

“This program enabled my students to make connections between art and literacy and experience the magic of visiting an art museum. My students were able to become familiar with how art can tell a story and create an emotional connection for the viewer.”

— Teacher, Potter-Thomas School, Philadelphia

Art of Looking

(Grade 5)

Art of Looking explores the materials that artists use to create their artworks and the tools that conservators use to understand those materials. Students become art detectives, examining works from both artistic and scientific perspectives and making claims about artists' processes.

Based on STEAM (science, technology, engineering, art, and math) principles, this program uses project-based learning and hands-on activities to explore art at the Barnes while cultivating the problem-solving skills outlined in Philadelphia's Core Science Curriculum and the Next Generation Science Standards. Students learn how to use the Claim, Evidence, and Reasoning (CER) model of scientific investigation; during their Barnes visit, they apply this strategy to analyze materials found in the artworks on display. Students discover the different qualities of oil paint, water-color paint, and pastels, as well as materials like clay, wool, and turquoise. As a final project, students experiment with art-making materials, learning to think like both artists and conservators.

The program served 672 students from 15 schools during this school year.

Program goals for *Art of Looking* students included:

- Analyzing a work of art using vocabulary such as *light, line, color, space, and shape*.
- Using the Claim, Evidence, and Reasoning model of science investigation to explore the materials used to make artworks.
- Creating a work of art experimenting with at least one new technique.



“I have been part of this program many times . . . students are able to really explore and evaluate artworks that appeal to them directly.”

— Visual art specialist, Anna L. Lingelbach School, Philadelphia



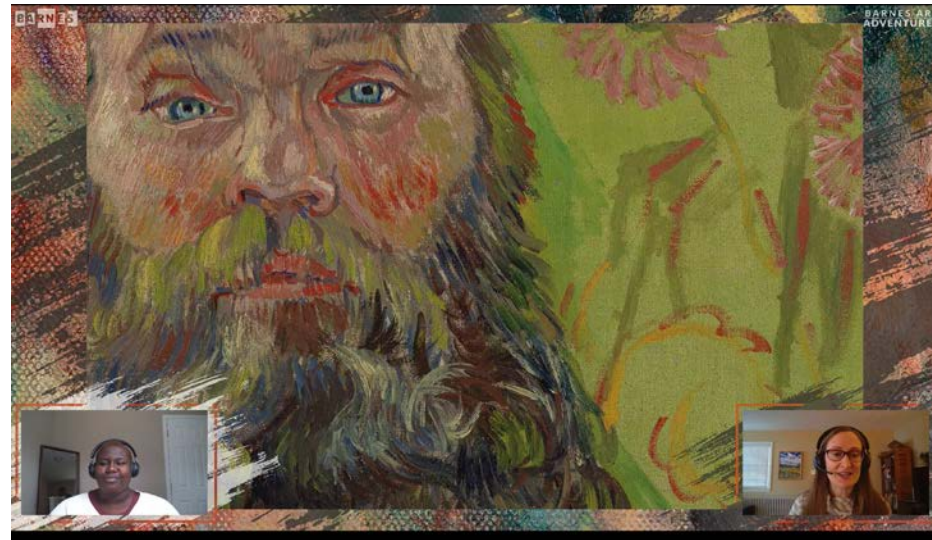
“My students have learned to see mathematics in art as a result of participating in the *Art of Looking* program and have become more analytical and observant in connecting art with math.”

— Middle school teacher, St. Laurentius Catholic School, Philadelphia

“Our visit to the Barnes was nothing short of fantastic. Thank you for making such experiences possible for Philadelphia public school students. The children gained more than you could ever imagine.”

— Fifth-grade teacher, James G. Blaine School, Philadelphia

Virtual Pre-K–12 Education Program: Barnes Art Adventures



With deep-zoom technology, students learning remotely can view close-up details of works such as Van Gogh's *The Postman*. Pictured, from left: Barnes educators Phylicia Hodges and Stephanie Stern.

Committed to reaching schoolchildren during an unprecedented period of isolation, Barnes educators implemented Barnes Art Adventures to meet the needs of teachers, students, and families seeking remote learning opportunities during the pandemic. Designed by the Barnes's School Programs team in collaboration with the IT and Audio-Visual departments, this digital arts education program was the primary offering for schoolchildren during the 2020–21 academic year. It successfully met educational outcomes across the board and also drew larger and more diverse audiences, as class size was no longer limited by building capacity or geographical distance.

Due to the far-reaching capabilities of Barnes Art Adventures, the Barnes remains committed to offering this dynamic interactive virtual engagement in addition to welcoming students back into the galleries. During the 2021–22 academic year, the

Barnes served 3,665 students from 50 schools through these online offerings. The fall program began later than planned for SDP students due to the district's new firewall restrictions; the Barnes staff and the SDP's technology staff collaborated to remedy the problem, enabling schools to begin using the Barnes's livestream site in November.

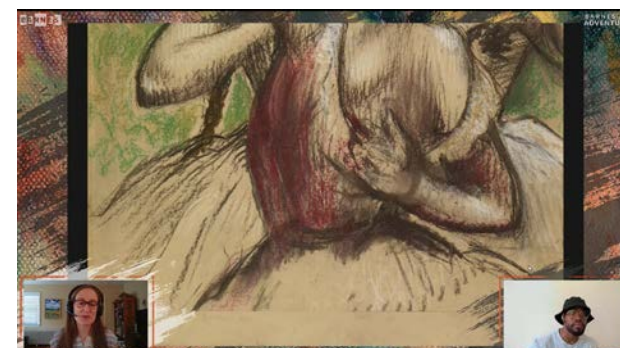
Led by Barnes educators and featuring guest artists, Barnes Art Adventures is a live, interactive presentation that asks students to explore, analyze, create, and

learn about art. Instructors use a deep-zoom lens to get extremely close to works of art, showing students details that cannot be seen with the naked eye—brushwork, line, and the canvas surface. The online format also allows educators and students to discuss artists not represented in the collection, such as Nick Cave and Kehinde Wiley. The program has been successful in helping students look closely at art and build art vocabulary, aiming to increase their interest in art within a format that sets the Barnes apart as an innovator in digital learning.

While many museums adopted video communication systems such as Zoom for online offerings, the Barnes's IT team created a unique livestream site to deliver programming. Students interact with art experts in real time through a chat feature and a picture-exchange communication system using symbols like emojis, so they can share their understandings

and ideas about artworks and their visual elements. Through this platform, Barnes educators can serve multiple partner schools concurrently, distinguishing the Barnes from many peer institutions that have focused on delivering to individual classes. In addition, what makes Barnes Art Adventures different is that the programs are not simply virtual tours; the programs are thematic explorations of the Barnes collection with unifying topics closely aligned with school curricula and developmentally appropriate ideas.

Like the Barnes's in-person programs, Barnes Art Adventures is designed to engage students at key stages in their development and meet the curricular goals of various grade bands—*Explore and Create* (pre-K–grade 1), *An Artist's Lens* (grades 2–4), and *STEAM Art Challenge* (grades 5–8).^{*} Some high school classes also participate, mainly in the *STEAM Art Challenge* series. Goals include meeting New Jersey and Pennsylvania's Learning Standards for Early Childhood and the Common Core Standards for English Language Arts and Literacy. Each Barnes Art Adventures presentation reaches up to 250 students, with a monthly theme that makes art relevant for students across cultures and backgrounds.



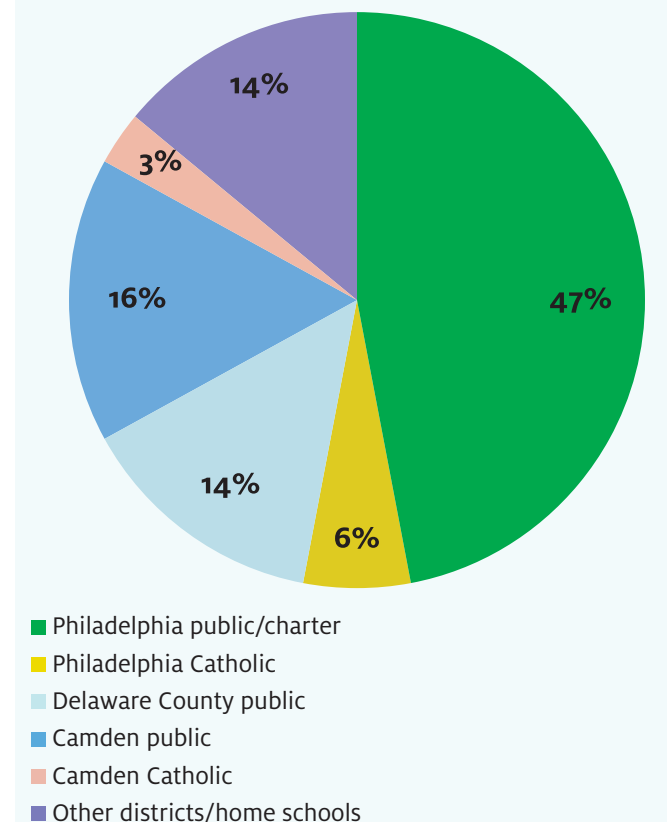
A close-up of *Group of Dancers* by Degas. Pictured, from left: Barnes educators Stephanie Stern and Matt Howard.

^{*}*Art Your Story* (grades 5–8) was postponed during the 2021–22 academic year and is expected to be reinstated in fall 2022.

“The kids loved the [virtual] field trip and mentioned many specific things that they learned, [such as] trying out their weaving skills.”

— Third-grade art teacher, Caln Elementary, Thorndale, PA

Percentage of 3,665 students participating in Barnes Art Adventures from each school district



Explore and Create

(Pre-K–Grade 1)

Through *Explore and Create*, early learners experience an interactive program that uses art to investigate new ideas, places, and cultures. Students look at nature in art—depictions of plants, animals, and real or imaginary landscapes—and learn new ideas that relate to their own experiences. The program features art, stories, and characters from diverse backgrounds and perspectives.

In each episode, educators read a story related to the subject of the program and lead a discussion about an artwork that introduces students to key concepts and vocabulary. Students and adults work together to respond to the program’s activities, and caregivers can use the chat feature to share the child’s experiences. Teachers have the opportunity to explore more with post-program materials.

