



BARNES

Creative Learning

Pre-K–12 Education Programs

Annual Report 2023–24





Contents

- 2 About the Barnes Foundation
- 4 Education at the Barnes
- 6 School Programs
- 8 Partner Programs
- 14 Field Trips
- 16 Special Exhibition Programming
- 18 Art of Math Challenge
- 20 Teacher Programs
- 22 Virtual Learning
- 24 Informal Learning Spaces
- 28 Educators Weigh In
- 32 Impact
- 36 2023–24 Creative Learning Donors
- 38 Participating Schools

About the Barnes Foundation

Established by visionary chemist, businessman, art collector, and educator Dr. Albert C. Barnes (1872–1951), the Barnes Foundation proudly upholds a mission “to promote the advancement of education and the appreciation of the fine arts and horticulture.” Home to one of the world’s most distinguished collections of impressionist, post-impressionist, and early modern European paintings, the Barnes boasts extensive holdings by renowned artists such as Pierre-Auguste Renoir, Paul Cézanne, Henri Matisse, and Pablo Picasso. Dr. Barnes meticulously assembled this collection between 1912 and 1951, also purchasing significant examples of African art, Native American pottery, Pennsylvania German furniture, old master paintings, wrought-iron metalwork, and antiquities.

As his collection expanded, Dr. Barnes developed a profound interest in education and social justice. Inspired by the ideals of philosopher and educational reformer John Dewey—who advocated for education as the cornerstone of democracy—Dr. Barnes introduced seminars on art and philosophy during the workday for the employees of his pharmaceutical factory, many of whom were women or African Americans, in defiance of the prejudices of the time.

In 1922, Dr. Barnes formalized his dedication to education and social justice by establishing the Barnes Foundation. Initially situated in Merion, Pennsylvania, the Barnes was conceived as a place where individuals from diverse backgrounds could learn to appreciate art through direct engagement with Dr. Barnes’s collection. The institution aimed to democratize art education by offering free art appreciation classes and by developing the Barnes Method—a unique approach to teaching that

emphasizes close observation, critical thinking, and deep interaction with original artworks.

Dr. Barnes further demonstrated his commitment to fostering talent and promoting cultural awareness by establishing a scholarship program for young Black artists, writers, and musicians. He engaged actively in the Harlem Renaissance and collaborated with such luminaries as philosopher Alain Locke and activist Charles S. Johnson to champion the artistic significance of African art. A connection with Lincoln University, the first degree-granting Historically Black College and University (HBCU) in the United States, began in the late 1940s when Dr. Barnes met then-president Horace Mann Bond and endures to this day.

In 2012, the Barnes Foundation relocated to Center City Philadelphia to better support its educational mission. Housed in a building designed by Tod Williams Billie Tsien Architects, the institution preserves Dr. Barnes’s original “ensemble” arrangements while providing space for exhibitions that spotlight underrepresented artists, including women and people of color. This move facilitated the expansion of K–12 education initiatives, benefiting over 120,000 schoolchildren—the majority from underserved communities—through gallery-based programs and innovative virtual offerings. More than a century after its establishment, the Barnes remains steadfast in its commitment to its founder’s vision of making art and cultural learning accessible to all.

Institutional Highlights

- 2.6 million+ visitors since 2012
- 16,500+ member households
- 120,000+ schoolchildren have participated in pre-K–12 education programs since 2012
- 2,100+ teachers served through professional development programs since 2012
- 556 children age five and under served through Early Learner Summer Pods this year
- 1,289 art activity kits distributed to families across Philadelphia this year
- 22,000 hours of virtual programming on the Visual Experience Platform (VXP) since its launch in 2023
- Over 2,200 adult learners (including 293 scholarship recipients) enrolled in online adult education courses in 2023
- 50+ ongoing cultural and educational community partnerships citywide



Education at the Barnes

Education is at the heart of the Barnes’s mission. Led by Martha Lucy, deputy director for research, interpretation and education, the School Programs team delivers interactive, curriculum-driven programming to support pre-K–12 students and teachers in Philadelphia and beyond. Barnes educators serve classes through multivisit education programs, special initiatives, and single-visit opportunities and provide professional development workshops to teachers interested in arts integration. This work is supplemented by informal learning spaces run by the Community Engagement and Family Programs team, under the leadership of James Claiborne,



deputy director for community engagement. This holistic approach to pre-K–12 education enables the Barnes to serve students in school and during out-of-school time, expanding the reach of our educational mission.

Our programs in the 2023–24 academic year included:

- Partner programs, our curriculum-aligned, three-touchpoint programs designed to extend the arts education experience for pre-K and grades 3, 5, and 7.
- Single-visit field trips, which offer flexibility in scheduling and can serve any grade level.
- Teacher programs, which provide professional development opportunities and Act 48 credits to Philadelphia-area educators.

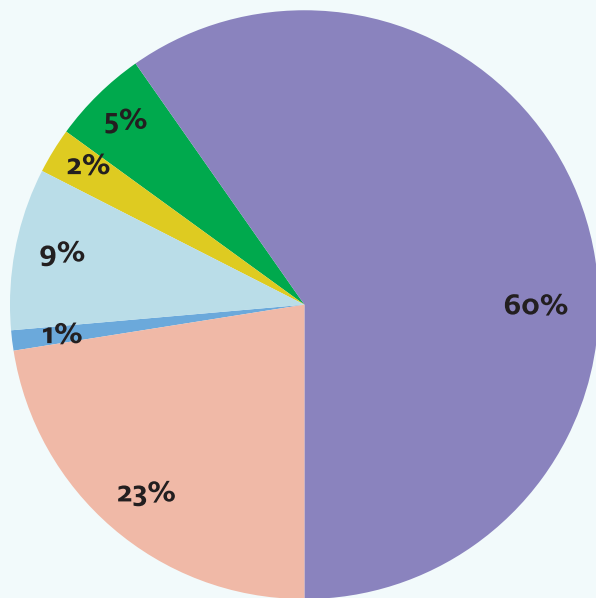
“[The Barnes educator] met each student where they were, scaffolded activities and information in ways that were fabulous, had the patience needed for about ten kindergartners, and made every student feel like their work and ideas were brilliant. Thank you for having such wonderful programming for students of all ages!”

— Parent, Cook-Wissahickon School

- Special initiatives, including the Art of Math Challenge, an annual STEAM-based competition for student groups in the Philadelphia region.
- Informal learning spaces, including Early Learner Summer Pods and our after-school program with Heights Philadelphia, that extend arts education beyond the school day.

During the 2023–24 academic year, the Barnes served more than 9,000 students and teachers through pre-K–12 education programs. Whether in-gallery, in the classroom, 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.

