

The logo for Barnes, featuring the word "BARNES" in a bold, white, sans-serif font. Each letter is contained within a white square, and the squares are arranged in a slightly staggered, overlapping manner.

Creative Learning

Pre-K–12 Education Programs
Annual Report 2022–23





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About the Barnes Foundation

Founded by visionary chemist, businessman, art collector, and educator Dr. Albert C. Barnes (1872–1951), the Barnes Foundation proudly maintains a mission “to promote the advancement of education and the appreciation of the fine arts and horticulture.” The Barnes is home to one of the world’s great collections of impressionist, post-impressionist, and early modern European paintings, with especially deep holdings of works by Pierre-Auguste Renoir, Paul Cézanne, Henri Matisse, and Pablo Picasso. Assembled by Dr. Barnes between 1912 and 1951, the collection also includes important examples of African art, Native American pottery, Pennsylvania German furniture, old master paintings, wrought-iron metalwork, and antiquities from around the globe.

As his collection grew, Dr. Barnes became increasingly interested in education and social justice. In accordance with the principles of philosopher and educational reformer John Dewey—who believed that education was fundamental to democracy—Dr. Barnes incorporated seminars on art and philosophy into the paid workday of his pharmaceutical factory employees. Many were women or African Americans to whom, in defiance of the era’s prejudices, Dr. Barnes had extended employment.

In 1922, Dr. Barnes formalized his commitment to education and social justice by chartering the Barnes Foundation. Originally located in Merion, Pennsylvania, the Barnes was conceptualized as a space 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. Free art appreciation classes for students, and a 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 later established a scholarship program to support young Black artists, writers, and musicians. Deeply interested in African American culture, he became actively involved in the Harlem Renaissance, collaborating with philosopher Alain Locke and activist Charles S. Johnson to promote awareness of the artistic value of African art. In the late 1940s, Dr. Barnes met Horace Mann Bond, then-president of Lincoln University—the first degree-granting Historically Black College and University (HBCU) in the United States—and began a relationship with the university that continues to this day.

To better serve its educational mission, the Barnes relocated to Center City Philadelphia in 2012. In a new building designed by Tod Williams Billie Tsien Architects, the permanent collection is presented in galleries that preserve Dr. Barnes’s 1951 “ensemble” arrangements and is complemented by a space for special exhibitions that emphasize the work of underrepresented and under-researched artists, including women and people of color. The Barnes’s home on the Benjamin Franklin Parkway has also allowed for expansive growth of pre-K–12 education initiatives. Over 100,000 schoolchildren—many from underresourced areas in the region—have participated in the Barnes’s long-standing gallery-based programs and new, field-leading virtual offerings. As the Barnes moves into its second century, we remain committed to Dr. Barnes’s vision to bring art and cultural learning to all.

Institutional Highlights

- Nearly **2.5 million** visitors since 2012
- **16,000+** member households in 2022
- **112,000+** schoolchildren served by pre-K–12 education programs since 2012
- Over **1,900** teachers served through professional development programs since 2012
- **1,145** children under the age of five served through Early Learner Summer Pods in 2022
- **2,601** Barnes art activity kits distributed to families across Philadelphia in 2022
- **161** hours of virtual programming offered to audiences in 2022
- Over **2,300** adult learners (including **304** scholarship recipients) enrolled in **72** online education courses in 2022
- **\$120 million** endowment as of April 2023
- **50+** ongoing cultural and educational community partnerships citywide





Pre-K–12 Education at the Barnes



Education is central to the mission of the Barnes Foundation. Led by Martha Lucy, deputy director for research, interpretation and education, the School Programs team delivers innovative, curriculum-centered programming to pre-K–12 students in the Philadelphia region and beyond. For multi-visit education programs, special initiatives, single-visit opportunities, and online programming, the Barnes

works with the school districts of Philadelphia and Camden to identify and serve schools that have the greatest need for arts enrichment and are representative of the district demographics. These efforts aim to help narrow the achievement gap between under-resourced students and their peers, and to break down barriers to art museum participation.

Dr. Barnes believed in the power of art to improve minds and transform lives. Our pre-K–12 education programs are based on his teachings and one-of-a-kind collection. They reflect his belief that art is part of life and that students should be encouraged to incorporate personal experiences into their observation and analysis of it. In addition to introducing students to the visual arts, our lessons are designed to enrich core curriculum areas (literacy, math, science, history, English language arts) under the guidance of our director of in-person school programs, pre-K–12, Stephanie Stern.

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

- To increase students' ability to think critically about the visual world around them.
- To help students and teachers of all backgrounds feel comfortable and confident in a museum setting.
- To encourage students and teachers of all backgrounds to find relevance in art, and to think of it as an outlet for personal creative expression.
- To deepen students' and teachers' historical and cultural empathy.

- To support students' academic growth by aligning lessons with curricular standards.
- To model arts integration and inquiry-based learning for teachers.
- To ensure that the Barnes is seen as a partner in community arts education.

To meet these goals, the Barnes embraces inclusive teaching practices. Our School Programs team, for example, has developed a pedagogy of anti-racist teaching to ensure that all students know that their voices and experiences matter and that they belong in museums and cultural spaces. One challenge of the Barnes collection is that it includes few images of people of color; this means that many students may not see themselves represented in the art. To help all students find relevance in the collection, our educators design opportunities for 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, our activities use Universal Design for Learning strategies, such as visual aids, so that those with different learning abilities, such as nonverbal students or English-language learners, can participate alongside more verbal students.

Spending time with art has positive effects on well-being, and we believe that a single museum visit can be even more impactful for students when it is supplemented—and reinforced—with preparatory and follow-up activities. This is why our in-person partner programs follow a distinctive three-touchpoint model, offering an extended experience with the Barnes collection to students during key stages of

their academic and social-emotional development. After an initial classroom visit in which Barnes educators introduce themes like lines, shapes, light, and shadow, students visit the Barnes to view the collection. Following their field trip, the students are again visited in their classrooms by Barnes educators for additional lessons and art-making activities. Through grant funding, we are able to provide this in-depth programming free to partner schools in the School District of Philadelphia, Archdiocese of Philadelphia, Camden City School District, and Camden Catholic Partnership Schools. Single-visit field trips are also available during the school year, allowing for more scheduling flexibility while still providing valuable arts enrichment opportunities.