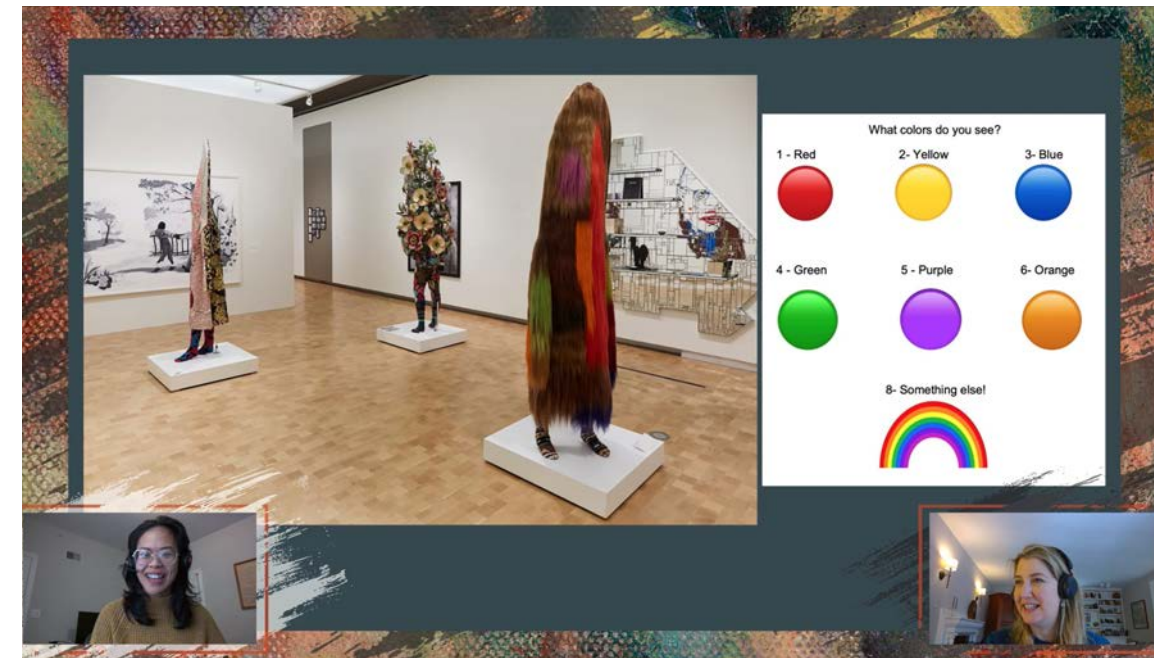
Explore and Create reached 1,034 students from 15 schools during this academic year.

Themes included:

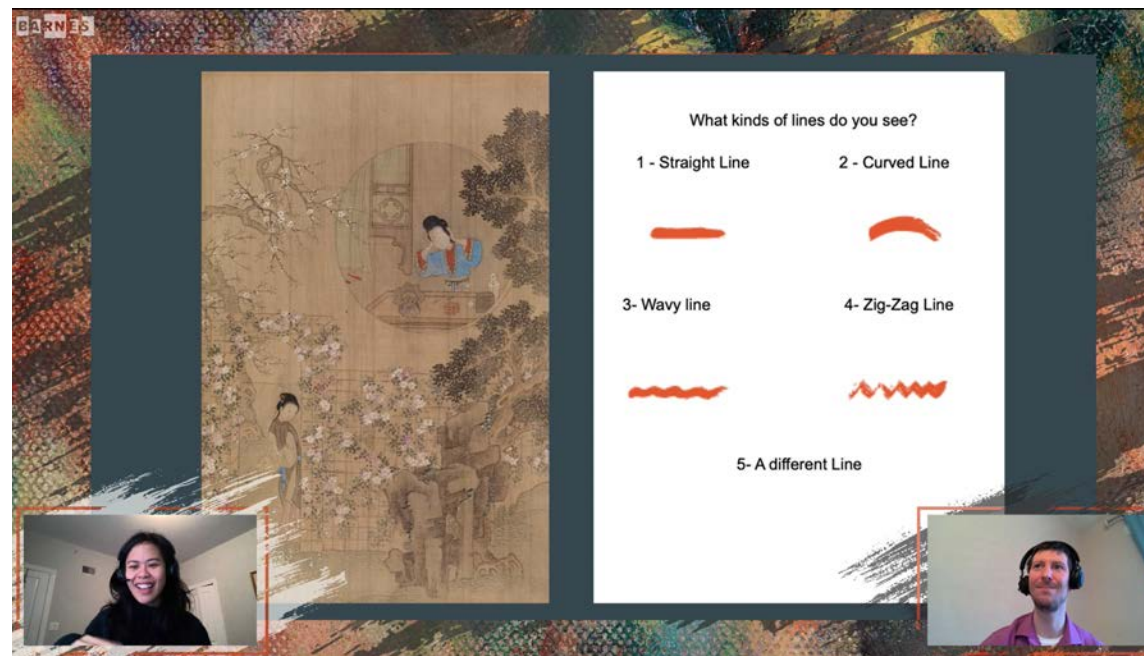
- *Favorite Foods*. Young learners explore artworks from the Barnes collection while considering their favorite foods. Students look at *Giving Thanks* by Horace Pippin and then search for images of food in still life paintings.
- *Colorful Clothes and Costumes*. Students consider how artists use color in creating vibrant costumes and clothing. Students see and experience Nick Cave's spectacular *Soundsuits* and then look for costumes in the Barnes collection.
- *Cherry Blossom Trees*. After listening to a story about trees, students look at related artworks in the Barnes collection, including *Woman in Garden – Woman in Circular Window* by Qiu Ying. Students make connections from the artwork to cherry blossom trees in Philadelphia and around the world.

“Students were encouraged to engage and wonder. They were not distracted by video images of students and were able to focus on the content.”

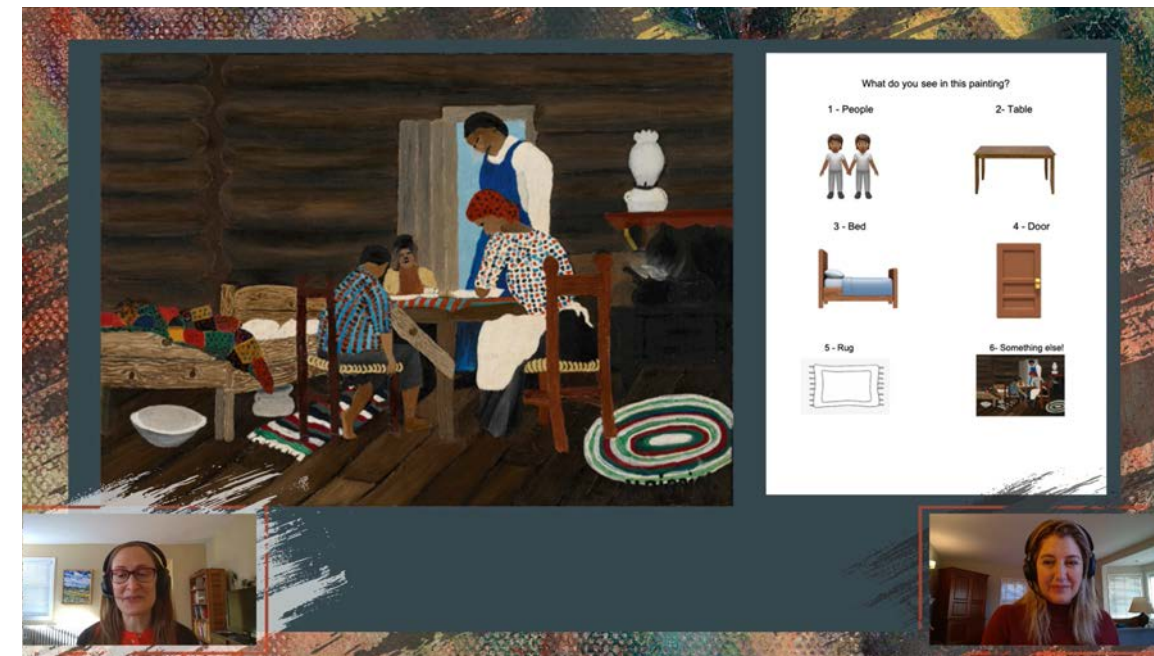
— Teacher, Rhodes Elementary School, Philadelphia



Students learn about Nick Cave's *Soundsuits* during the episode *Colorful Clothes and Costumes*. Pictured, from left: Barnes educators Nhi Nguyen and Jennifer Brehm.