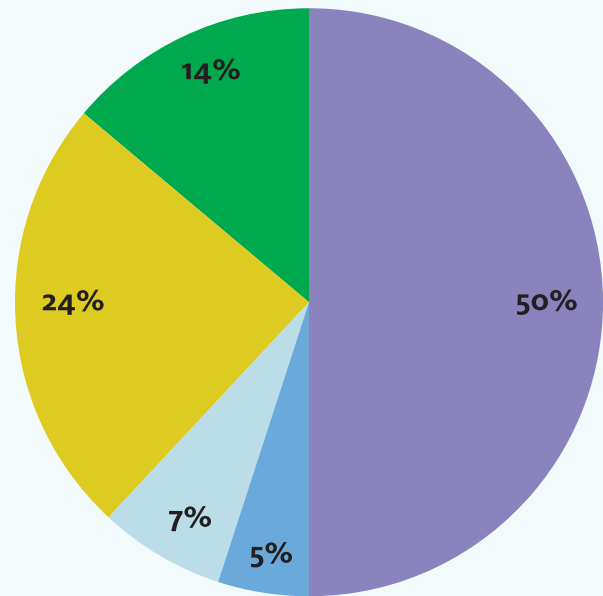
Percentage of students participating in pre-K–12 programming by school district



- Philadelphia public/charter
- Philadelphia Catholic
- Philadelphia other
- Camden public
- Camden Catholic
- Other districts

*See page 38 for a list of participating schools.

School District of Philadelphia student demographics



- Black/African American
- White
- Hispanic/Latine
- Asian
- Multiracial/other

School Programs

Engaging with art is essential. Research shows that in addition to enriching lives, participation in the arts improves student motivation and attendance, bolsters academic achievement, and reduces stress. Unfortunately, many schools lack formal arts programs or access to arts enrichment experiences. Our renowned art collection provides an ideal springboard for delivering visual literacy lessons that reinforce core needs and curricular standards in English language arts, math, science, history, and social studies. Deeply committed to the idea that museums have a social responsibility to provide public education, the Barnes works with the School District of Philadelphia to identify which schools will benefit most from our partner programs. We aim to support learning in all content areas, sharpen observational and critical-thinking skills, and break down barriers to engagement with cultural organizations and the arts.

In 2023, under the guidance of Stephanie Stern, director of in-person school programs, pre-K–12, the School Programs team affirmed its core values, mission, and vision:

Student-Centered Values: Integrity. Joy. Access. Inclusion. Empowerment. Accountability.

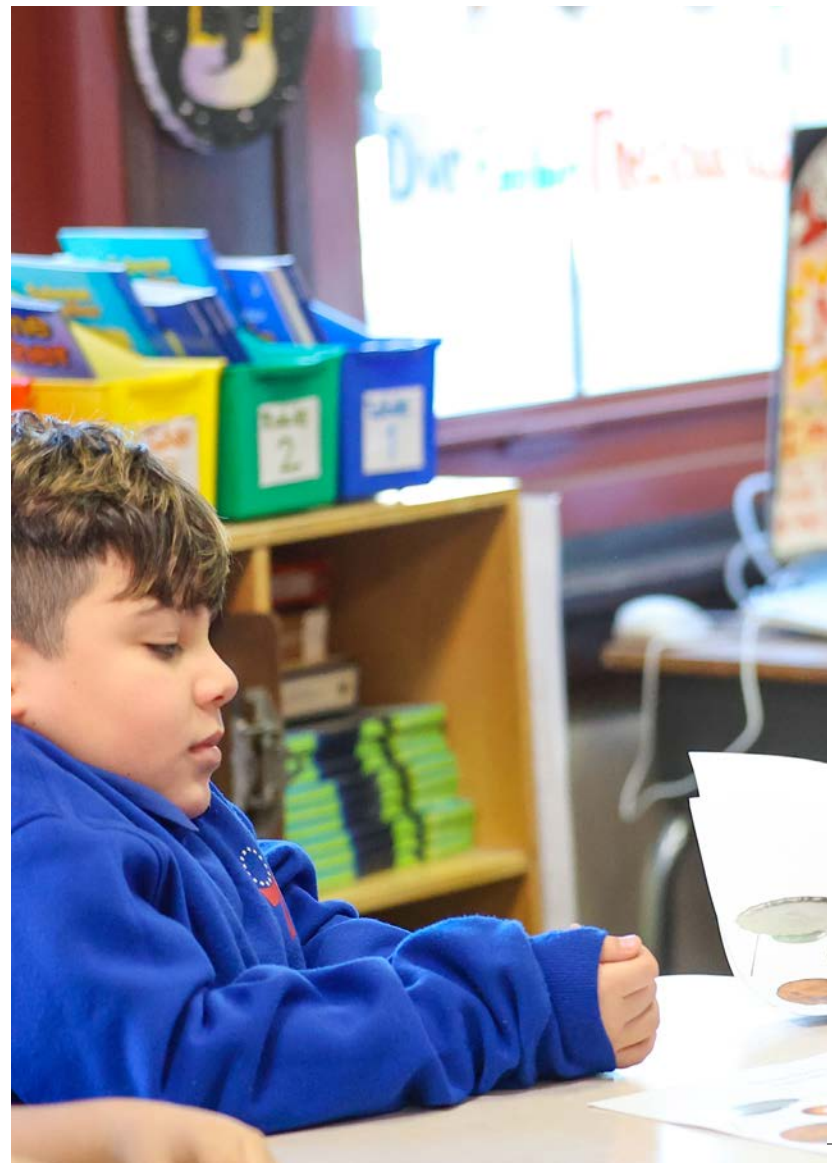
Mission: To provide culturally relevant learning opportunities that encourage curiosity and foster meaningful connections with art in a welcoming environment. To nurture a sense of belonging in cultural spaces, promote visual literacy skills, and empower students to see the possibilities in art through inclusive and anti-racist teaching practices.

Vision: To become a leader in the field of art education by challenging institutional traditions

and creating innovative learning opportunities for students, teachers, and communities.

Four overarching goals define our school and teacher programs:

- To improve students' ability to think critically about the arts and the visual world around them.
- To help students and teachers feel comfortable and confident in a museum setting by demonstrating that arts spaces inspire a sense of community and cultural empathy.



- To encourage students and teachers to find relevance in art, and to think of art as an outlet for personal creative expression.
- To support students' academic growth by aligning lessons with curricular standards and modeling arts integration for teachers.

A pedagogy of anti-racist teaching is threaded throughout our programs, ensuring that lessons are inclusive and students feel comfortable expressing their viewpoints. Though the collection includes art from around the world, it comprises mostly European

paintings and artworks; as a result, students of color may not see themselves represented. To help all students find relevance in our collection, School Programs staff provide students opportunities to share their cultural backgrounds and real-world experiences based on what they see in the artwork, or what they feel is missing from it. Additionally, activities employ Universal Design for Learning strategies, such as visual aids, so that students with different learning abilities, including non-verbal students and English-language learners, can participate alongside more verbal students.