In 2020, we introduced a digital component to our pre-K–12 offerings—a live program called Barnes Art Adventures that served more than 16,000 schoolchildren during the first year of the pandemic. Though enrollment for this program has dropped off in the past two years, we remain deeply excited about online learning and its potential to broaden the reach and depth of our educational mission. With input from the School District of Philadelphia, we are developing new, asynchronous digital content designed for use on our state-of-the-art VXP (visual experience platform). Built in-house by the Barnes, this immersive platform gives students and teachers the ability to zoom in on works of art, offering close-up views and experiences that cannot be had in person. We hope to launch the first batch of this digital content in fall 2024.

In recognition that learning extends beyond the school day, the Barnes supplements its pre-K–12 offerings with out-of-school programs designed to help narrow achievement gaps for underserved learners. These programs complement the School District of Philadelphia curriculum and take place at the Barnes and in neighborhoods across the city. Like our other programs, they aim to help students understand that art can be a useful tool for learning and self-expression.

In the 2022–23 school year, more than 6,500 students in Greater Philadelphia engaged with art through our pre-K–12 programs. Whether in-gallery, online, or directly in neighborhoods and communities, these programs are central to our mission of making art and cultural experiences a part of everyday life for learners of all ages.



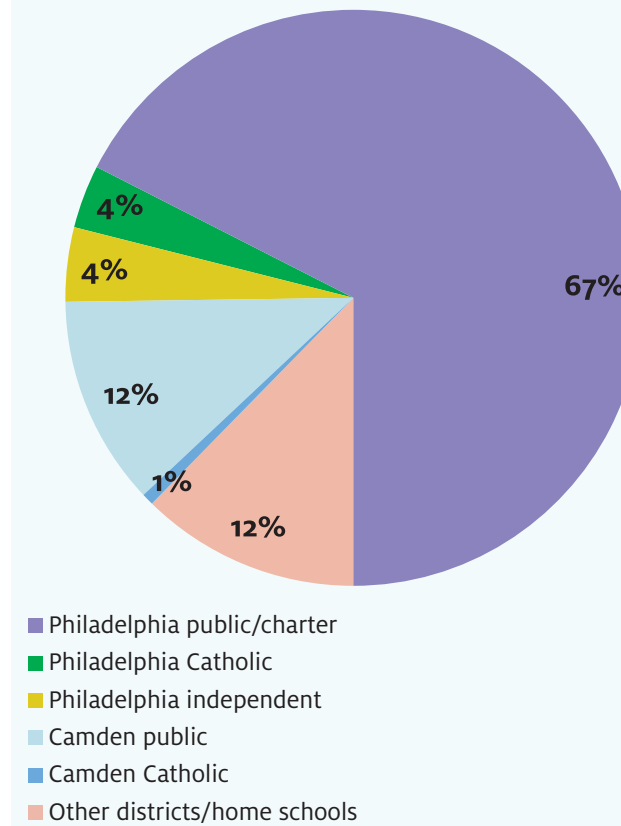
“Thank you for a wonderful experience. Our seventh grade students truly enjoyed their visit. Your guides were amazing, patient, and thorough. Having never done this trip before and unsure of what to expect, everyone, including staff, was wildly impressed.”

— Seventh grade teacher, MaST Community Charter School, Philadelphia

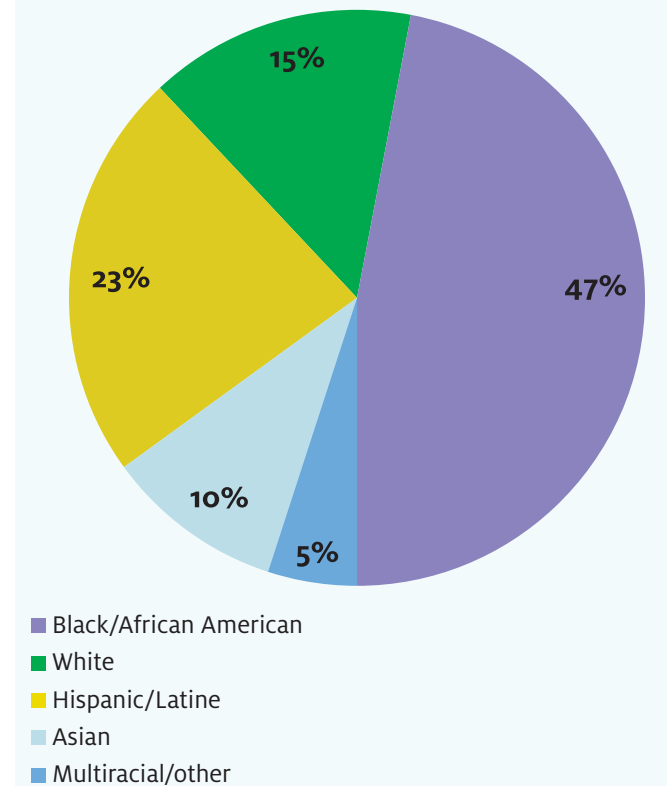
“My classes had thoughtful discussions after the trip, and all remarked that they really benefited from this experience of seeing the artworks and described it as peaceful and inspiring. The tour guides were fantastic, and students felt respected and engaged.”

— Teacher, Lankenau High School, Philadelphia

Percentage of students participating in pre-K–12 programming by school district



School District of Philadelphia student demographics



Early Learners

The Barnes Foundation’s pre-K–grade 1 programming is designed to introduce our youngest learners to the joys of looking at art. Through learning about colors, lines, and shapes, children begin to explore their worlds, connecting art to themselves and their communities. During the 2022–23 school year, we engaged young learners through in-person and virtual programs.

Our in-person offering, *Look! Reflect! Connect!*, is a three-touchpoint literacy program for pre-K students that expands the role that visual art typically plays in their lives: it moves beyond the focus on *making* to include the experience of *looking*. Designed to align with Pennsylvania and New Jersey standards for literacy development, the program focuses on connecting images to ideas and the written word, in addition to building vocabulary. In an initial lesson at the school, a Barnes educator reads a story about a specific topic, which the students then explore through a hands-on activity; this exploration continues during the subsequent field trip and follow-up classroom lesson. Since early learners respond to multiple learning modalities, both gallery and in-school lessons allow students to experience various ways of understanding concepts through conversations, activities, movement, and more. Educators connect those learning modalities to literacy and visual literacy so that students hear, share, and experience their understanding of art.