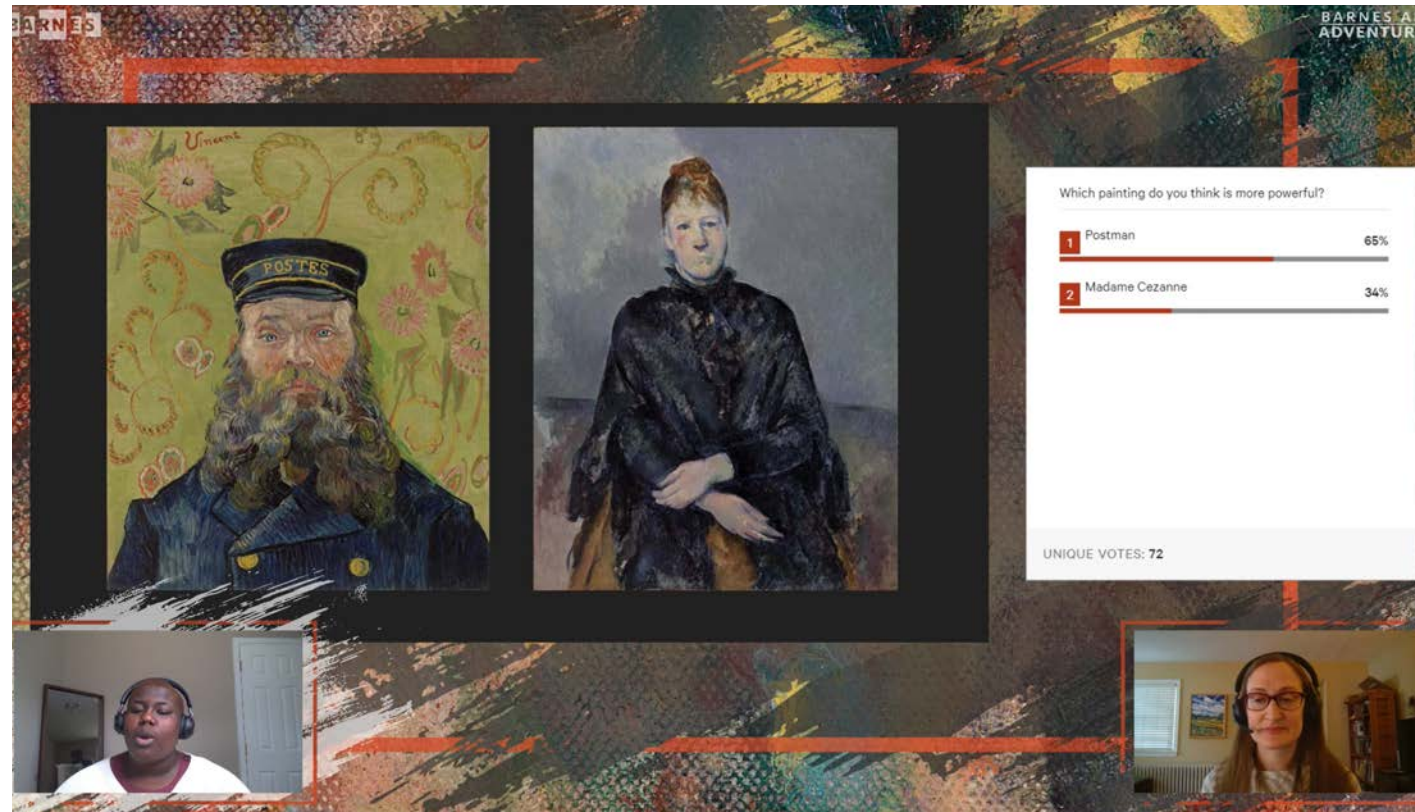


Students are asked to explore lines in Qiu Ying's *Woman in Garden - Woman in Circular Window* during the episode *Cherry Blossom Trees*. Pictured, from left: Barnes educators Nhi Nguyen and Roman Golebiowski.



The painting *Giving Thanks* by Horace Pippin is featured in the *Favorite Foods* episode of *Explore and Create*. Pictured, from left: Barnes educators Stephanie Stern and Jennifer Brehm.

An Artist's Lens (Grades 2–4)



Students explore and discuss how artists show their subjects' power and privilege in the episode *Portraits, People, and Power*. Pictured, from left: Barnes educators Phylicia Hodges and Stephanie Stern.

In *An Artist's Lens*, students explore the Barnes collection along with works by contemporary artists and discover how artists use their creativity to see the world around them.

In each episode, students are inspired to think like artists and to explore, observe, and experiment based on their surroundings. Students make inferences as they build art vocabulary using a chat feature where they can give their opinion in a poll, make written comments, and use visual art emojis to analyze what they see. In post-episode activities,

students are encouraged to continue to express their ideas about art.

An Artist's Lens reached 1,925 students from 24 schools during this academic year.

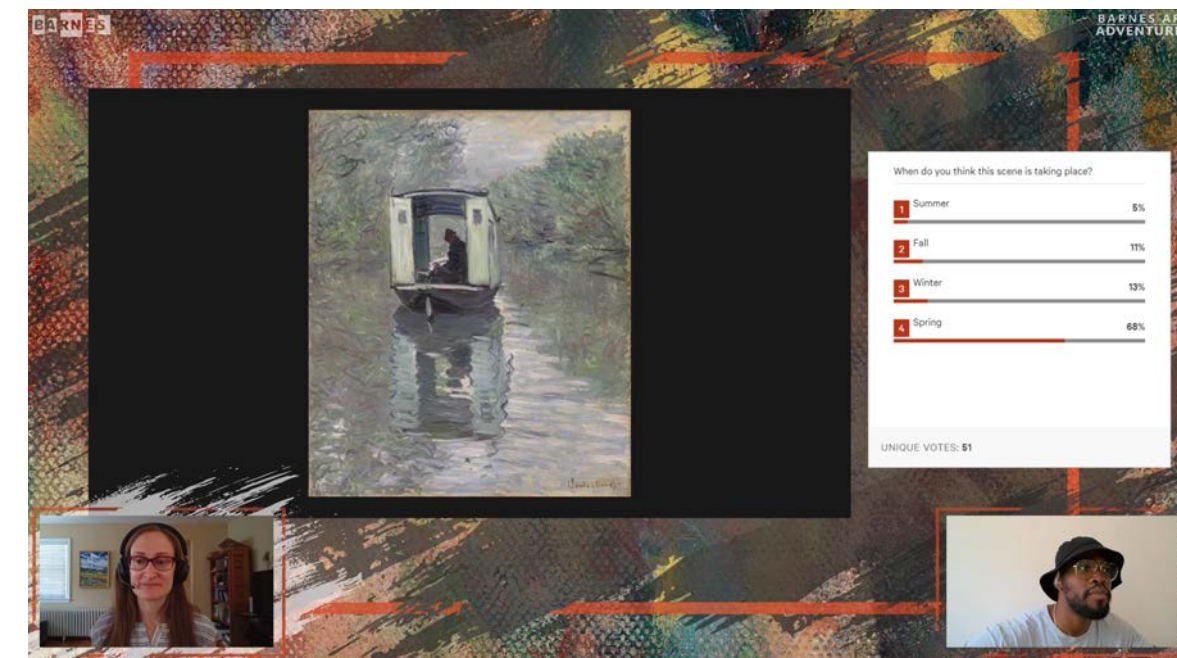
Themes included:

- *A Sign of the Times: Symbols in Art*. Students learn how artists from different cultures convey personal and community-held beliefs through symbols. Featured artists: Elijah Pierce, Paul Cézanne.

- *Food and Art*. Students consider artworks and objects that show or involve food and learn about various cultures through what they eat. Featured works: Paul Cézanne's *Ginger Jar*, c. 1895; Zuni Pueblo pottery.
- *Faces, Fashion, and Identity*. Students examine portraits to discover what can be learned about people from their pictures, poses, and clothes and how attire can tell a story. Featured artists: Nick Cave, Mickalene Thomas, Vincent van Gogh.
- *Portraits, People, and Power*. With a focus on portraits, students explore how artists show their subjects' power and privilege, or lack thereof. Students learn about well-known figures and marginalized narratives. Featured artists: Kehinde Wiley, Elijah Pierce.
- *Native Art of the Southwest*. Celebrating the Barnes exhibition *Water, Wind, Breath: Southwest Native Art in Community*, this episode explores art made by Pueblo and Diné (Navajo) peoples in present-day New Mexico and Arizona.
- *Innovate Like the Impressionists*. Students learn how the impressionists, a group of artists who painted together in France 150 years ago, changed the art world by refusing to conform. Featured artists: Claude Monet, Pierre-Auguste Renoir, Edgar Degas.

"The pace was perfect, questions were appropriate, and the delivery by the instructors was fantastic."

— Teacher, Belmont Hills Elementary School, Bala Cynwyd, PA



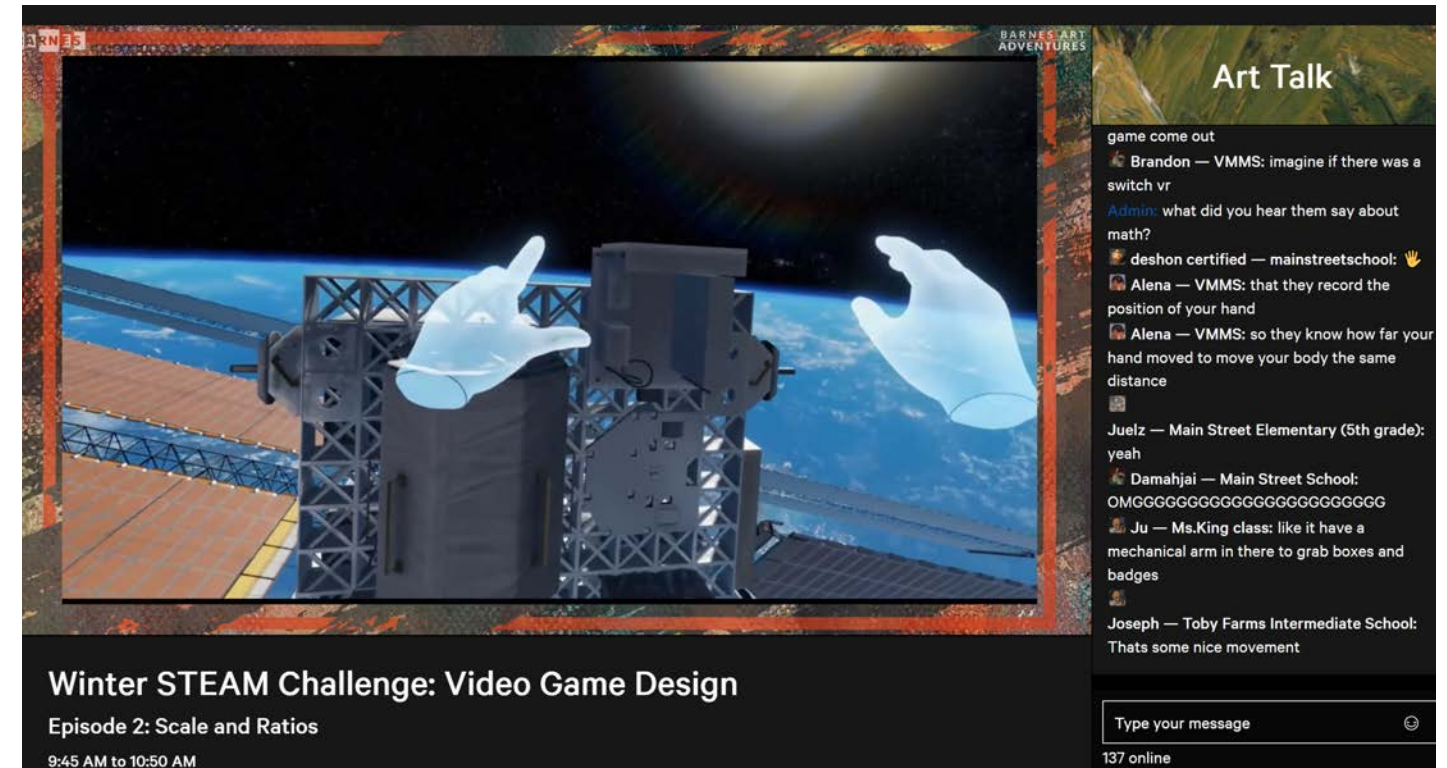
Students interact in programming through polls, such as this one related to Claude Monet's *The Studio Boat* during the episode *Innovate Like the Impressionists*. Pictured, from left: Barnes educators Stephanie Stern and Matt Howard.