Partner Programs

Through our partner programs, we seek to build deep connections with students and teachers. Each three-touchpoint program includes a structured visit to the collection with curriculum-based activities and two interactive post-visit lessons taught by Barnes educators in the students' classroom. Partner programs bring art to students during key stages of their academic and social-emotional development. In 2023–24, these key stages were pre-K and grades 3, 5, and 7. These have been identified as the grade levels where engaging with art tends to have the strongest effect on students; where students and teachers are most receptive to arts-integrated content; and where in-depth programming aligns best with state and local curricular requirements.

The Barnes provides this in-depth programming free to partner schools in the School District of Philadelphia, Archdiocese of Philadelphia, and Camden City School District. Research led by the School District of Philadelphia has demonstrated that resource imbalances exist within the district, particularly around school partnerships with arts and cultural organizations. Very often, highly resourced city schools are more engaged with cultural organizations. In order to fill important learning gaps, the Barnes aims to partner with schools that have the deepest need for arts enrichment. While we eliminate cost barriers, we recognize that many factors, including limited school staffing and lack of familiarity with our programs, can prevent participation from under-resourced schools. We believe that strategic collaboration with the district will support our efforts to reach these schools. In 2023, we initiated a new collaboration with the district's Office of Strategic

Partnerships (OSP) to identify schools where our offerings would have the greatest impact. In 2023–24, we partnered with 23 schools identified by the OSP. This process will take place annually to promote equitable access to our education programs.

During the 2023–24 academic year, our pre-K–12 partner programs served 2,855 students from 57 public schools in Philadelphia and Camden.

Pre-K Partner Program

Our pre-K program introduces the youngest learners to the joys of looking at art. Through learning about colors, lines, and shapes, children begin to explore their worlds and connect art to themselves and their communities.

The program emphasizes the role of visual arts in the lives of pre-K students by expanding the typical early childhood concept of art beyond just art making to the experience of looking at, talking about, and making connections to art and artists. Students learn to share ideas through inquiry-based discussions and art-making sessions in response to a Barnes gallery visit and two post-visit interactive classroom experiences.

At the Barnes, students view works of art in the galleries and participate in hands-on activities. Students learn about colors, lines, and shapes through storytelling, art-making activities, and close looking at art. For example, in one lesson, the educator reads *Lines that Wiggle* by Candace Whitman and Steve Wilson. Students then search for lines in artworks and the world around them, use imaginative play and movement to practice



recognizing lines, and create art using different types of lines and colored paint sticks.

During the pre-K partner program, students:

- Develop critical-thinking skills by making statements about artworks supported by evidence (e.g., using “I think . . . because . . .”).
- Understand and use new vocabulary related to elements of art (e.g., “horizontal” vs. “vertical”).
- Hone fine-motor skills by experimenting with different art-making techniques and tools.
- Make personal connections to art and artists.

Our pre-K program reached 439 early learners from 15 schools during the 2023–24 academic year.



Grade 3 Partner Program

Third grade is a critical point in literacy skills development, when students shift from learning to read to reading to learn. Our three-touchpoint program for third grade is literacy focused, with the goal of helping students develop observational and critical-thinking skills and their ability to make sense of visual material and articulate what they see.

Our grade 3 program connects to literacy and the English language arts curriculum by encouraging students to identify stories in works of art. Students learn to “read” artworks just as they read texts, by identifying characters, settings, and main ideas. Students learn to make inferences by seeing how artists use color, line, and shape to convey a story. By looking carefully at still life paintings, third graders sharpen their observational and critical-thinking skills and use adjectives to describe what they see. Students also create artworks that build on their understanding of visual and literary storytelling and incorporate individual expression.

Program objectives are presented to students as “I can . . .” statements, empowering them to actively

“I was pleasantly shocked to see [the Barnes educators] using my Spanish guides to engage students about colors, lines, and space. A kindergarten teacher said, ‘This five-year-old knows what positive and negative space are, and I didn’t even know what it is.’ I am grateful for the experience, and I look forward to more trips to the Barnes.”

— Spanish teacher, James Rhoads School

participate in their own learning. This approach helps to set expectations for students and presents an opportunity for informal self-assessment. Examples include:

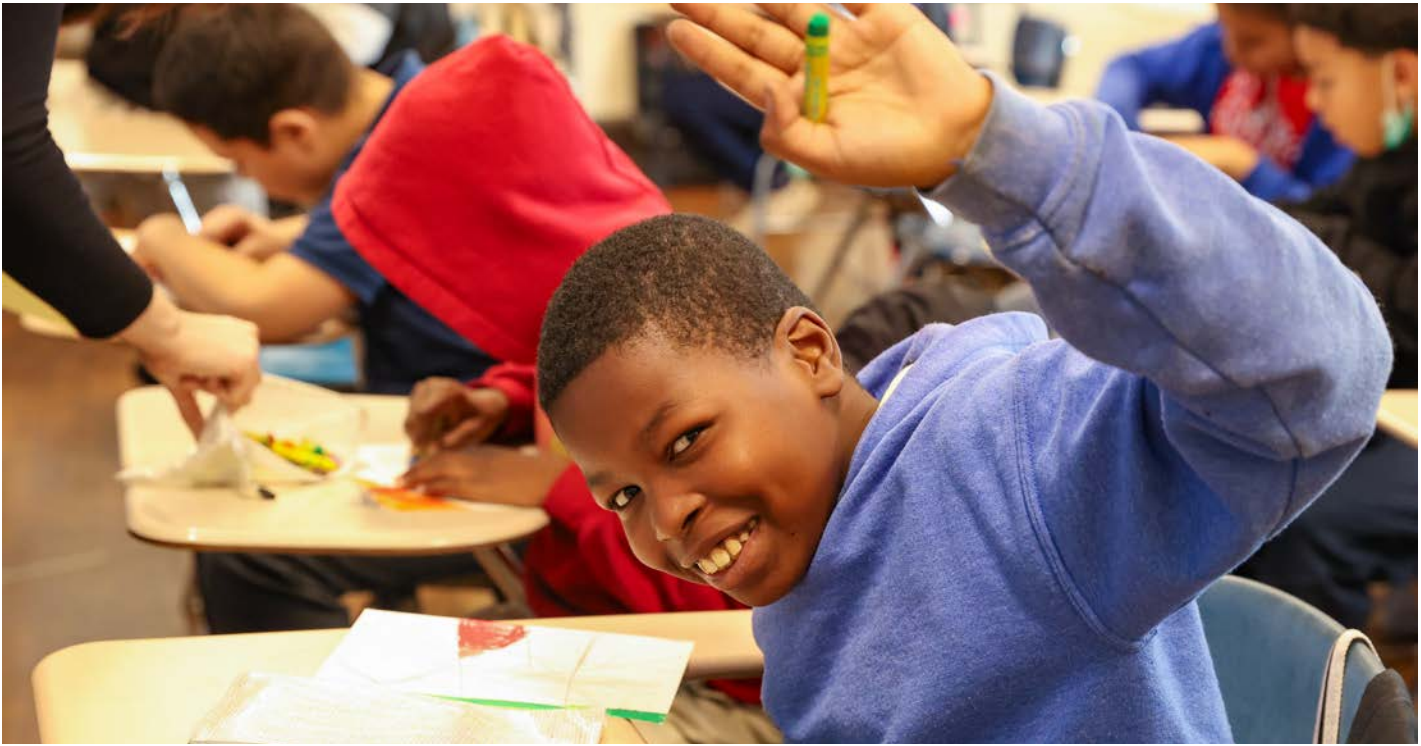
- I can draw overlapping shapes.
- I can draw objects from observation.
- I can describe the setting in an artwork.