As part of *Look! Reflect! Connect!*, pre-K teachers receive professional training, in-class lessons, and field trips for their students. The program is designed to give teachers the resources they need to continue integrating art into the classroom. Since it was established, *Look! Reflect! Connect!* has been offered at all Bright Futures classrooms in Philadelphia and Camden, NJ, and at the majority of Head Start classrooms affiliated with the School District of Philadelphia.

Explore and Create is an interactive virtual program for pre-K–grade 1 students 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. For each virtual learning program, educators can explore further with post-program materials.

Look! Reflect! Connect! reached 252 early learners from 4 schools during the 2022–23 academic year; *Explore and Create* reached 803 students from 11 schools.

Goals for early learners include:

- 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.
- Using new art-related vocabulary acquired during the program.

“A big thank-you to our guides, Roman and Matt. They made our first post-pandemic school trip a learning feast, and so much fun. Our class and teachers had a fantastic time and would love to return for more. Everyone in the museum was friendly and welcoming.”

— Teacher, Society Hill Synagogue Playschool, Philadelphia



Elementary School

Literacy is the focus of the Barnes’s programs for students in grades 2–4, in alignment with the School District of Philadelphia’s curriculum and the City of Philadelphia’s Read by 4th initiative. Whether in the Barnes galleries or through our virtual programs, students develop observational and critical-thinking skills that support their ability to make sense of visual material and articulate what they are seeing.

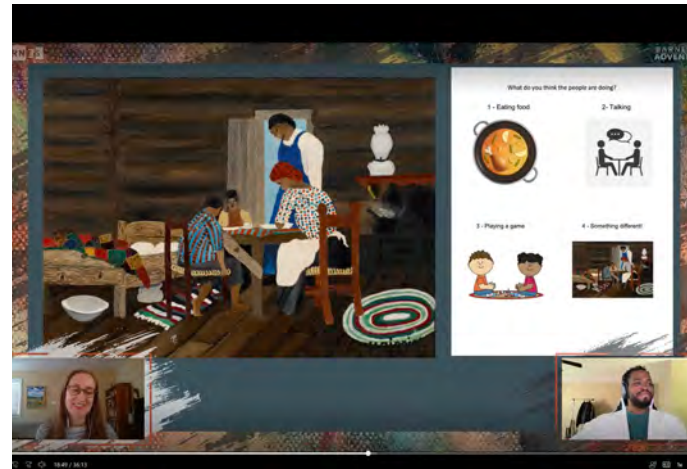
Our in-person offering, *Pictures and Words*, is a three-touchpoint program for students in third grade, a pivotal year for literacy development. During in-school lessons and a visit to the Barnes galleries, students learn to “read” paintings by making claims about the setting, characters, and main idea represented in the work—they begin to put words to what they see. In the same way they study text, students learn to understand the basic building blocks of a particular work of art and to tease out certain meaningful details. Students in this program also create artworks that build on their understanding of visual and literary storytelling while incorporating individual expression.

In our virtual program, *An Artist’s Lens*, students in grades 2–4 explore the Barnes collection as well as contemporary works to discover how artists present their own perceptions of the world. In each lesson, students are inspired to think like artists and to explore, observe, and experiment based on their surroundings. Additionally, students build art vocabulary using a chat feature where they can make written comments and use visual art emojis to analyze what they see. In post-lesson activities, students are encouraged to continue to express their ideas.

Pictures and Words reached 455 students from 6 schools during the 2022–23 academic year; *An Artist’s Lens* reached 580 students from 7 schools.

Goals for elementary school students include:

- Developing critical-thinking skills by sharing opinions about works of art and backing up these opinions with evidence.
- Learning to read an artwork like a written text—identifying the main theme, characters, etc.
- Articulating how visual elements like color, line, and shape help to convey the story in a work of art.
- Creating works of art that show individual expression using a variety of techniques and materials.



“We had a great time on our field trip. The staff was warm and welcoming.”

— Third grade teacher, Cook-Wissahickon School, Philadelphia





Upper Elementary School

During the middle school years—a period of great physical and emotional change—students increasingly turn to their peers to understand the world around them and to figure out their roles in their communities. Barnes programs for this age group are designed to support these social aspects through discussion-based learning in the galleries and chat-based learning online. We strive to meet students where they are and support them in becoming the adults they are growing into.

Art of Looking, an in-person program for students in grade 5, explores the materials that artists use to create their works and the tools that conservators use to understand those materials. Students become art detectives, examining objects from both artistic and scientific perspectives, and making claims about artists' processes.

Based on STEAM (science, technology, engineering, art, and math) principles, *Art of Looking* 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 materials like oil paint, watercolor paint, and pastels, as well as clay, wool, and turquoise. As a final project, students experiment with art-making materials, learning to think like both artists and conservators.

Art of Looking served 126 students from 3 schools during the 2022–23 academic year.

Goals for upper elementary school students include:

- Analyzing a work of art and translating the visual into words.
- Using the Claim, Evidence, and Reasoning (CER) model of science investigation to explore the artistic process.
- Creating a work of art by experimenting with at least one new technique.

“The children, teachers, and parents had a great time. For some of these students, this was the first time they’ve visited a museum. Thank you for making it such a memorable experience.”

— Assistant to principal, Bishop McHugh Regional Catholic School, Cape May Court House, NJ

“I am just glowing with how wonderful the trip was today. The guides asked great questions and really engaged all the groups.”

— Visual arts specialist, Baldi Middle School, Philadelphia

Field Trips



Single-visit field trips are offered throughout the school year for pre-K–12 students. During these trips, students participate in gallery lessons designed to improve visual literacy skills with age-appropriate activities that meet curricular standards. Students sharpen their observation skills and practice critical thinking by looking carefully at art and making connections to their own lives and the world around them. They learn about the history of the Barnes and its founder, Albert C. Barnes, as well as his fierce commitment to diversity and inclusivity, which drives our educational mission.