STEAM Art Challenge (Grades 5–8)

In this online learning series, students go behind the scenes with creative professionals such as art conservators and video game designers to learn how they use science and math skills in their work, providing real-world context for important STEAM concepts. How do you storyboard a digital world? How do you study fragile artworks? How do such activities relate to STEAM? Students investigate these questions and others by working with Barnes educators and interviewing guest artists in fields that incorporate STEAM learning to understand their work and solve a challenge. Each *STEAM Art Challenge* series consists of two 45-minute live programs with Barnes educators and a final Meet the Professionals event.

STEAM Art Challenge reached 706 students from 20 schools during this academic year.

The fall 2021 series focused on art conservation. Students studied artworks as a conservator would, learning about the science of paint and wood and how x-rays and infrared scans are used to better understand artistic materials and techniques. In the first episode, students were introduced to the challenge they would solve over the next few episodes; they chose between two artworks in the Barnes collection and tried to answer the same questions encountered (and solved) by the Barnes Conservation team. In the next episode, students learned how conservators use x-rays and infrared scans to investigate artworks. They discussed how these tools would help solve their challenge. In the final episode, students met with Barnes conservators Margaret Little, Senior Objects Conservator, and Anya Shutov, Conservator of Paintings, who shared how they solved the challenge and demonstrated other techniques they use to do their innovative work.



The winter 2021 challenge explored video game design. Students incorporated mathematical concepts into product design, exploring the three-dimensional environments created in video games. They looked at artwork as inspiration for designs and discussed how artists consider concepts such as scale, geometric measurement, object relationships, and proportional reasoning in creating their designs. In the first episode, students learned how artists create the illusion of three-dimensional space in two-dimensional work and learned how grids are used to create areas of interest in design. The next episode covered scale in painting, sculpture, and video game design; students learned how objects are connected proportionally and how ratios can illustrate those relationships. In the final episode, designers from Magnopus, a visual development and experience company, shared how they use science and math skills in their virtual reality designs. After the program, students used what they learned to storyboard a video game scene.

This page: For the STEAM Art Challenge video game design series, designers from Magnopus discuss how they use science and math skills in their virtual reality designs.

Opposite: Margaret Little, Senior Objects Conservator at the Barnes, shares how conservators use x-rays and infrared scans to study artworks. Pictured, from left: Little and Barnes educator Jennifer Brehm.

“The best part of the program was seeing actual games the [professional designers] created and seeing how math is essential to the whole process.”

— Teacher, Chester Upland School of the Arts, Chester, PA

Special Exhibition Programs

Special exhibitions at the Barnes Foundation draw from and expand upon the permanent collection and offer additional opportunities for programming. In 2021–22, students participated in on-site and virtual programs related to painter Suzanne Valadon and historic and contemporary Native American art.

Suzanne Valadon: Model, Painter, Rebel

(September 26, 2021–January 9, 2022)

This groundbreaking exhibition presented the work of French artist Suzanne Valadon (1865–1938), who escaped poverty to become a popular artist’s model and a highly successful painter in her day, and considered her rich yet overlooked contributions to 20th-century art. The Barnes served close to 450 students in exhibition-focused programming through both in-person and online offerings.

Students in grades 7–12 toured the exhibition in person, either guided or self-guided, exploring Valadon’s artistic process and discussing the under-representation of women in the canon of art history. Activity prompts encouraged them to consider how Valadon defied conventions in her style and choice of subject and carved a space for herself in a society that favored male artists. Discussion topics included the hidden historical narratives of marginalized groups, such as women in art, as well as the roles of women conveyed in art. Teachers also received an in-class lesson plan related to still-life painting.

Barnes Art Adventures programs explored similar themes, using high-resolution technology to study the paintings up close; guest artists led activities related to portrait drawing. As the pandemic continued to present obstacles to in-person student visitation, these online programs enabled additional students to interact with and learn from the themes of this exhibition.



Installation view of *Suzanne Valadon: Model, Painter, Rebel*.

Water, Wind, Breath: Southwest Native Art in Community

(February 20–May 15, 2022)

Water, Wind, Breath: Southwest Native Art in Community presented Pueblo and Navajo pottery, textiles, and jewelry as living traditions that promote individual and community well-being through their making and use. The exhibition included objects collected by Dr. Barnes in the 1930s as well as works by contemporary Native American artists. The Barnes hosted over 1,600 pre-K–12 students through in-person and online programming related to this exhibition.

The exhibition was co-curated by Tony Chavarria (Santa Clara Pueblo), Curator of Ethnology at the Museum of Indian Arts and Culture in Santa Fe, and Lucy Fowler Williams, Associate Curator-in-Charge and Jeremy A. Sabloff Senior Keeper of American Collections at the Penn Museum. Building on this connection, the Barnes collaborated with the Penn Museum on an exhibition-related experience for school groups. Classes could take a guided tour of *Water, Wind, Breath* and then visit the Penn Museum to explore its Native American collection in-depth.

During *Water, Wind, Breath* tours, students participated in curriculum-based looking activities. For

example, pre-K learners examined the lines, patterns, and shapes of Pueblo pots. Early elementary students examined Navajo textiles and learned the origin stories connected to these art objects. Older students learned more about the Pueblo Revolt of 1680 and the Long Walk of the Navajo in 1864 as defining moments of the marginalization of Native American people; the students also discussed how contemporary artists have responded to these events and how art creates opportunities for commemoration and healing. Classroom lesson plans for teachers encouraged students to respond to the exhibition through their own works of art and stories.

In the Barnes Art Adventures episode on the exhibition, students explored pottery, textiles, and jewelry from the Barnes collection and artworks by contemporary Navajo artists as living traditions that promote individual and community well-being. Students learned about the unseen histories that shaped the lives of Southwest Native peoples and the materials, forms, and designs that they admired, created, and collected. Students heard a short story, looked closely at textiles, and met artist Sháíndíin Brown (Diné/Navajo), who taught students about the weaving process and showed a video demonstration.



Led by Barnes educator Phylcia Hodges, students take a closer look at Navajo textiles featured in *Water, Wind, Breath: Southwest Native Art in Community*.

Impact



The Barnes is committed to assessing the impact of its pre-K–12 programs. For example, in previous school years, an outside consultant evaluated the on-site programs, collecting data through student and teacher surveys and structured observation of lessons.

With the addition of virtual programming, the Barnes is developing new methods to better understand the experience of students both on-site and online. The goal is to reflect on the development of the pre-K–12 education program and reconsider evaluation tools on a larger scale to ensure that programs are meeting the needs of students and teachers and also fulfilling the Barnes’s mission. Over the next

few years, the Barnes will be refining a data-driven approach to measure the success of in-person and online programming. With help from an outside evaluator, the School Programs team will determine how to integrate both programs most effectively and establish best practices in online arts education.

Though external evaluation was paused for the 2021–22 academic year, Barnes educators continued to gather data to evaluate the effectiveness of the pre-K–12 education programs, using post-program teacher surveys and observing student engagement.

Key Findings: In-Person Programs

Barnes educators used two types of assessment to measure the success of in-person programming:

- An online survey that collected the responses of teachers whose students participated in in-person programming. Teachers were asked questions about how the Barnes educators helped their students learn; how the lessons aligned with district goals for improved learning and grade-level content standards; how students engaged with the lessons (such as using visual art and/or other content area vocabulary or using evidence and reasoning) and their level of participation; how activities contributed to student learning in art; and how the teachers planned to integrate visual art into other curricular areas. These answers were

also measured against the specific goals of the education programs for pre-K and grades 3 and 5.

- An observation of the level of engagement and interest of students in programming activities at the Barnes and in the schools during pre- and post-visit lessons. This included examining the interactivity of students responding to lessons conducted by the educators as well as the attention and facility given to the creation of art during the post-visit lesson at the schools.

Data collected for *Look! Reflect! Connect!* (pre-K) showed students were highly engaged in the interactive activities conducted during the lessons. The teachers reported that their students demonstrated an understanding and use of new art vocabulary, such as *primary* and *secondary colors*, *textures*, and *lines*, and that the terminology being introduced supported the vocabulary being taught in the classroom. Teachers appreciated the opportunity to combine art, reading, and hands-on materials and enjoyed seeing how to better incorporate visual art into other curricular areas. The following findings are of note:

- 100% of teachers said Barnes educators introduced new vocabulary, prompted students to use evidence to make claims, and encouraged all students to participate.
- 94% of teachers said program activities contributed to students’ learning in art and other content areas.
- 100% of teachers said they were more knowledgeable about integrating visual art into other content areas and planned to incorporate artists and artworks into future lessons.



For *Pictures and Words* (grade 3), teacher feedback demonstrated that the program activities contributed to their students' learning in art and improved literacy skills. Teachers reported that the program encouraged their students to be comfortable talking about art and that all students had a chance to participate no matter their reading level or language proficiency. Teachers said a major strength of the program is its integration of an English language arts component so students could see that art is in every aspect of their daily lives. The program also provided teachers with ideas for how to use this integration in the classroom.

- 100% of teachers said programming aligned with grade-level content standards/district goals for improving learning.
- 100% of students were observed using visual art vocabulary, making inferences in artworks using literacy vocabulary (character, setting, main idea), and using evidence to make claims.
- 100% of teachers said they were more knowledgeable about integrating visual art into other content areas.