Our grade 3 program reached 773 students from 18 schools during the 2023–24 academic year.

“Thank you for providing my students a very sensory and communal experience. [And] for allowing me to see you build a connection with my kids and let them explore the art without shame. After our trip, I got [them] to practice drawing a still life!”

— Teacher, Francis Scott Key School





Grade 5 Partner Program

Our grade 5 program is a STEAM-based initiative (science, technology, engineering, art, math) that asks students to think about what we can learn about works of art using math and science. In this program, students become art detectives, using scientific investigation to answer questions about works in the collection, including: What materials did the sculptor use? How do we know if the painter made changes? Did the artist use ratios or other math concepts when developing the composition? Students make claims to answer these and many other questions, back their claims with evidence, and connect their discoveries to a broader interpretation of the object. In addition to sharpening observational and reasoning skills, the program also encourages students to see how an artist's choices—materials, techniques, composition—inform the final appearance of a work of art.

Our grade 5 program served 1,101 students from 18 Philadelphia schools during the 2023–24 academic year.

“The educators at the Barnes were outstanding. They had age-appropriate discussions and activities that engaged our students and provided many opportunities for critical thinking. The front desk staff—especially Mr. Epps—were incredibly helpful. It was an amazing experience for all of us.”

— Teacher, Dr. Henry H. Davis Family School



Grade 7 Partner Program

Students expand their understanding of social studies in our grade 7 program. They learn how artists throughout history and across different cultures have innovated to create their working materials—like red earth pigment or found objects. Students also learn how artists express ideas with symbols that have personal or cultural meaning.

During their visit, students look at East Asian art in the collection and learn about the history of papermaking, which dates to seventh-century China. They also search for symbols in paintings and other collection objects. Then, over the course of two classroom visits, students create handmade paper and design a family crest containing symbols with personal meaning. They draw their crests on their paper and write a brief summary of the meaning behind them.

By providing opportunities for students to identify and share connections between art and their own

lives and cultures, the grade 7 program helps students to feel empowered, which is especially important during the middle school years.

Our grade 7 program served 542 students from 11 Philadelphia schools during the 2023–24 academic year.

“Everything was great—the guides asked great questions and really engaged all the groups. The fact that we were in the galleries all by ourselves blows my mind. Just a perfect trip!”

— Visual arts specialist, Baldi Middle School

Field Trips



Single-visit field trips are offered throughout the school year for all grade levels. During these trips, students participate in gallery lessons and age-appropriate activities designed to improve visual literacy skills and 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, Dr. Albert C. Barnes, as well as his fierce commitment to diversity and inclusivity that drives our educational mission.

Particularly in demand at the high school level, field trips are tailored to the grade and developmental



abilities of students. In advance of each trip, our educators consult with teachers on their classroom curriculum and how we can best meet their students' needs. 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 teachers can extend learning into their classrooms. Field trips are free, including busing, for public and charter schools in the School District of Philadelphia and schools in the Archdiocese of Philadelphia. Providing free admission and transportation helps break down barriers to participation in visits to cultural organizations.

During the 2023–24 academic year, 2,884 School District of Philadelphia and Archdiocese of Philadelphia students visited the Barnes; outside Philadelphia, 2,932 students visited from more than 72 schools across 7 states.

“Thank you so much for another fabulous field trip. Our learners were ecstatic about the discussions, the galleries, and the artwork they saw. I’ve never heard so many ‘best field trip evers’ from a class.”

— Art educator, Kennedy C. Crossan School

Special Exhibition Programming

Special exhibitions at the Barnes expand upon the permanent collection and create fresh opportunities for school programming. Many school groups visit the Barnes to experience and learn from our exhibitions. Barnes educators lead exhibition-related gallery activities and provide free classroom resources that enable flexible pre- and post-visit learning. In 2023–24, students visited exhibitions related to the paintings of 20th-century French artist Marie Laurencin and the influential graphic designer, instructor, and photographer Alexey Brodovitch.

Marie Laurencin: Sapphic Paris (October 22, 2023– January 21, 2024)

In fall 2023, the Barnes presented *Marie Laurencin: Sapphic Paris*, the first major US exhibition dedicated to this underrecognized French artist in more than 30 years. The exhibition explored Laurencin’s career, including her self-portraits, her collaborative decorative projects, her early cubist paintings, and her signature works that defined 1920s Paris. Featuring delicate female figures in a blue-pink-gray palette, Laurencin’s one-of-a-kind painting style defied categorization. Students who toured the exhibition had the opportunity to draw in Laurencin’s style, imagine what their dream worlds might look like, and explore the theme of exile from one’s homeland.

During the 2023–24 academic year, 1,480 students visited *Marie Laurencin: Sapphic Paris*.



Alexey Brodovitch: Astonish Me (March 3–May 19, 2024)

Alexey Brodovitch: Astonish Me was the first major US museum exhibition to explore the influence and significance of photographer, designer, and instructor Alexey Brodovitch. Brodovitch is best known for his art direction of the fashion magazine *Harper's Bazaar* from 1934 to 1958 and his role in making photography the cornerstone of its visual identity. This exhibition focused on the legacy of this overlooked figure, considered his mentorship of many important

20th-century photographers, and encouraged new perspectives on art direction and graphic design. Students looked closely at works by Brodovitch and his mentees, explored photography and graphic design, and drew magazine-inspired cover images and billboards.

During the 2023–24 academic year, 2,511 students visited *Alexey Brodovitch: Astonish Me*.