Particularly in demand at the high school level, field trips are tailored to the grade level and developmental abilities of students. Our educators ask teachers what their students are studying and if they need

any modifications. All lessons are discussion- and discovery-based and focus on helping students to observe carefully, think critically, and make personal connections with art. Our in-gallery activities bring the art to life and help students with varying learning styles have a productive experience; moreover, we provide supplemental lesson plans and activities so that teachers can extend learning into their classrooms. Field trips are free, including busing, for public and charter schools in the School District of Philadelphia.

During the 2022–23 academic year, 3,093 Philadelphia students visited the Barnes; outside Philadelphia, 1,427 students visited from more than 20 school districts across 4 states.



Special Exhibition Programming

Special exhibitions bring new art to the Barnes and create additional opportunities for programming. Many school groups visit the Barnes to experience and learn from our exhibitions as well as the permanent collection. They participate in gallery activities and have access to free resources that enable flexible pre- and post-visit learning. In the 2022–23 academic year, students participated in programs related to the painting and sculpture of Amedeo Modigliani and contemporary works by South African artists Sue Williamson and Lebohang Kganye.

Modigliani Up Close

(October 16, 2022–January 29, 2023)

In celebration of our centennial, the Barnes presented *Modigliani Up Close*, a major loan exhibition that shared new insights into Amedeo Modigliani's working methods and materials. The exhibition featured nearly 50 paintings and sculptures from collections around the world alongside new research by collaborating conservators, conservation scientists, and curators.

More than 600 students visited *Modigliani Up Close* and learned about the artist's methods, materials, and signature style. By examining samples of limestone, students explored the tactile nature of his sculptural works. Students drew self-portraits in the style of Modigliani; they also made sketches, swapped drawings, and drew over one another's works, as the artist had done with his own canvases and those of his peers.



Sue Williamson & Lebohang Kganye: Tell Me What You Remember

(March 5–May 21, 2023)

Bringing together the work of Sue Williamson and Lebohang Kganye—two of South Africa's most acclaimed contemporary artists—this exhibition offered a cross-generational dialogue on history, memory, and the power of self-narration in the context of apartheid and its legacies.

Students in grades 5 and above visited the exhibition, sparking discussions about memory and family. Students explored relevant contemporary issues, such as whose stories are typically remembered in history and the need to uplift everyday voices. To help students connect with these themes, our educators led activities encouraging students to draw their communities, to share about family members who are important to them, and to create collective memory poems. A total of 1,069 students visited *Sue Williamson @ Lebohang Kganye: Tell Me What You Remember*.



Installation view of Sue Williamson & Lebohang Kganye: *Tell Me What You Remember*, 2023. Image © The Barnes Foundation.

Impact



In early 2022, the Barnes established a new department, Evaluation and Impact, as part of a strategic goal to become an increasingly data-driven and data-informed organization. Led by director Liza Herzog and supported by a strategic research analyst, the department evaluates the impact of programs across departments through strategic data collection and analysis.

During the 2022–23 academic year, the Evaluation and Impact and School Programs teams worked together to develop and formalize a theory of change. This theory, or logic model, articulates how

our pre-K–12 programs can achieve their overarching goals and provides the grounding from which we can measure and track our success. Through this process, the Evaluation and Impact team also designed new tools to collect and analyze data.

One goal of our pre-K–12 programs is to model inquiry-based teaching that integrates art into other content areas. To evaluate our effectiveness in this, we conducted surveys that measured behavioral, attitudinal, and academic change in program participants—both students and teachers. Equal emphasis was placed on formative assessment (ongoing, throughout the program) and summative assessment (end of program), enabling us to better understand the student and teacher experience.

Key Findings

During the 2022–23 school year, 627 Philadelphia-area students shared their expectations for a visit to the Barnes while 41 teachers reflected on the impact of a Barnes visit.

The survey for students (grades 5–12) was a pre-visit exercise designed to deepen the connection with Barnes programming through reflection. The following are some student responses to the prompt *When you think of art, what comes to mind?*:

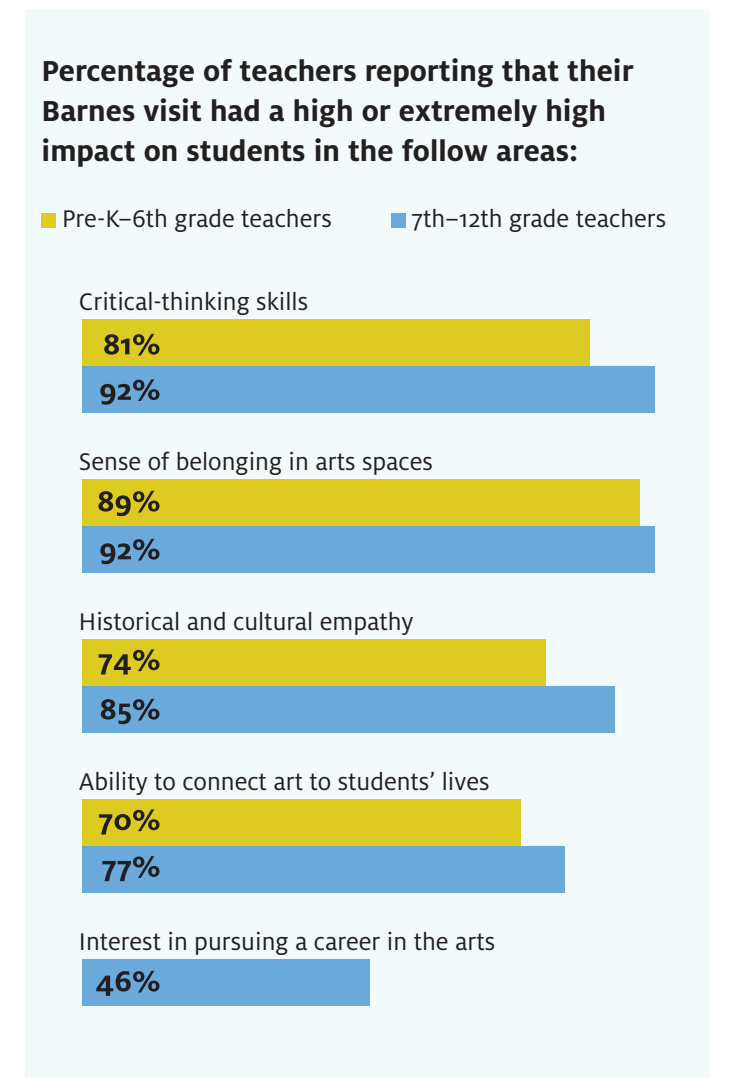
- “I think of expression and creativity. Art is something so flexible and the possibilities are always endless. You can do anything—prove a point, raise awareness.” —10th grade student