For *Art of Looking* (grade 5), teachers reported that the program's components contributed to student learning in both art and science and that students clearly made connections between the two subjects. Teachers said their students were highly engaged and excited about visiting the Barnes, with one recommending that the Barnes tour should be longer, as their students wanted to see even more art. Another shared that their students are usually hesitant to volunteer in discussions, but during all three components of the program, they were enthusiastically voting in polls, raising their hands, and asking questions. Teachers also said that they are likely to integrate visual art into other curricular areas during the next school year.

- 100% of teachers said programming aligned with grade-level content standards and district goals for improving learning.
- 100% of teachers responded that they observed students using visual art content vocabulary (*colors, light, lines, space, texture*) and science procedure vocabulary (*claim, evidence, notice, wonder, experiment*).
- 100% of teachers observed their students using evidence and reasoning while making claims about artwork.

Key Findings: Virtual Programs

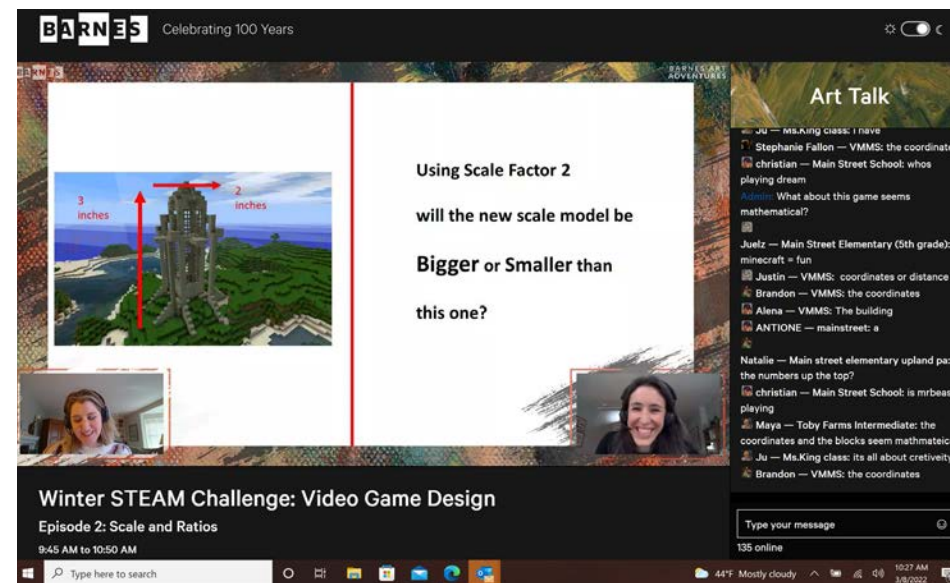
Barnes educators relied on two principal sources of data to measure Barnes Art Adventures program success in relation to the goals of Barnes education programs:

- An online survey that gathered the responses of teachers who registered students in Barnes online classes. Teachers were asked questions concerning their experience with the learning platform, student-engagement levels, if the program increased their students' interest in art, how well the program met curricular needs and helped students learn new vocabulary, how their students participated through the chat feature, and if they used the teacher materials that accompanied the program.
- A complete record of all the responses that students entered into the program chat. These transcripts of student conversations are a valuable source of information indicating how students respond to the program content.

Analysis of teacher surveys and student chat records showed a high level of engagement across all three Barnes Art Adventures programs. Students seemed especially engaged when writing responses to prompts and using emojis to represent their ideas.

The online experience allowed more students to respond to questions, as compared with in-person programs, thereby increasing student participation. The following findings are of note:

- 100% of teachers said the program met curricular needs.
- 88% of teachers said the program increased their students' interest in art.
- 75% of teachers reported that the program helped their students learn new vocabulary.



Impact Summary

The collected data show that students who participated in Barnes programming, both in-person and online, were engaged; teacher feedback regarding program outcomes has been extremely positive. Though in-person attendance was lower than anticipated during the 2021–22 academic year because of ongoing pandemic challenges, the virtual pre-K–12 programs continued to fill the gap in the Barnes's education offerings, and out-of-school programs, which are outlined in upcoming sections, continued to reach children through community partnerships and informal learning networks.

Though the COVID-19 pandemic has brought great challenges, the Barnes Foundation has a valuable opportunity to continue to strengthen and refine its educational offerings. The institution recognizes the need to develop a deeper understanding of participating schools and teachers to ensure that programs are meeting their needs as well as fulfilling the goals of the educational mission. Over the next few years, the Barnes will continue its field-changing innovations, adapting online and on-site programming to increase student and teacher interaction as well as extend the curricular integration of art.

Left: In the STEAM Art Challenge video game design series, students explored scale in painting, sculpture, and virtual environments. Pictured, from left: Barnes educators Jennifer Brehm and Megan Lasiter. Top: Photo by Darryl Moran

Regional School Initiatives and Resources

The Art of Math Challenge

In the 2021–22 academic year, 219 students in grades 3–9 from 11 schools participated in the regionwide Art of Math Challenge, a competition that invites K–12 student groups in Philadelphia and the surrounding area to construct a three-dimensional model of a painting in the Barnes collection. For this year’s challenge, students were given the opportunity to re-create one of three selected works in the collection by artists Giovanni Canaletto, William Glackens, and Qiu Ying. Students work in small groups to design a model and then write a description of their mathematical process. They devise their own math strategies, and teachers work with them to practice, test, and implement their method. The competition culminates with a display of all submitted models at an art-and-math-themed PECO Free First Sunday Family Day, where student groups are interviewed about their artwork and their artist statements. In 2022, these interviews were livestreamed for families and visitors to watch.



Above: A 3-D model of Canaletto’s *Grand Canal: San Geremia and the Entrance to the Cannaregio* (top) created by fifth graders from Nether Providence Elementary School in Wallingford, PA.

“The challenge aligns very well to our mathematics curriculum. My students get to think critically about the math they have been learning and how they can adapt that knowledge to the creation of their model. Not only do they get to demonstrate their mathematical thinking by creating a three-dimensional model, but they also have to work collaboratively and use their critical-thinking skills to justify their reasoning and decision-making.”

— Middle school teacher, St. Laurentius Catholic School, Philadelphia

Two prizes are awarded to student groups in each of three grade bands (K–4, 5–8, 9–12): one for creative math strategy and one for artistic design. The creative math strategy contest is judged by Barnes education staff and math experts, based on the students’ written statements on their math strategy, the demonstration of this strategy in the models, and how effectively students articulate the processes in their interviews. The artistic design contest is decided by the public at the event; online voting was also introduced this year, with an online gallery making voting more accessible for schools and families.

Barnes on the Block Mural Arts Project

In collaboration with Mural Arts Philadelphia and Mural Arts teaching artist Jamee Grigsby, the Barnes engaged students from the SDP’s Southwark School (20 pre-K students), James R. Ludlow School (36 students in grade 4), and Farrell Elementary School (40

students in grades 5–8) on the creation of a social-justice-themed art installation. Led by Grigsby and Barnes education staff, students participated in three lessons involving the brainstorming, preparation, and creation of 5-by-10-foot banners that would be displayed at the Barnes on the Block event in June.

Students designed and painted these banners—utilizing a squeegee tool to apply and manipulate brightly colored paint onto fabric—and added personalized messages about social justice. The lessons included a poetry writing activity, helping the students to develop the text for their banners. Mural Arts Philadelphia then prepared and hung the banners for display at the Barnes on the Block event, which students and families were invited to attend. Following the event, the banners were returned to the schools for permanent display.

Barnes Online Student Art Gallery

In 2021, the Barnes launched an online student art gallery (barnesfoundation.org/teachers/student-art-gallery) that highlights the work of pre-K–12 students who participate in the institution’s educational programs and community experiences. This initiative aims to recognize the students’ works and efforts and encourage their creative pursuits.

This year, the Barnes celebrated the 100th anniversary of its founding with a display of works of art by students, including paintings, drawings, sculpture, and mixed-media creations. These works represent a wide range of ages, media, and schools. Student work is also featured on the Barnes Foundation’s social media channels and in other publications.



Pre-K students from Southwark School created this banner with Mural Arts Philadelphia for the Barnes on the Block festival.

Teacher Programs

Teacher Appreciation Night

The Barnes hosted 40 teachers at an appreciation night in April, recognizing the teachers, partners, educators, and tour operators who have worked with the Barnes over the years. Guests enjoyed free access to the Barnes collection and the special exhibition *Water, Wind, Breath: Southwest Native Art in Community*, as well as pop-up talks from Barnes educators, food and beverages, gift bags, and teacher resources. The event focused on themes of reflection, relaxation, and reinvigoration to help teachers regroup after a difficult year.

Teacher Professional Development

The Barnes offers professional development opportunities for educators and has served about 1,700 teachers through trainings since 2012. Participating teachers may receive Act 48 or graduate credit, depending on the program. Nearly 95 teachers participated in Barnes workshops during the 2021–22 school year.

Professional development opportunities are offered each year for pre-K teachers participating in *Look! Reflect! Connect!* that allow for a deeper partnership between the Barnes and these educators, who can elect to continue their relationship with the institution through repeat learning experiences. During the 2021–22 academic year, the Barnes held a workshop for 60 pre-K teachers at Early Childhood Development Center in Camden, New Jersey. The workshop helped teachers incorporate art activities into their lessons and utilize inquiry-based teaching



A pre-K student in Camden, NJ, participates in the in-school lesson for *Look! Reflect! Connect!*

strategies. Teachers learned to use open-ended questions while looking at art in the collection and then connect ideas to a hands-on activity.

To accompany the Art of Math Challenge, the Barnes held two teacher workshops to support participating teachers and those looking to integrate art into their math lessons. Both workshops were led by math education specialist Annie Fetter, a consultant for the Barnes. In the first workshop, 13 teachers learned how to support their students in the Art of Math Challenge; participants included local teachers as well as those from Kansas and Missouri. In the second workshop, five teachers reflected on the competition and shared how the student projects

developed. In both workshops, Fetter taught teachers the Notice and Wonder technique, a teaching tool created by the National Council of Teachers of Mathematics that helps students see math problems in big-picture ways.