Opposite: Installation view of *Marie Laurencin: Sapphic Paris*, 2023. Image © The Barnes Foundation
Below: Installation view of *Alexey Brodovitch: Astonish Me*, 2024. Image © The Barnes Foundation



Art of Math Challenge



The Art of Math Challenge is an annual STEAM-based competition, organized and hosted by the Barnes, that invites K–12 student groups in the Philadelphia region to build three-dimensional models of artworks from the collection. Since its launch in 2016, the Art of Math Challenge has grown significantly every year—both in terms of the number of participating schools and the number of families who attend the culminating event.

During the 2023–24 academic year, 430 students (grades 2–12) from 19 schools participated in the event—an 85% increase from the previous year. For this year’s challenge, students were asked to make scale models of two-dimensional works by Georges

Seurat, Henri Rousseau, and Qiu Ying. 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 and an awards ceremony at a STEAM-themed PECO Free First Sunday Family Day in March 2024, attended by nearly 600 students, teachers, and family members.

For this year’s competition, we partnered with the Black Women’s Educational Alliance. Six of their members, all current or retired teachers and administrators from the School District of Philadelphia,

volunteered as judges. 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 the Barnes's online student art gallery. During the March event, special musical guest DJ Giz, a 13-year-old DJ, entertained students and their families. DJ Giz was also interviewed by members of the School Programs team and discussed his musical career and how he uses math as a DJ.

“I love how this challenge makes kids slow down, think, observe, analyze, and ultimately come up with a strategy to successfully meet the challenge.”

— Teacher, Nether Providence Elementary School



Teacher Programs



The Barnes recognizes the tremendous potential in empowering teachers with the skills to incorporate art-based learning into the core curriculum. By providing the training and resources to enable educators to bring art into their classroom lessons, we are able to reach many more students over the course of each teacher’s career. As an Act 48 continuing education provider within the Pennsylvania Department of Education, we have served over 2,000 teachers with professional development opportunities since 2012. In 2023, the Barnes strengthened its efforts to serve School District of Philadelphia teachers by solidifying partnerships with the district’s Office of Arts and Creative Learning and Office of Teaching and Learning to initiate new programs for teachers.

These offerings included:

- Virtual workshops on arts integration and using art to teach other subject areas—these one-hour lessons were offered the week before the start of the school year and included information on field trips and partner programs.
- Tune Up Tuesdays, after-school professional development lessons hosted by the Office of Professional Learning, presented on our Visual Experience Platform. Since the launch of this collaboration with the district, these programs have been at capacity.
- Professional development workshops offered on teacher in-service days—these workshops

focused on object-based learning, a key strategy in museum education, and on project-based learning, as exemplified by the Art of Math Challenge.

Data suggests that these workshops were highly effective in increasing teachers' comfort in arts spaces and with arts integration in the classroom (see page 35).

During the 2023–24 academic year, nearly 245 School District of Philadelphia teachers participated in Barnes workshops, including two virtual presentations during back-to-school week for over 100 art teachers; an on-site workshop on project-based learning during a professional development day in October 2023; an online workshop on object-based learning presented by Stephanie Stern in January 2024; presentations at two virtual Tune Up Tuesdays; and an educator symposium at the School of the Future.

The Summer Educator Institute is returning in summer 2024 for the first time since 2019. The theme, Arts Integration for Diverse Learners, focuses on the power of art to help educators teach, heal, and

connect with students. The three-day program, which provides Act 48 credits, features hands-on workshops about creative object-based and social-emotional learning strategies led by Barnes educators and engaging presenters.

Another initiative in 2023 was the creation of the Teacher Advisory Board, a group of 12 area teachers who meet three times per year to offer feedback on programs and advice on how we can best serve our school, teacher, and student audiences. Experts in their field, members help the School Programs team gain insight into classroom teaching and explore new opportunities for collaboration. In addition to contributing their expertise to the development of new educational resources and programming, Teacher Advisory Board members provide important feedback on ongoing programs. Initial meeting topics included the design of relevant professional development sessions, optimization of online materials, and how prerecorded video content could best serve their needs.



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.

Virtual Learning

The Barnes School Programs team remains deeply excited about the potential of online learning to broaden the reach and depth of our educational mission. In 2020, during pandemic-related school and museum closures, we created Barnes Art Adventures, a live virtual program that served more than 16,000 students in one year. We are now reimagining our virtual programs to serve the needs of today's schools, which have returned to in-person classroom-based learning.

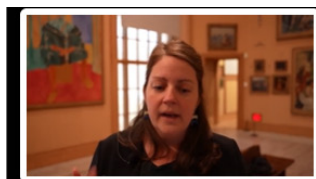
With input from the School District of Philadelphia and the Teacher Advisory Board, we are creating new asynchronous digital content for classroom lessons and teacher professional development. This new content will be delivered through our Visual Experience Platform (VXP), a field-leading videoconferencing technology created by the Barnes specifically for the study of art and other visual material. The VXP enables magnification of objects in real time, revealing an astounding level of detail that can't be

experienced in person. The platform empowers users to navigate a work of art on their own and zoom in on details that pique their curiosity.

This technology was inspired by the theories of John Dewey and Albert C. Barnes, who developed an approach to art education rooted in close looking and the interactive nature of perception. We developed the VXP in adherence to these values, which resulted in a digital platform that conveys each artwork's materiality and allows students to truly participate in the experience of looking at art.

The Barnes launched the VXP to great success during spring 2023 adult education programs. As offerings for schools are developed, we look forward to sharing this immersive, interactive experience with K–12 students and teachers.

From left: Chaïm Soutine. *Group of Trees*, c. 1922. The Barnes Foundation, BF331. © 2024 Artists Rights Society (ARS), New York / ADAGP, Paris
Amedeo Modigliani. *Girl with a Polka-Dot Blouse*, 1919. BF180



modigliani



Informal Learning Spaces

The work at the Barnes reaches beyond the school day, extending support to children in need of expanded services to meet social, emotional, and educational gaps. Led by James Claiborne, deputy director for community engagement, the Community Engagement and Family Programs team offers these programs for children and families during out-of-school hours, both at the Barnes and in neighborhoods across Philadelphia.

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. The Early Learner

Summer Pods initiative recognizes the long-term impact culturally responsive and engaging learning opportunities have on future academic achievements for Philadelphia children five and under.

With support from the William Penn Foundation, the Barnes leads 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 delivering free indoor and outdoor summer activities to communities across Philadelphia with limited access to informal learning spaces. This network of cultural partners coordinates around common goals for early childhood and



literacy development and presents families with access to a variety of program choices including art, science, nature, play, literacy, and environmental experiences. As a cohort, we recognize that our work is most successful and equitable when we work alongside mission-aligned community-based organizations, community leaders, and caregivers to shape how we serve Philadelphia families.