- “I think of how art resembles emotions and feelings.” —6th grade student
- “A way to show what the human mind is capable of.” —12th grade student
- “Creativity comes to mind. The ability to freely create and use imagination.” —10th grade student
- “Art is all about perspective. It can be interpreted in several different ways and can sometimes speak more words than what words can.” —11th grade student
- “I think of using materials to represent a point of view on life. I think of paintings, pottery, collages, drawings, and more.” —11th grade student
- “Paintings, sculptures, pottery, and all of the different styles of art.” —6th grade student

Teachers completed a short survey after spending time with Barnes educators. Analyzing both students’ perceptions of the transformative qualities of art and teacher feedback on the students’ actual experience informs a deeper understanding of the program’s impact. In particular, 85% of teachers reported that a visit had a *high or extremely high impact* on student’s critical-thinking skills; 90% of teachers reported that a visit had a *high or extremely high impact* on students’ sense of belonging in arts spaces; 78% of teachers reported that a visit had a *high or extremely high impact* on students’ historical and cultural empathy; 73% of teachers reported that a visit had a *high or extremely high impact* on the connections students make between art and life; and 46% of teachers of grades 7 and above reported that a visit had a *high*

or *extremely high impact* on students’ interests in pursuing a career in the arts.

The chart below shows the degree of impact Barnes programming had on students, as reported by teachers across grade levels:



When asked about the value of a Barnes visit, teachers highlighted the following benefits:

... *relevance to their curriculum*

- “It made our unit study more meaningful.” —High school world languages teacher
- “This is a great opportunity to see art and connect it to our daily lives. Many points connected to literature and math.” —3rd grade teacher

... *valuable exposure to new language, context, and content*

- “They gained art vocabulary and background relevant to art and culture.” —3rd grade teacher
- “Neither my students nor the parent chaperones had been to an art museum before so that exposure to something new was meaningful.” —Pre-K teacher
- “Students were exposed to art from different eras and explored different meanings.” —7th grade English language arts teacher
- “Students were exposed to art that they may never have [had] a chance to see. They were taught how to appreciate art and all the forms they see it in.” —3rd grade teacher

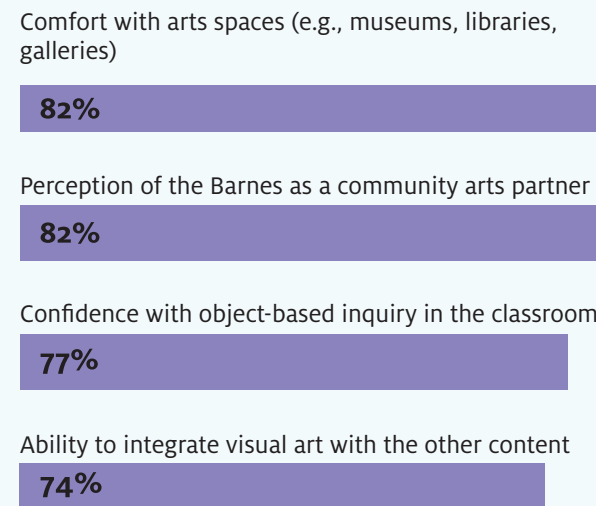
... *positive impact on students making connections between art and life*

- “They seemed excited about the opportunity to make connections on their own.” —High school English language arts teacher
- “[My students were] very inspired by the space, aesthetics of the building, art techniques evident in painting.” —K-8 art teacher

Barnes programs are designed to encourage teachers from all content areas to integrate art into their classroom lessons. We do this by fostering a sense of comfort in arts spaces, reinforcing our role as a

resource in community arts education, and inspiring confidence with objects-based teaching and learning. Teachers shared that their interactions with Barnes educators had an overwhelmingly positive impact on each of these intended outcomes:

Percentage of teachers reporting that their Barnes visit had a high or extremely high impact in the following areas:



Further solidifying the impact of the Barnes’s in-gallery lessons on teachers’ practice in the classroom, a higher proportion of teachers surveyed this year reported that they plan to *use visual arts to teach other content areas* in the upcoming school year.

In short, students come away from an experience at the Barnes making new connections between art and their own lives and feeling a greater sense of belonging in arts spaces. Teachers reported high relevance and high utility of visual art across instructional areas; they feel inspired to visit arts spaces and, most importantly, see the Barnes as a partner in arts education.



The Art of Math Challenge

Since 2016, the Barnes has organized and hosted the Art of Math Challenge, an annual STEAM-based competition that invites K–12 student groups in the Philadelphia region to build three-dimensional models of works in the Barnes collection. During the 2022–23 academic year, 233 students in grades 4–12 from 13 schools participated in the event. For this year’s challenge, students were asked to make scale models of paintings by Aristodimos Kaldis, Henri Matisse, and Jean Hugo. Students worked in small groups to design these models and wrote descriptions of their mathematical processes. They devised their own math strategies, and teachers worked with them to practice, test, and implement their methods. The competition culminated with a display of all submitted models at a STEAM-themed PECO Free First Sunday Family Day, where student groups were interviewed about their artwork and their artist statements.

This year, we partnered with the Black Women’s Educational Alliance, and five of their members volunteered as judges. All volunteer judges were current or retired teachers and administrators from the School District of Philadelphia. Prizes were awarded in two categories: Creative Math Strategy, which the judges determined, and Artistic Design, decided by public vote. Winning student groups received prizes for their classrooms, and all projects were featured in our online student art gallery after the competition. During the March event, special musical guest Sophia Rocks, a 14-year-old DJ, entertained students and their families. Sophia was also interviewed and discussed her musical career and how she uses math as a DJ.



Scan this QR Code to watch a brief video about the 2023 Art of Math Challenge:



Teacher Programs

The Barnes offers professional development opportunities for educators and has served over 1,900 teachers through trainings since 2012. Participating teachers may receive Act 48 or graduate credit, depending on the program.