In fall 2021, the School Programs team and Penn Museum educators held a workshop offering resources for teachers to incorporate the themes of the Barnes's *Water, Wind, Breath: Southwest Native Art in Community* exhibition in their classrooms; five pre-K–12 teachers participated. The workshop highlighted the exhibition's goal to share Native American voices and historical narratives often left out of traditional



A Caln Elementary student practices weaving in a lesson about the exhibition *Water, Wind, Breath: Southwest Native Art in Community*.

classroom texts. Both institutions shared their approach to looking at Native American objects, the Barnes focusing on aesthetics and the traditions of art making, and the Penn Museum providing historical perspective through video resources and archival documents. Teachers looked closely at a weaving created by Barbara Teller Ornelas, a fifth-generation Diné/Navajo weaver whose work was featured in *Water, Wind, Breath*. Ornelas and Lynda Teller Pete, also a fifth-generation Diné/Navajo weaver, shared a weaving demonstration as well as their personal stories and a brief history of their people.

In October 2021, Barnes education staff led a workshop titled “Culturally Responsive Teaching Online and in the Museum” for the annual conference of the Pennsylvania Art Education Association, held at Moore College of Art & Design. The workshop was attended by 16 teachers. Culturally Responsive Teaching is a pedagogy that uplifts and brings forward students’ lived experiences into all aspects of lessons, helping students to connect personally with subjects, in this case art. Barnes educators shared the basic principles of Culturally Responsive Teaching as well as the anti-racist values and tenets developed by the School Programs team. Barnes educators then led conversations with teachers in the Barnes galleries, demonstrating how teachers can use art to help students share their full selves in the classroom.

Teaching Resources

The Barnes website offers free resources for teachers to extend the learning opportunities provided through engagement with its special exhibitions. The resources for *Water, Wind, Breath: Southwest Native*

Art in Community included background information on the exhibition, such as brief introductions to some of the featured contemporary artists; recommended books, videos, and guiding questions; additional resources and images; a lesson plan for grades 5–8 aligning art with the social studies curriculum; and a slideshow of contemporary Native artists featured in the exhibition.

Two videos in the style of Barnes Art Adventures recorded by Barnes educator Jihan Thomas were also available online, supplemented by resources to expand on the lesson content in the classroom or at home. *Art and Spirituality: Navajo Silver and Turquoise Jewelry* highlighted the significance of turquoise in Navajo culture and the origins of Navajo silversmithing. *Art Your Story: Juneteenth Freedom Flags* educated students on Juneteenth, an annual holiday that celebrates the end of slavery in the United States; following the video lesson, students are encouraged to use the Juneteenth flag, created in 1997 by activist Ben Haith, as inspiration for their own freedom flags, incorporating colors, designs, and slogans that represent freedom to them.

THE BARNES FOUNDATION

Barnes Art Adventures

Juneteenth Celebration

Juneteenth, or June 19, is an annual holiday that commemorates the ending of slavery in the United States in 1865.

Many African Americans and members of the African diaspora celebrate Juneteenth by gathering to share stories of abolition, freedom, resilience, and the continuing path toward empowerment. In 1997, activist Ben Haith created a flag to recognize this day of emancipation and independence.

Freedom Flags

Use the Juneteenth flag as inspiration to create your own freedom flag. Incorporate colors, designs, and slogans that represent freedom to you.

GUIDING QUESTIONS

How did African Americans pursue their freedom before emancipation in 1865? What do the colors and symbols of the Juneteenth flag represent?

MATERIALS

Plain white paper, colored construction paper, pencil, markers or crayons, scissors, glue

INSTRUCTIONS

- Use a sheet of paper or construction paper as the background for your flag.
- Think of designs, symbols, or slogans to add to your flag.
- Draw them with markers or crayons, or cut out shapes from construction paper and glue them to your flag.
- Write an artist statement explaining how you made your flag and what it represents to you.

SUBMISSION

Submit your artwork and artist statement for a chance to have your freedom flag featured on the Barnes Foundation's Student Art Gallery online. Submit at barnesfoundation.wufoo.com/forms/student-gallery-submission-form.

JUNETEENTH FLAG



EXAMPLES OF SYMBOLS OF PEACE



FOR MORE INFORMATION, VISIT BARNESFOUNDATION.ORG/TEACHERS.

Out-of-School Time Programs

The work at the Barnes reaches beyond the school day, extending support to vulnerable children in need of expanded services to meet social, emotional, and educational gaps. Led by Barbara Wong, Director of Community Engagement and Family Programs, the Barnes offers these programs for children and families during out-of-school hours, both on-site and in neighborhoods across Philadelphia.

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

Puentes a las Artes is an arts-based biliteracy program for ELL/ESL early learners held in partnership with Puentes de Salud, a nonprofit that promotes the health and wellness of South Philadelphia's Latinx population. The program addresses the achievement gap, as less than half of children from these families are enrolled in school readiness programs. With the guidance of bilingual teaching artists, *Puentes a las Artes* offers emergent bilingual learners an

opportunity to develop cognitive, linguistic, and visual literacy skills, and supports adult caregivers in developing additional strategies and activities to reinforce and extend learning at home.

The ongoing pandemic continues to disrupt access to high-quality learning and social-emotional development opportunities, posing deep setbacks that can jeopardize long-term achievement, particularly for low-income families with few resources to counter the loss of such critical supports. Over the past two years, *Puentes a las Artes* has used a hybrid model of programming to continue to advance the biliteracy development of participating children. In 2021–22, the program included weekly bilingual Zoom classes, home delivery of art activity and literacy kits, and recorded read-alouds, as well as five family skills workshops at the Barnes and tailored family tours. During this academic year, 32 early learners, 18 siblings, and 46 parents/caregivers from 28 families participated in this program, with a 98% retention rate over the 24 weeks of the program. Weekly attendance averaged 75%.

Puentes a las Artes is part of a cohort of early learning programs, led and funded by the William Penn Foundation, to study family literacy and learning in urban settings. As observed by evaluators at the University of Pittsburgh School of Education, Learning Research and Development Center, consultants at Children's Literacy Initiative, and the Barnes team, young learners gained social and emotional confidence in the classroom; they demonstrated a growing independence, a curiosity to make critical art observations, the ability to express ideas in

A *Puentes a las Artes* family workshop in the *Water, Wind, Breath: Southwest Native Art in Community* exhibition.



Barbara Teller Ornelas

- Where do you think weavers get inspiration for their works?
- What do you think the patterns on these weavings symbolize? What can we hypothesize?

Barbara Teller Ornelas (Diné/Navajob. 1954). *Two Grey Hills Rug*, 1995. Wool. Heard Museum, Phoenix, Santa Fe Collection of Navajo Rugs donated by Dr. Charles and Linda Rimmer, 4650-31 © Barbara Jean Teller Ornelas / Courtesy of Heard Museum, Phoenix, Arizona



Above and left: Resources for teachers included lesson plans and art activities for Juneteenth as well as materials for diving deeper into the themes of the exhibition *Water, Wind, Breath: Southwest Native Art in Community*.



This page: Student artwork from *Puentes a las Artes*.
Opposite: The Barnes distributed activity kits like this one to families participating in Barnes programs and to community organizations in West Philadelphia.

English and Spanish, and an increased comfort with new vocabulary. The students' creative development and trans-language skills helped them enter their school classrooms with a greater sense of self and resilience. Participating teachers also observed that students in the program were better equipped with the social and emotional skills, curiosity, and confidence necessary to be successful in kindergarten and Head Start classrooms.

The program included safe places to build trusting relationships, hands-on art making sessions, Barnes collection access, and at-home materials for extended learning and family time. In particular, the exhibition *Water, Wind, Breath: Southwest Native Art in Community* resonated with Puentes parents through special cultural connections. Engagement in the exhibition resulted in parents and caregivers taking

an active role in sharing their cultural traditions with their children—demonstrating how they can support their children's literacy development at home.

This increase in individualized connections along with enhanced use of technology resulted in high participation and attendance in the virtual classroom, reinforcement of at-home literacy activities, and a deeper sense of trust in reaching new and existing families in these Latinx immigrant communities. *Puentes a las Artes* supports a greater likelihood for a positive start to children's early education and a continuity in developing socialization skills.

“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.”

— Parent of *Puentes a las Artes* participant

“[I have two students] who consider themselves artists and whose artwork has gotten more detailed over the year. [*Puentes a las Artes* has] also been a nice outlet for [another student] to have a Spanish-speaking program, since he only recently moved to Philadelphia and being in a classroom full of English speakers has been a difficult adjustment for him.”

— Pre-K teacher, Southwark School, Philadelphia



Art Activity Kits

When the COVID-19 pandemic caused the closure of the Barnes and local schools and community centers in 2020, Barnes staff worked quickly to ensure that at-home learning, literacy development, and creative learning and expression could continue. They delivered art kits and art activity books to the homes of participants in *Puentes a las Artes*, as well as to the community organization People's Emergency Center, neighborhood food-distribution sites, and Parks and Recreation centers in West Philadelphia.

Given the positive feedback from families, the Barnes has continued to distribute art activity kits to children partaking in community and family programs in West and South Philadelphia, as well as to those visiting the Barnes for PECO Free First Sunday Family Days. During the 2021–22 school year, 2,763 art activity kits were distributed.

Art activity kits provide children with meaningful opportunities to engage in hands-on art making inspired by works in the Barnes collection. Kits are designed to encourage connections to literacy development, creativity, and critical thinking and include an art activity sheet and supplies. The activity sheets feature an introduction to a piece in the Barnes collection, vocabulary words, a materials list, step-by-step activity instructions, and visual references including an image of the artwork and a sample of the completed project.

Early Learner Summer Pods

In 2021, the Barnes evolved its summer camp programming into a citywide effort to specifically address pandemic-related gaps in access to early childhood development programs. This urgent work recognizes that early setbacks in learning may jeopardize the potential of long-term academic achievement for many Philadelphia children five and



under—particularly those in low-income families that have been hardest hit by the impact of the pandemic.

The William Penn Foundation presented an opportunity for the Barnes to lead and engage seven peer cultural agencies—the Academy of Natural Sciences, the Clay Studio, Fairmount Water Works, Fleisher Art Memorial, Please Touch Museum, Smith Memorial Playground and Playhouse, and WHYY—in aligning free outdoor summer activities for low-income communities across Philadelphia through the Early Learner Summer Pods project. This cultural partners network coordinated common goals for early childhood and literacy development and presented families with access to a variety of program choices, including art, science, nature, play, literacy, and environmental experiences.