With attention to inclusion and representation of Philadelphia’s diverse communities and interests, the Early Learner Summer Pods cohort forged partnerships with community sites—including childcare centers, neighborhood agencies, public parks and Playstreets, social service programs, and community centers. In 2023, the project served 556 children age five and under and their families over six weeks. In addition, 850 children, families, and community partners received learning supplies and resource materials to encourage further explorations at home.

Our Summer Pods program, Barnes Pods, took place at John H. Taggart School in South Philadelphia through a partnership with the Cambodian Association of Greater Philadelphia and at Columbia North YMCA in North Philadelphia. The locations were chosen to deepen institutional partnerships with organizations that have fostered ongoing relationships with Philadelphia families to further sustain a creative learning ecosystem. Our program reached 39 early learners and families over three weeks. Often, older siblings and family members joined the sessions, which further enriched the experience for early learners and built a sense of trust in these learning spaces.



“There were multiple entry points for participation. The instructor wanted to know the kids and learn their names and let them participate at their own pace.”

— Parent, Early Learner Summer Pods



Art Activity Kits

More than 1,289 Barnes art activity kits were distributed to children through community and family programs, such as PECO Free First Sunday Family Days and our after-school program with Heights Philadelphia. Our activity kits provide children and their families opportunities to be artists at home by engaging in hands-on art-making lessons inspired by collection works, contemporary artists, and global perspectives.

Activity sheets in each kit introduce an artwork, craft, or global tradition, and include guiding vocabulary words, a materials list, step-by-step activity instructions, images of the theme artwork, and examples of the completed project. To meet the needs of some of the families we engage, we produce bilingual English/Spanish activity sheets to make written information accessible to Spanish-dominant (*hispanohablante*) families.

After-School and Summer Programs

In 2023, the Barnes continued to collaborate with Heights Philadelphia (formerly Steppingstone Scholars), an organization that partners with local agencies and service organizations to create educational pathways to success for Philadelphia students. Our partnership with Heights Philadelphia resulted in informal learning experiences for students at The City School during the summer and at Morton McMichael School during the school year.

The City School summer program for rising eighth and ninth graders was led by an artist-educator and featured art-making classes focused on themes of empowerment, student choice, and self-expression. Students painted affirmations on plastic pots in response to the prompt “I vow to blossom into . . .” Students had the opportunity to display their creations at their school, in their neighborhoods, and anywhere else they wanted to share their affirmations. This summer initiative served 42 students from Paul L. Dunbar School, Tanner G. Duckrey School, and Morton McMichael School.

Our partnership with Heights Philadelphia continued into the school year with an after-school informal learning initiative at Morton McMichael School. At this K–8 public school in West Philadelphia’s Mantua neighborhood, an artist-educator led an eight-week arts learning program for 15 students across grade levels.



Educators Weigh In



Providing a Safe Space

“The Barnes is a safe space for students to develop critical-thinking skills and showcase their creativity. As a gallery educator, I have witnessed some amazing moments. Every tour group is unique, and it is my privilege to offer enriching learning experiences to them. I am always grateful when students and teachers thank me for my time, but it’s truly a pleasure to be a part of their artistic journeys.

Dr. Barnes often played Beethoven and Mozart while teaching, and I continue this tradition today by

playing classical music in the galleries to strengthen my students’ connection to the artwork. I also play music by more current artists to further connect past and present. Through individualized lessons and hands-on activities, students begin to view art in a more personal way. Making deep connections with art is a lifelong skill that students will take with them—this is what makes every interaction with students so meaningful.”

— Roman Golebiowski, gallery educator

Empowering Students

“The Art of Math Challenge engages all my students uniquely. It is so rooted in student-centered creativity that, without a doubt, they arrive at interesting projects. The skills and topics we stumble upon are incredible. When my students participate in the challenge, they explore the art at the Barnes in a way that empowers them to answer their own questions, take risks, collaborate with classmates, problem solve, and communicate. It is the best kind of constructive learning.”

— Joe Reo, 5th grade math teacher, Albert M. Greenfield School



Joining the Conversation

“We were lucky to participate in a Barnes partner program this past school year—it had a wonderful impact on my students. The introduction video got them excited to visit the galleries; they walked into the space and were immediately engaged. They made incredible connections while interpreting the art and how it was displayed. Many of my students are learning English as a second language, and it was especially powerful to see them interpret the art. The program allows for students to communicate in a way that is universally understood, which made the experience profound. My students walked away knowing that they are valued and that they have something to add to the conversation. I absolutely would recommend this program to other teachers in and around Philadelphia.”

— Sara Caselle, 3rd grade teacher,
Eliza B. Kirkbride School





Model 14
Albert M. Greenfield School
Classroom 303 Rousseau

Helping Students Make Connections

“I am grateful and excited the Barnes brought back its seventh grade program! This enriching experience highlights the sometimes-unseen aspects of studying civilizations and societies. Bringing the arts into a social studies curriculum is integral for students to make connections between cultures and eras. It helps them see the *story* in history, and see different ways to express their own stories.

By coming into the classroom, Barnes educator Matthew Howard developed a relationship with the students while teaching them on their home turf. During our museum visit, I could sense their confidence and curiosity. By highlighting specific pieces throughout our tour, he made the art come alive and seamlessly wove in historical context. My students left the Barnes with a deeper appreciation of art, history, humanity, and Philadelphia pride. We love the Barnes, and I encourage every seventh grade teacher to take part in this incredible opportunity.”

— Francesca Cantarini, 7th grade teacher, Charles W. Henry School



Inclusive Learning for All

“My involvement with the Barnes Foundation’s Teacher Advisory Board has deepened my commitment to creating inclusive learning opportunities for all students. It was a great pleasure to develop such an opportunity for the diverse population of students at my own school, Franklin Learning Center, a magnet high school in the School District of Philadelphia.”