During the 2022–23 school year, nearly 200 teachers participated in Barnes workshops. Opportunities included professional development for art teachers from the School District of Philadelphia in August, a workshop on the Barnes’s VXP (visual experience platform) for School District of Philadelphia teachers and administrators, and a workshop presented in partnership with the Philadelphia Museum of Art on the artistic process of Henri Matisse. Participants heard from Barbara Buckley, senior director of conservation & chief conservator of paintings at the Barnes, who led the move of Matisse’s mural *The Dance* (1932–33) from the Barnes’s original Merion location to our home on the Parkway, and director of archives, library, and special collections Amanda

McKnight, who has deep knowledge of correspondence between Matisse and Albert Barnes.

The Barnes also provides free teacher resources for our special exhibitions to help educators deepen their students’ connections with the shows and their themes. Online resources for *Modigliani Up Close* and *Sue Williamson & Lebohang Kganye: Tell Me What You Remember* included exhibition overviews, artist backgrounds, lesson plans, and guided questions.

Did you know?

K–12 educators in the School District of Philadelphia or at Philadelphia parochial schools are offered free general admission to the Barnes with a school ID.



Out-of-School Time Programs



The work at the Barnes reaches beyond the school day, extending support to children in need of expanded services to address social, emotional, and educational needs. Led by Valerie Gay, deputy director of audience engagement & chief experience officer, the Community Engagement team 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)

For the last six years, the Barnes has offered *Puentes a las Artes*, an arts-based biliteracy program for ELL/ESL early learners in Philadelphia’s Latine immigrant community, organized in partnership with Puentes de Salud, a health and wellness nonprofit. Less than half of the children from these families are enrolled in school readiness programs, and this program

addresses the resulting achievement gap. 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 COVID-19 pandemic disrupted access to high-quality learning and social-emotional development opportunities, posing deep setbacks for young learners, particularly those from low-income families with few resources to counter the loss of such critical supports. Since early 2020, *Puentes a las Artes* has used hybrid programming to advance the biliteracy development of participating children. In 2022–23, the program included weekly bilingual Zoom classes, home delivery of art activity and literacy kits, and the creation and dissemination of a resource sheet to encourage biliteracy at home, as well as four family skills workshops and tailored family tours at the Barnes. During this academic year, 21 early learners from 17 families participated, with a 76% retention rate over the 21 weeks of the program. Weekly attendance averaged 70%.

Puentes a las Artes is part of a cohort of early learning programs, initially 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's 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, demonstrating a growing independence, a curiosity to make critical art observations, the ability to express ideas in 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.

Puentes a las Artes also offers safe places to build trusting relationships. In 2022–23, participants toured the special exhibitions *Modigliani Up Close* and *Sue Williamson @ Lebohang Kganye: Tell Me What You Remember*; for the latter, sessions were offered both for families and for caregivers alone, providing opportunities to explore different themes. For some attendees, the show provided their first introduction to apartheid, which, along with the theme of forced separation, strongly resonated with caregivers. Two group chats that included Barnes and Puentes staff helped to build relationships between participants and connect them to resources for assistance beyond

literacy, creating a network of neighbors that continued beyond the duration of Barnes programming.

By offering individualized connections, reinforcing at-home biliteracy activities, and deepening a sense of trust among families in these Latine immigrant communities, the program increases the likelihood for a positive start to children’s early education and continuity in developing socialization skills. As we continue to renew and expand our commitment to the Latine community, we look forward to establishing even more partnerships with organizations that align with Dr. Barnes’s mission to provide equitable access to arts and culture.

Early Learner Summer Pods

Since 2021, the Barnes has led a citywide effort to address pandemic-related gaps in access to early childhood development programs. Continuing into 2022, this work recognizes that early setbacks in learning may jeopardize potential long-term academic achievement for many Philadelphia children five and under—particularly those in low-income families.

With support from the William Penn Foundation, the Barnes coordinates six peer cultural agencies—the Academy of Natural Sciences of Drexel University, the Clay Studio, Fairmount Water Works, Fleisher Art Memorial, Smith Memorial Playground and Playhouse, and WHY?—in aligning free indoor and outdoor summer activities for low-income communities across Philadelphia. The Early Learner Summer Pods project is a network of cultural partners working toward common goals for early childhood and literacy development, presenting 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, the Early Learner Summer Pods project forged community-based partnerships—including childcare centers, neighborhood agencies, public parks and Philly Playstreets, social service programs, and community centers. During 2022, the project served 1,145 children five and under and their families with direct learning experiences and program activities over six weeks. In addition, 750 children received learning supplies and resource materials.

The Barnes’s programming (or “pods”) in partnership with City of Philadelphia Parks and Recreation took place 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 institutional relationships with these vibrant neighborhoods, building on existing partnerships with Puentes de Salud, HopePHL (formerly People’s Emergency Center), and the Mantua Civic Association. Our pods at these four sites reached 304 early learners and families over six weeks.

Summer Imaginarium, a week-long engagement for children ages 5–12, grew out of Summer Pods to serve older children. The program was held at Cruz Playground and Recreation Center in August 2022. Barnes educators worked alongside Cruz Recreation Center camp advisers and chaperones to provide engaging art-making sessions and a guided virtual tour of the Barnes collection. Over 30 students were encouraged to learn about portraits, landscapes, and still life paintings as they “toured” the collection. They then created their own portraits, still life paintings, and landscapes at the recreation center.



Art Activity Kits



Over 2,600 art activity kits were distributed to children through community and family programs such as PECO Free First Sunday Family Days and *Puentes a las Artes*. 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.

School, a K–8 school in the School District of Philadelphia with no formal art program.

As part of the after-school initiative, Barnes education specialist Phylicia Hodges led an eight-week sequential learning program for 12 students in grades 4–7 in the fall. The programming was focused on three-dimensional media, specifically sculpture. The Barnes team implemented hands-on art-making experiences that reinforced artistic processes like additive, subtractive, and assembled sculpture-making, helping students develop skills while supporting their social-emotional development. As an extension of the project, the Barnes collaborated with Michael Spain (an alumni of Morton McMichael School) and Liza Niles of the Center for Architecture and Design on a one-day classroom workshop about inorganic shapes and structures like West African Dogon architecture. The fall session culminated in a showcase of student artwork and a reception at the school for student artists, family, and friends.