With attention to inclusion and representation of Philadelphia’s diverse populations, participants in the Early Learner Summer Pods project forged community-based partnerships for engagement—including childcare centers, neighborhood agencies, public parks and Philly Playstreets, social service programs, and community centers. During 2021, the project served 858 children five and under with direct learning experiences over six weeks and engaged 459 families in program activities. In addition, 960 children received learning supplies and resource materials. The network reached 14 of Philadelphia’s low-income zip code areas, where pre-pandemic surveys showed that 30% to 44% of residents live below the federal poverty line.

As part of the project, the Barnes offered its own programming (or “pods”) in partnership with City of Philadelphia Parks and Recreation at locations in Mantua and Kingsessing in West Philadelphia, and at Mifflin Square Park and Ford PAL Recreational Center in South Philadelphia. These locations were chosen to deepen existing institutional relationships with these vibrant neighborhoods, building on existing

Above and top: The Early Learner Summer Pods project offered outdoor summer activities for low-income communities across Philadelphia.

partnerships with Puentes de Salud, the People’s Emergency Center, and the Mantua Civic Association. The Barnes’s programming at these four sites reached 303 early learners and families over six weeks.

Steppingstone Scholars After-School Program

In 2021, the Barnes began a collaboration with Steppingstone Scholars, an organization that combats systemic racial and socioeconomic inequality by creating access to educational and workforce opportunities for underserved students in Philadelphia. This new partnership creates access to out-of-school time learning experiences for students at the Morton McMichael School, a K–8 school in the School District of Philadelphia (SDP) with no formal art program.



Kendyl Boyd, FAO Schwarz Fellow at the Barnes, introduces the Suzanne Valadon exhibition to students at Morton McMichael School.

Barnes educators, including the institution’s FAO Schwarz Fellow, led a sequential learning program for Steppingstone Scholars’ after-school initiative for 21 students. In fall 2021, two seven-week classes introduced the *Suzanne Valadon: Model, Painter, Rebel* exhibition to students in grades 3–5 and 6–8. In spring 2022, two seven-week classes for students in grades 6–8 focused on fundamental art experiences, including art-making processes and art expression. The Barnes team led hands-on art-making experiences that reinforced concepts, developed art-making skills, and supported social-emotional development.

Each session of the program culminated in a field trip to the Barnes for about 12 children and two chaperones (size was limited due to COVID-19 safety restrictions). The field trip included a guided tour that

highlighted works studied in the program, with additional time for personal gallery explorations. These visits allowed students to have direct experience with the Barnes and with works of art, with the hope of creating lifelong pathways for engagement with museums as a resource for learning

Barnes Teens: The Art of Hip-Hop

Barnes Teens: The Art of Hip-Hop is a collaboration between the Barnes and the Philadelphia street artist TAMEARTZ taking place in North Philadelphia communities. This initiative, developed in 2022, pairs social-impact artists with teens and offers participatory learning experiences for students



Fulfilling the educational mission of the Barnes Foundation is central to the efforts of staff across the entire institution. It is an honor and privilege to carry out the work outlined in this report, bringing arts education and visual literacy to pre-K–12 students in public, charter, parochial, and independent schools throughout the Philadelphia region and beyond. The Barnes is deeply grateful to its generous and steadfast supporters for helping to make these impactful educational opportunities possible.



to explore the cultural influences, creative expression, and artistic movements of the present and the past.

Over three months, the Barnes and TAMEARTZ collaborated on a series of art and hip-hop workshops for the SDP’s George Washington Carver High School of Engineering and Science students. Six after-school and weekend workshops took place at multiple sites including the high school, the nonprofit organization Sunflower Philly, and the Barnes. These workshops engaged teens in exploring the history and elements of hip-hop culture, including graffiti art and breakdancing, and made interdisciplinary connections to

the Harlem Renaissance movement, a theme of the Barnes’s summer 2022 exhibition, *Isaac Julien: Once Again . . . (Statues Never Die)*.

Through this program, 15 students gained skills in graffiti art and breaking while using their voices to express ideas and observations. Positive, interactive workshops were led by hip-hop artists TAMEARTZ and PROJECT POSITIVE, as well as the Barnes’s FAO Schwarz Fellow working with Community Engagement and Family Programs staff. A final performance and graffiti activities took place at the Barnes on the Block event in June.

“Working with [the Barnes] team has been nothing short of exciting and enlightening. One thing that stuck out to me was our ability to create an experience for the kids every week, and even when they weren’t interested, we managed to get them engaged. To me, that speaks volumes.”

—TAMEARTZ





2021–22 Creative Learning Donors

The Barnes Foundation gratefully acknowledges its generous supporters who, through farsighted endowment investments and vital annual program funding, ensure our service to young learners across the Philadelphia region and beyond.

Endowment Donors

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Stavros Niarchos Foundation (SNF)



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Connelly Foundation provides important support for programs serving Catholic school students in Philadelphia and Camden, NJ.

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



William Penn Foundation provides lead support for *Puentes a las Artes / Bridges to the Arts* and Early Learner Summer Pods.



The Institute of Museum and Library Services provides additional support for *Puentes a las Artes / Bridges to the Arts*.



PECO generously supports middle school education programs and community initiatives.



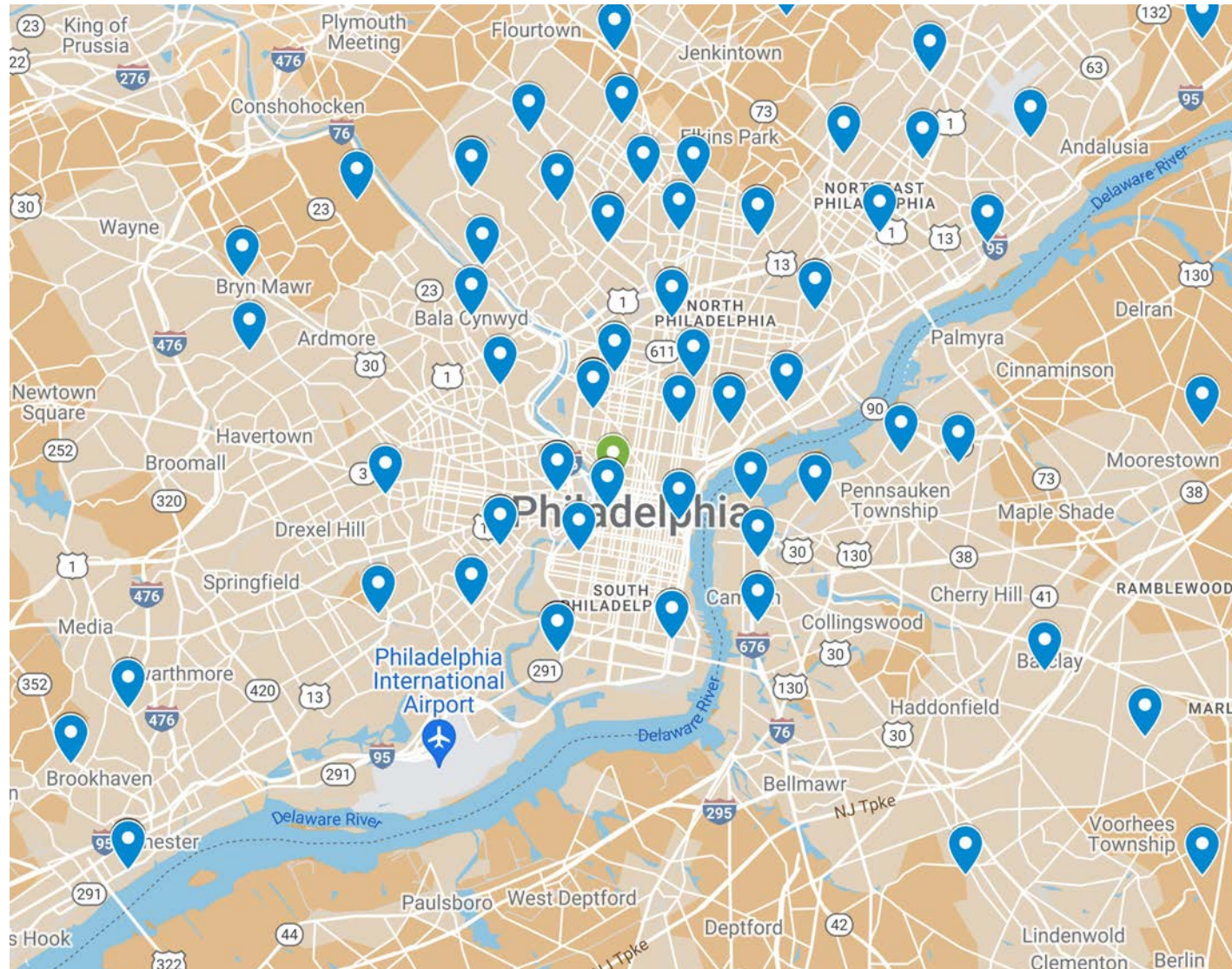
The following corporations generously support pre-K–12 education through the Pennsylvania Educational Improvement Tax Credit program:



Philadelphia Insurance Companies

This list reflects gifts made between January 1, 2021, and July 31, 2022.

2021–22 Creative Learning: Participating Pre-K–12 Schools



The Barnes engages schools throughout the region—with a special focus on the Philadelphia schools shown here—to ensure that its resources are widely accessible.

The list below includes 129 public, charter, parochial, and independent schools that registered a total of 7,867 students through in-person programming and Barnes Art Adventures virtual programming during the 2021–22 academic year. It also includes out-of-school time programs that served 926 students.