— Stacey Stallings, Special Education Teacher, Franklin Learning Center



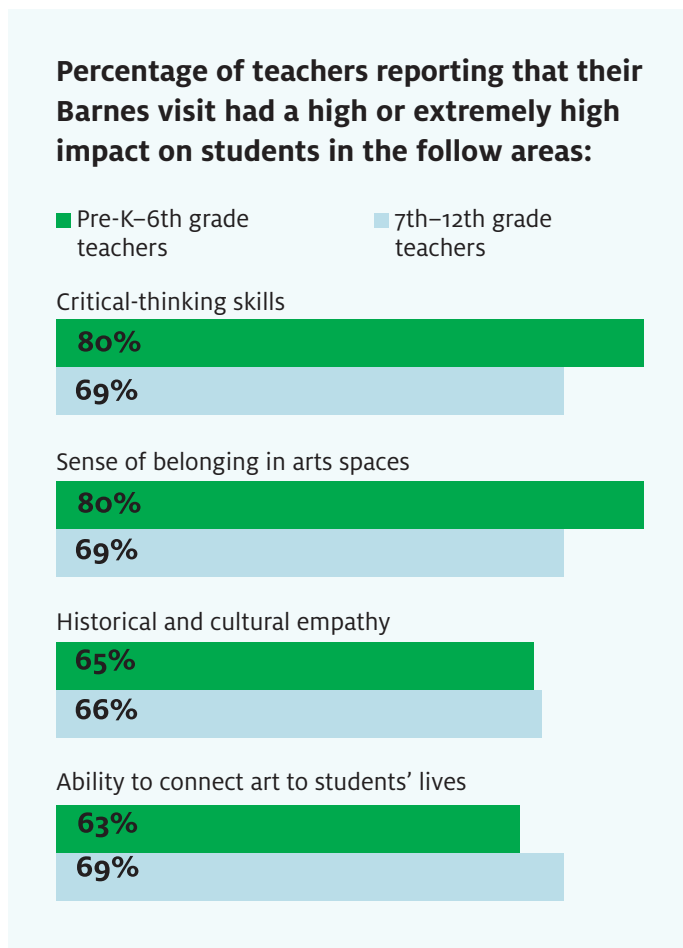
Impact



In 2022, the Barnes launched the Evaluation and Impact department, which deepened our institutional capacity to design and measure impact-driven programs. Partnering with the School Programs team, the department developed a pre-K–12 logic model, or theory of change, that identifies intended outcomes for students and teachers. This model is supported by an integrated measurement plan that helps us understand if we are achieving our goals. In 2023–24, we began to assess the pre-K–12 logic model through the systematic design, collection, analysis, and interpretation of these new measures.

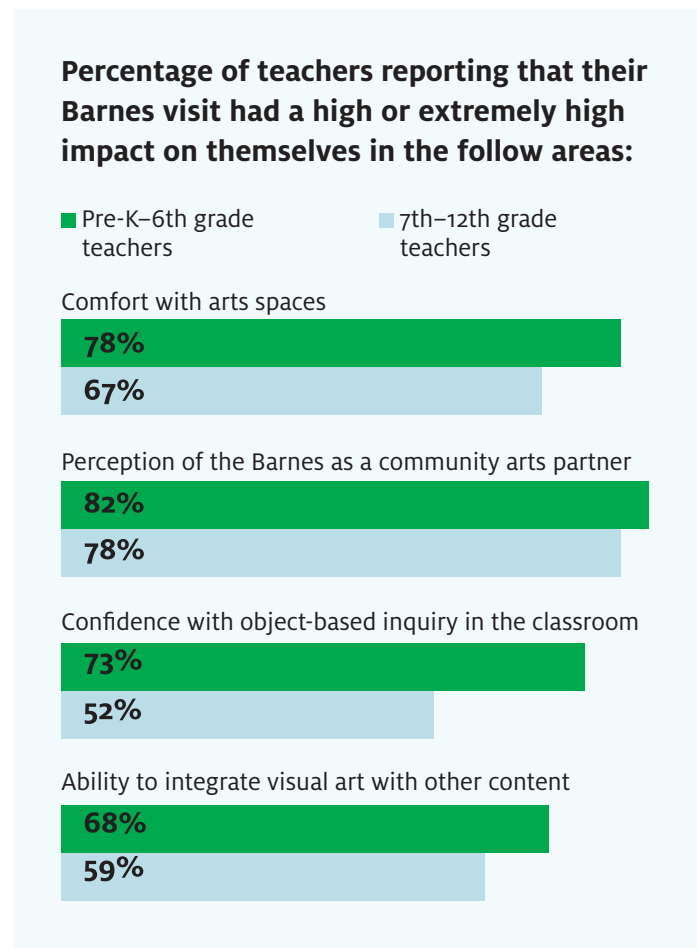
Data collected through teacher surveys and discussion-based focus groups enlightened us on teachers’ perceptions of our programs—their own and their students’ experiences at the Barnes, connections made to the curriculum, and any anticipated long-term impacts. Teachers reported that interactions with Barnes educators had a positive impact on their students’ learning outcomes, feeling of belonging in arts spaces, historical and cultural empathy, critical-thinking skills, and ability to make connections between art and life. Notably, teachers of younger students (pre-K–6) were just as emphatic about the

Barnes’s impact on students’ cultural empathy and ability to make connections between art and life as teachers of older students (grades 7–12):



We also asked teachers to reflect on their own personal growth and development. The majority reported that a visit to the Barnes greatly influenced their perceptions of the institution as a community partner (averages 80% across pre-K–12), comfort in arts

spaces (73%), confidence using object-based learning (63%), and arts integration in the classroom (64%):



Teachers also expressed increased confidence in their ability to integrate the arts into other classroom content areas. Following a visit to the Barnes, 70% of teachers who do not teach art anticipated integrating visual arts into classroom lessons monthly or more.

What impact did this visit have on your students?

Valuable exposure to a new experience

“[My students] experienced art in a way that most of them had [previously] not.”

—5th grade English language arts teacher

“My students will have a better understanding of the types of art and an appreciation of techniques and color usage.”

—6th–9th grade English language arts and social studies teacher

“This marked the first time that many of my students had been to a museum. It was especially fun to see them recognize pieces we studied in class.”

— Kindergarten world languages teacher

“[I was] ecstatic to introduce my students to a new world and to see them this curious, asking questions.”

— Kindergarten art teacher

Feelings of inspiration

“This was an amazing visit. The students got to think deeply about what they saw in different genres of art.”

— 6th grade math teacher

“It was an incredible experience for students. The ability to explore and investigate connections between art was amazing.”

— 5th grade math teacher

[The visit was] a very positive one. It got [the students] excited about looking closely at and discussing artwork.”

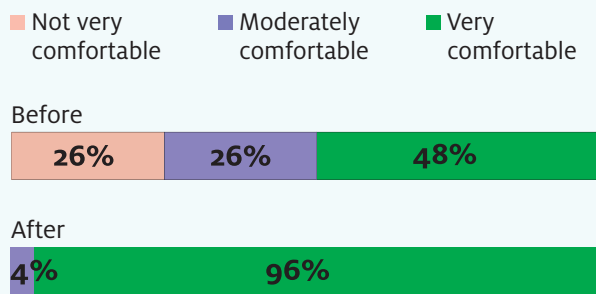
— High school art teacher

[The students] seemed to be very engaged. Wonderful pieces that they were guided to analyze.”