Heights Philadelphia After-School Program

In 2022, the Barnes continued its collaboration with Heights Philadelphia (formerly 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 partnership creates out-of-school time learning experiences for students at the Morton McMichael



Virtual Reality Program

Through creative use of virtual reality (VR), we bring the Barnes collection to communities across the city. In 2022, we worked with community partners who serve broad audiences and frequently engage teens with their programming.

Barnes educators brought Oculus VR headsets to partner organizations such as Norris Square Neighborhood Project (NSNP), Lucien E. Blackwell Community Center/MCCP Hip Hop and Jazz Fest, MILPA, and HopePHL (formerly People's Emergency Center) for participants to see and learn about the Barnes collection through a guided virtual experience. Following the tour, teens were asked guiding questions about the collections: Why are there metalworks? Why are there blankets and rugs? This led to discussions about cultural connections.

For example, Latine students at NSNP talked about different types of weaving throughout Latin America. Students then participated in an art-making activity, weaving on portable miniature looms. All participants were provided SEPTA transportation passes and offered free admission to the Barnes with the Comcast Art for All Community Pass.

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.

2022–23 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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Annual Program Donors

Connelly Foundation provides important support for programs serving Catholic school students.



Christian R. and Mary F. Lindback Foundation generously supports in-gallery pre-K–12 learning.

Christian R. and Mary F. Lindback Foundation

Subaru of America Foundation, Inc., supports education programs in Camden, NJ, and generously provided 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 provided additional support for *Puentes a las Artes / Bridges to the Arts*.



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



Elliott-Lewis

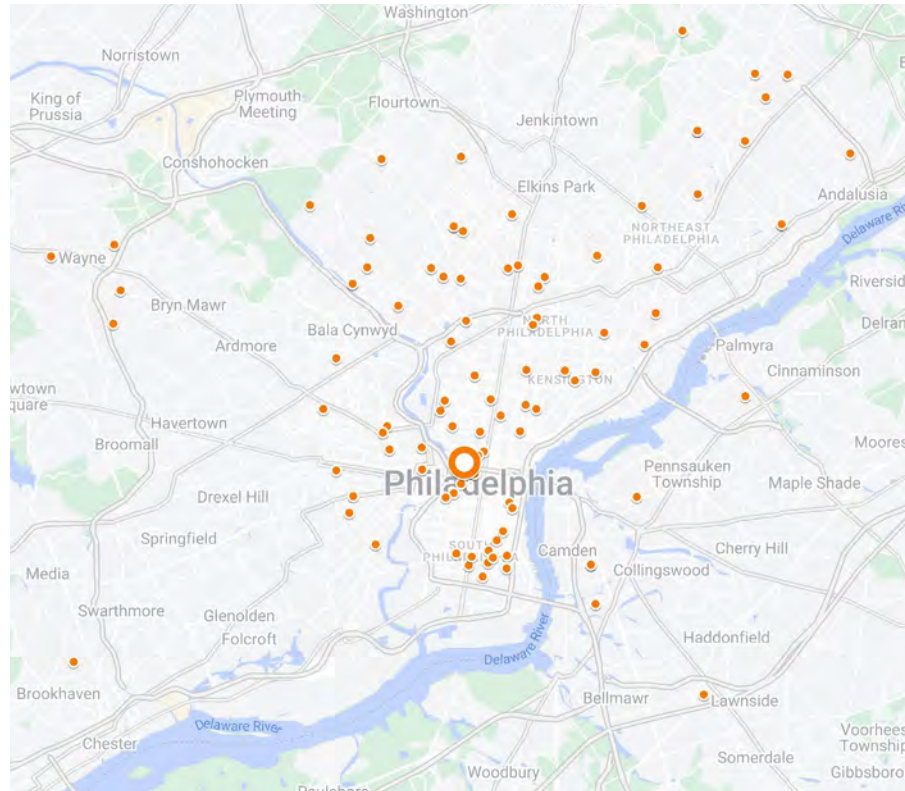
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This list reflects gifts made between July 1, 2022, and July 31, 2023.

Participating Schools



The list below includes the public, charter, parochial, and independent schools that registered a total of 5,353 students through in-person programming and 1,383 through virtual programming during the 2022–23 academic year. It also includes out-of-school time programs that served 1,209 students.

Early Learners

Look! Reflect! Connect!

Pre-K, in person

Philadelphia	Students
4 schools, 252 students	
Discovery Place—Little People	46
Eleanor C. Emlen School	38
Norris Square Community Alliance	135
William C. Longstreth School	33

Explore and Create

Pre-K, virtual

Philadelphia	Students
9 schools, 350 students	
Alexander K. McClure School	20
Cleveland—Bright Futures	18
Eleanor C. Emlen School	80
Eliza B. Kirkbride School	36
Gilbert Spruance School	20
Overbrook Elementary School	56
Rudolph Blankenburg School	16
Tanner G. Duckrey School	74
William McKinley Elementary School	30

Camden City School District	Students
2 schools, 453 students	
Riletta Twyne Cream Family School	313
Yorkship Family School	140

Elementary

Pictures and Words

Grade 3, in person

Philadelphia	Students
5 schools, 424 students	
Anne Frank School	240
Potter-Thomas School	45
Samuel Powel School	25
William Rowen School	60
Wissahickon Charter School—Fernhill	54

Archdiocese of Philadelphia	
1 school, 31 students	Students
Holy Innocents School	31

An Artist's Lens

Grades 2–4, virtual

Philadelphia	
6 schools, 493 students	Students
Anne Frank School	30
Avery D. Harrington School	82
Frances E. Willard School	26
Lewis Elkin School	150
Thomas Holme School	25
William H. Loesche School	180

Camden City School District

1 school, 87 students	Students
Riletta Twyne Cream Family School	87

Upper Elementary

Art of Looking

Grade 5, in person

Philadelphia	
3 schools, 126 students	Students
Cook-Wissahickon School	44
James Dobson School	28
Wissahickon Charter School—Awbury	54

Single-Visit Programs

116 schools, 4,520 students

2,948 students from 58 schools qualified for free admission.