In-Person Pre-K–12 Education Programs

86 schools, 4,202 students

Look, Reflect, Connect

Pre-K: 6 schools, 471 students

Philadelphia

4 schools, 80 students

	Students
Eleanor C. Emlen School	26
Rudolph Blankenburg School*	14
Southwark School	20
William C. Longstreth School*	20

Camden City School District

2 schools, 391 students

	Students
Early Childhood Development Center	210
Riletta Twyne Cream Family School	181

Pictures and Words

Grade 3: 12 schools, 599 students

Philadelphia

8 schools, 455 students

	Students
First Philadelphia Preparatory Charter School*	121
James Logan School	39
Louis H. Farrell School	30
Mary M. Bethune School	50
Potter-Thomas School	50

*First-time participants in Barnes education programs

Samuel Powel School	25
Watson Comly School	87
Wissahickon Charter School, Fernhill Campus	53

Archdiocese of Philadelphia

2 schools, 88 students

	Students
Holy Innocents School*	30
St. Cecilia School	58

Camden Catholic Partnership Schools

2 schools, 56 students

	Students
Saint Cecilia School	23
St. Joseph Pro-Cathedral School	33

Art of Looking

Grade 5: 15 schools, 672 students

Philadelphia

10 schools, 526 students

	Students
Anna L. Lingelbach School	41
Benjamin B. Comegys School	27
Benjamin Franklin School	73
Cook-Wissahickon School	60
Gesu School	50
Henry H. Houston School	50
James Dobson School	28
Russell Byers Charter School	75
Thomas G. Morton School	67
William Cramp School	55

Archdiocese of Philadelphia

4 schools, 121 students

	Students
Blessed Trinity Regional Catholic School	40
Our Mother of Consolation School*	20
St. Laurentius School	9
St. Monica School	52

Other Districts

1 school, 25 students

	Students
The Grayson School, Radnor, PA	25

Single-Visit Programs

26 schools, 1,503 students

(free to qualifying schools)

Philadelphia

23 schools, 1,430 students

	Grade	Students
Belmont Charter School	9	10
Cook-Wissahickon School	5	120
Cristo Rey Philadelphia High School	11	136
Crossroads Accelerated Academy*	7-9	30
Hill-Freedman World Academy	11-12	12
James Dobson School	2	21
James G. Blaine School	5	40
James Logan School	3	78
Louis H. Farrell School	6	26
Mary M. Bethune School	3	100
Morton McMichael School	3-8	16
Olney School	4, 6	100
Philadelphia Classical School	K-6	108
Prep Charter High School*	9	48
Samuel Powel School	3	50
Shawmont School	7	29
Southwark School	6-8	50
Thomas G. Morton School	5	134
Thomas Holme School	K	80
Universal Audenried Charter School*	10-12	10
Vaux High School: A Big Picture*	11	12
Watson Comly School	3	174
William Rowen School	4	46

Delaware County, PA

1 school, 10 students

	Grade	Students
Nether Providence Elementary School, Wallingford, PA	5	10

Other Districts

2 schools, 63 students

	Grade	Students
Holy Ghost Preparatory School, Bensalem, PA*	11	24
The Grayson School, Radnor, PA	7-8	39

Single-Visit Programs

39 schools, 957 students

(nominal fee for schools ineligible for free programs)

Schools

35 schools, 910 students

	Grade	Students
Abington Senior High School, Abington, PA	11–12	25
Academy of the New Church Secondary School, Bryn Athyn, PA	11–12	12
The Agnes Irwin School, Bryn Mawr, PA	1	22
Baldwin School, Bryn Mawr, PA	9–11	13
Cape May County Technical High School, Cape May, NJ	9–12	63
Central Bucks West High School, Doylestown, PA	12	19
Cherokee High School, Marlton, NJ	11–12	11
Cherry Hill East High School, Cherry Hill, NJ	9–12	29
Dock Mennonite Academy, Lansdale, PA	9–11	25
Downingtown East High School, Exton, PA*	10–12	33
Eastern Regional High School, Voorhees Township, NJ*	9–12	12
Emmaus High School, Emmaus, PA*	10–12	44
Friends Select School, Philadelphia	9–12	24
The Haverford School, Haverford, PA*	6–8	15
H. M. Phifer Middle School, Pennsauken, NJ*	8	90
Holmdel High School, Holmdel, NJ*	10–12	46
Holy Ghost Preparatory School, Bensalem, PA*	11	24
Jenkintown Elementary School, Jenkintown, PA	6	21
Kimberton Waldorf School, Phoenixville, PA	12	12
Mainland Regional High School, Linwood, NJ	11–12	11
Moorestown Friends School, Moorestown, NJ	7–8, 12	29
Oldfields School, Glencoe, MD*	9–12	10
Oneonta Senior High School, Oneonta, NY*	9–12	26
Padua Academy, Wilmington, DE*	9–12	17
Pennridge High School, Perkasie, PA	11–12	42
Pennsbury East High School, Fairless Hills, PA	11–12	8
Philadelphia Classical School, Philadelphia	K–6	108
The Philadelphia School, Philadelphia	7	24
PONO, New York, NY*	8–9	6
Princeton High School, Princeton, NJ	9–10	30
Solebury School, New Hope, PA*	10–12	11
Somerdale Park School, Somerdale, NJ*	6–8	11
Springfield Township High School, Erdenheim, PA	9–12	15
Wilson High School, West Lawn, PA	11–12	9
Wye River Upper School, Centreville, MD*	9–12	13

Homeschool Groups

4 groups, 47 students

	Grade	Students
Cupola Academy Home School, Gladwyne, PA*	2–10	11
Livingston Home School, Willow Grove, PA*	8, 11	9
SPHSJ Home School, Columbus, NJ*	1, 3–6, 8–9	11
Two Rivers Learning Community, Philadelphia, PA*	3–8	16

Virtual Pre-K–12 Education Program: Barnes Art Adventures

50 schools, 3,665 students

Explore and Create

15 schools, 1,034 students

Philadelphia

7 schools, 369 students

	Grade	Students
E. Washington Rhodes School	1	27
Edward Gideon School	Pre-K	10
Eleanor C. Emlen School	Pre-K	30
Francis S. Key School	K	60
Gilbert Spruance School	Pre-K	20
Tanner G. Duckrey School	Pre-K	27
Thomas Holme School	Pre-K	195

Archdiocese of Philadelphia

3 schools, 130 students

	Grade	Students
St. Luke the Evangelist School*	K	60
St. Mary Interparochial School	1	30
St. Michael the Archangel School*	Pre-K	40

Camden City School District

2 schools, 340 students

	Grade	Students
Riletta Twyne Cream Family School	Pre-K–1	180
Yorkship Family School	Pre-K–1	160

Delaware County, PA

1 school, 90 students

Stetser Elementary School, Chester, PA*

Grade	Students
Pre-K-1	90

Other Districts

2 schools, 105 students

Barclay Early Childhood Center, Cherry Hill, NJ*

St. Paul's Nursery School, Oreland, PA

Grade	Students
Pre-K	65
Pre-K	40

An Artist's Lens

24 schools, 1,925 students

Philadelphia

12 schools, 1,165 students

Anne Frank School

Avery D. Harrington School

Cook-Wissahickon School

Gilbert Spruance School

Henry A. Brown School

James R. Ludlow School

John F. McCloskey School

John H. Webster School

Lewis Elkin School

Mastery Charter School, Smedley Campus

William H. Loesche School

Wissahickon Charter School, Awbury Campus

Grade	Students
3-4	267
2-4	120
3	105
4	64
3-4	6
2-4	70
3-4	62
2	30
3	250
4	4
4	25
2-4	162

Archdiocese of Philadelphia

2 schools, 42 students

Good Shepherd Catholic Regional School

St. Michael the Archangel School*

Grade	Students
2	16
4	26

Camden City School District

1 school, 160 students

Yorkship Family School

Grade	Students
2-4	160

Camden Catholic Partnership Schools

1 school, 20 students

Sacred Heart School

Grade	Students
3	20

Delaware County, PA

2 schools, 163 students

Chester Charter Scholars Academy, Chester, PA

Stetser Elementary School, Chester, PA*

Grade	Students
4	53
2-4	110

Other Districts

6 schools, 375 students

Belmont Hills Elementary School, Bala Cynwyd, PA

Blue Bell Elementary School, Blue Bell, PA

Caln Elementary School, Thorndale, PA*

Longfellow Elementary School, Columbia, MD*

UrbanPromise, Wilmington, DE*

Worcester Preparatory School, Berlin, MD

Grade	Students
3	75
2	100
2-4	50
2-4	57
3	9
2-4	84

STEAM Art Challenge

20 schools, 706 students

Philadelphia

5 schools, 179 students

Fitler Academics Plus School

General George A. McCall School

Louis H. Farrell School

Mastery Charter School, Smedley Campus

Penn Treaty High School

Grade	Students
8	36
5	75
6-8	31
5-6	7
6	30

Archdiocese of Philadelphia

2 schools, 39 students

Blessed Virgin Mary School, Darby, PA*

Mother of Providence Regional Catholic School,
Wallingford, PA*

Grade	Students
7	20
5	19

Camden City School District

2 schools, 87 students

Veterans Memorial Family School

Yorkship Family School

Grade	Students
8	17
5	70

Camden Catholic Partnership Schools

4 schools, 93 students

Holy Name School

Sacred Heart School

Grade	Students
5-8	23
5-7	20

Saint Cecilia School	8	25
St. Joseph Pro-Cathedral School	5-8	25
Delaware County, PA		
5 schools, 271 students		
Chester Upland School of the Arts, Chester, PA	5	60
Main Street Elementary School, Upland, PA*	5	45
STEM Academy at Showalter, Chester, PA*	7-8	51
Stetser Elementary School, Chester, PA*	5	40
Toby Farms Intermediate School, Brookhaven, PA*	7	75
Other Districts		
1 school, 32 students		
UrbanPromise, Wilmington, DE*	5-6	32
Homeschool Groups		
1 school, 5 students		
SÅHGE Academy, Philadelphia	8	5

Out-of-School Time Programs

926 students, Philadelphia

Puentes a las Artes / Bridges to the Arts

Ages 3-5

32 early learners
18 siblings and 46 parents/caregivers from 28 families
Hybrid programming/Barnes family workshops

Students
32

Early Learner Summer Pods

Ages 0-5

960 cultural partner network early learner cultural pod packs distributed
Cultural partner collaborative programming

Students
858

Steppingstone Scholars After-School Program

Grades 3-5, 6-8

Morton McMichael School

Students
21

Barnes Teens: The Art of Hip Hop

Grades 9-12

George Washington Carver High School of Engineering and Science

Students
15



"Creating art makes things more clear to me. I like understanding things, and art helps me to do this."
—Third-grade student, Pictures and Words, Samuel Powel School, Philadelphia

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