Philadelphia		
65 schools, 3,093 students	Grade	Students
Ad Prima Charter School	8	59

Schools	Grade	Students
Anna L. Lingelbach School	7	20
Anne Frank School	3	50
Arts Academy at Benjamin Rush	10	40
Baldi Middle School	6–8	94
Benjamin Franklin School	9–12	65
Cambodian Association of Greater Philadelphia	Pre-K	23
Cayuga Elementary School	4	60
Central High School	10–12	231
Community Academy of Philadelphia Charter	11–12	14
Community Partnership School	5	12
Cook-Wissahickon School	3	48
Cristo Rey Philadelphia High School	11	120
D. Newlin Fell School	6	72
El Centro de Estudiantes (Big Picture)	11–12	12
Eliza B. Kirkbride School	3	52
First Philadelphia Preparatory Charter School	3	165
Francis S. Key School	K	50
Franklin Learning Center	11–12	10
Freire Charter School	6–7	25
Friends Select School	11–12	8
Furness High School	9–12	52
George W. Sharswood School	5	42
Greene Street Friends School	1–2	70
Inquiry Charter School	n/a	3
James Dobson School	2	28
James G. Blaine School	5–8	20
John F. McCloskey School	8	10
John H. Webster School	3–4	60
Julia R. Masterman School	6	198
Kennedy C. Crossan School	5	50
Lankenau High School	9–12	36
Little City Montessori	K	6
Louis H. Farrell School	6–8	48
Martha Washington School	4	25
MaST Community Charter School	7	120
Mastery Charter School—Smedley Campus	3	33
Morton McMichael School	3–8	12
Murrell Dobbins Career and Technical High School	10–11	3
Nazareth Academy High School	9–12	22
Norwood Fontbonne Academy	3	40

Schools	Grade	Students
Paul L. Dunbar School	7	17
Philadelphia Academy Charter School	9–12	59
Philadelphia High School for Girls	11–12	20
Philadelphia Performing Arts Charter School	6	62
The Philadelphia School	8	22
Randolph A. Philip AVT High School	9	60
Richard Allen Preparatory Charter School	8	23
Roxborough High School	9–12	30
Saint Joseph's Preparatory School	9–12	16
Samuel Powel School	2	60
Society Hill Synagogue Playschool	Pre-K	19
South Philadelphia High School	10–12	20
Southwark School	5	30
St. Peter's School	4	7
Stephen Girard School	3	73
Tanner G. Duckrey School	4	40
Thomas Holme School	K, 7	152
Thurgood Marshall School	7–8	65
Trinity Playgroup	Pre-K	15
Vare-Washington School	7	45
Waldorf School of Philadelphia	6	16
Walter B. Saul High School	11–12	50
William L. Sayre High School	9–11	30
Wissahickon Charter School—Awbury	3	54

Greater Philadelphia Region

28 schools, 824 students

	Grade	Students
Academy of the New Church, Bryn Athyn, PA	12	17
The Agnes Irwin School, Rosemont, PA	1	36
Central Bucks West High School, Doylestown, PA	12	16
Church Farm School, Exton, PA	11–12	15
Collegium Charter School, Exton, PA	9–12	25
Council Rock High School North, Newtown, PA	9–12	45
Council Rock High School South, Holland, PA	9–12	40
The Episcopal Academy, Newtown Square, PA	10–12	12
French International School of Philadelphia, Bala Cynwyd, PA	K	28
Garnet Valley High School, Glen Mills, PA	11–12	16
The Grayson School, Radnor, PA	9–10	32
Hatboro-Horsham Senior High School, Horsham, PA	9–12	19

Schools	Grade	Students
The Hill School, Pottstown, PA	11–12	28
Hill Top Preparatory School, Bryn Mawr, PA	9–11	5
Methacton High School, Eagleville, PA	11–12	33
Nether Providence Elementary School, Wallingford, PA	5	40
North Montco Technical Career Center, Lansdale, PA	11	30
Owen J. Roberts High School, Pottstown, PA	9–12	45
Pennsauken High School, Pennsauken Township, NJ	11–12	20
Phoenixville Area High School, Phoenixville, PA	10–12	36
Quakertown Christian School, Quakertown, PA	10–11	26
Radnor Middle School, Wayne, PA	6	40
Riletta Twyne Cream Family School, Camden, NJ	Pre-K	71
Souderton Area Senior High School, Souderton, PA	11	16
St. Joseph Pro-Cathedral School, Camden, NJ	3	35
Unionville High School, Kennett Square, PA	10–12	47
West-Mont Christian Academy, Pottstown, PA	8	37
Westtown School, West Chester, PA	10–12	14

Other Districts

23 schools, 603 students

	Grade	Students
Bishop McHugh Regional Catholic School, Cape May Court House, NJ	6–8	40
Boys and Girls Club of Atlantic City, Atlantic City, NJ	8	7
Bridgewater-Raritan High School, Bridgewater, NJ	12	25
The Brooklyn Waldorf School, Brooklyn, NY	8	8
Cape May County Technical High School, Middle Township, NJ	9–10	33
The Catholic High School of Baltimore, Baltimore, MD	11	22
The Chapin School, New York, NY	8	74
Cherokee High School, Marlton, NJ	11–12	11
Conestoga Senior High School, Berwyn, PA	12	25
Emmaus High School, Emmaus, PA	10–12	20
Fourwinds Tours, Nassau County, NY	6–8	36
Lehigh Valley Charter High School for the Arts, Bethlehem, PA	12	24
Mainland Regional High School, Linwood, NJ	9–12	37
Moorestown Friends School, Moorestown, NJ	10	8
Oldfields School, Sparks Glencoe, MD	9–12	10
Penns Valley Area Jr./Sr. High School, Spring Mills, PA	10–12	14
Pittston Area Senior High School, Pittston, PA	10–11	30
Princeton Charter School, Princeton, NJ	8	50

Schools	Grade	Students
Rancocas Valley Regional High School, Mt. Holly, NJ	11-12	20
Raritan High School, Hazlet, NJ	11-12	12
St. Paul's School for Girls, Brooklandville, MD	9-12	29
Woodland Middle School, Barrington, NJ	5-8	13
Wyoming Area Secondary Center, Exeter, PA	10	55

Out-of-School Time Programs

1,209 students, Philadelphia

Puentes a las Artes / Bridges to the Arts

Ages 3-5

21 early learners from 17 families

Early Learner Summer Pods

Ages 0-5

750 activity packs distributed through partner network
1,145 participants in cultural partner collaborative programming

Summer Imaginarium

Ages 5-12

31 students

Heights Philadelphia After-School Program

Grades 4-7

12 students from Morton McMichael School



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