— 8th grade special education teacher

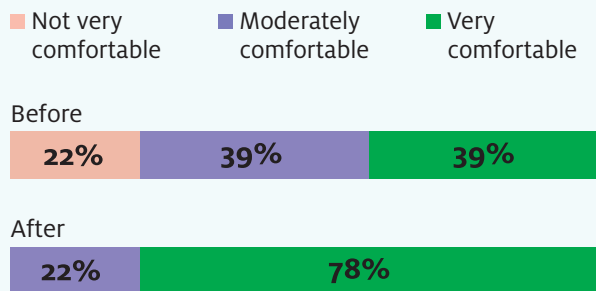
The Evaluation and Impact team was also a key partner in the implementation of our new professional development offerings for teachers. These credit-bearing training sessions for pre-K–12 teachers are anchored in arts integration and object-based learning. Early findings show that these programs build confidence in object-based teaching and visual thinking strategies.

Level of comfort making connections through object-based learning before and after workshop



+48% of teachers with higher post-workshop confidence

Level of comfort using visual thinking strategies methods before and after workshop



+39% of teachers with higher post-workshop confidence

A number of these new professional development programs immersed educators in the Barnes collection through the Visual Experience Platform. The VXP allowed teachers to conduct independent exploration through innovative deep-zoom and navigation functions that revealed brushstroke-level details. Following these VXP professional development experiences, 83% of teachers surveyed shared that they are more likely to bring their students to the Barnes.

The activation of our pre-K–12 logic model through measurement tools like surveys and dialogues allows us to actively reflect on accomplishments and on challenges, both anticipated and unexpected. Robust review of teacher and student experience data strengthens programmatic design and provides moments of internal reflection.

In the coming year, we plan to expand to other methodological approaches, including direct observation and student interviews. We will continue to measure the influence of our professional development sessions on teachers’ skills and confidence in integrating the arts and object-based approaches in their classrooms. By drawing upon the Barnes collection—during an in-gallery visit and beyond—teachers support their students’ creativity and ability to express themselves. By measuring the impact of Barnes programming on students and teachers, we are able to illustrate the importance of, and continued investment in, partnerships between arts institutions like the Barnes and area schools.

The dedicated staff at the Barnes is committed to fulfilling the foundation’s educational mission. Expanding access to arts and visual literacy education among pre-K–12 students across public, charter, parochial, and independent schools in the Philadelphia area is an honor and a privilege. We extend heartfelt appreciation to our generous supporters whose contributions make these transformative educational endeavors possible.

2023–24 Creative Learning Donors

The Barnes Foundation gratefully acknowledges the 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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Herbert and Joyce Kean

McLean Contributionship

Dolfinger-McMahon Foundation

Comcast Center for Community Engagement



Stavros Niarchos Foundation (SNF)



Barnes Foundation smART Fund for Education, Established by GSK



This list reflects gifts made between July 1, 2023 and August 15, 2024.

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

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

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William Penn Foundation

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



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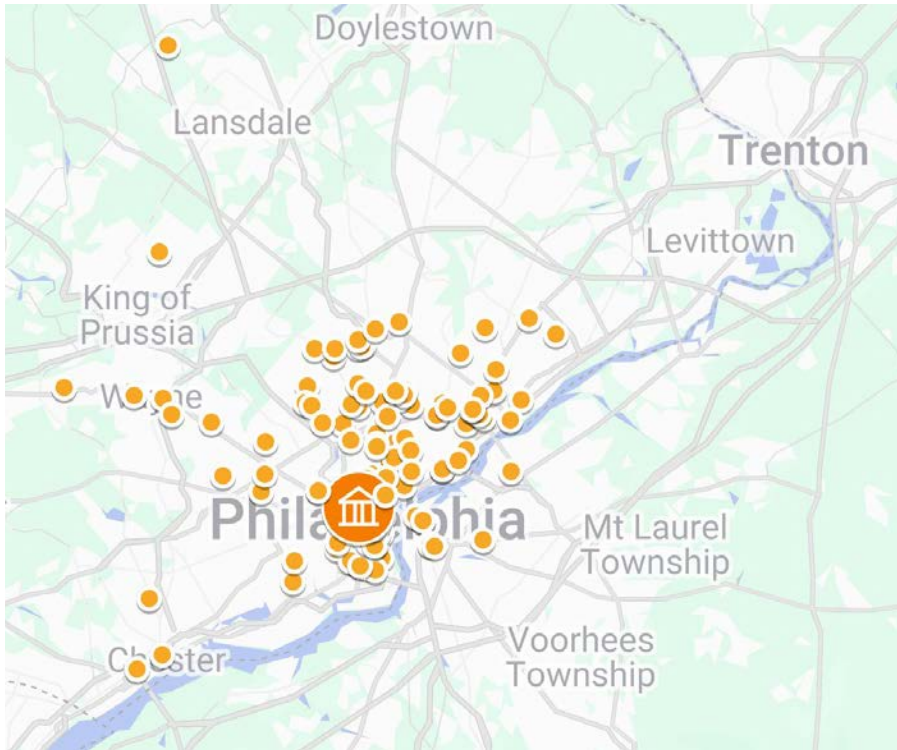


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Participating Schools



The list below includes public, charter, parochial, and independent schools that registered a total of 9,284 students through pre-K–12 programming during the 2023–24 academic year. It also includes out-of-school time informal learning programs that served 613 students.

Partner Programs

Pre-K

Philadelphia	Students
9 schools, 326 students	
Fanny Jackson Coppin School	17
Inquiry Charter School	22
John M. Patterson School	72
Mary M. Bethune School	40
Russell Byers Charter School	50
Tanner G. Duckrey School	34

William C. Longstreth School	31
William D. Kelley School	20
William H. Loesche School	40

Archdiocese of Philadelphia **Students**

6 schools, 113 students

Blessed Trinity Regional Catholic School	17
Our Lady of Hope Regional Catholic School	23
St. Athanasius School	10
St. Margaret School	16
St. Martha School	27
St. Raymond of Penafort	20

Grade 3

Philadelphia **Students**

14 schools, 646 students

Andrew J. Morrison School	43
Anna L. Lingelbach School	50
Christopher Columbus Charter School	86
Eliza B. Kirkbride School	47
George W. Sharswood School	21
Independence Charter School	98
James R. Lowell School	32
John Moffet School	45
Lewis Elkin School	30
Mary M. Bethune School	43
Paul L. Dunbar School	25
Penrose School	37
Spring Garden School	34
Wissahickon Charter School—Awbury	55

Archdiocese of Philadelphia	Students
3 schools, 92 students	
Cardinal John Foley Regional Catholic School	32
Resurrection Regional Catholic School	40
St. Peter the Apostle School	20

Independent Catholic Schools	Students
1 school, 35 students	
Norwood-Fontbonne Academy	35

Grade 5

Philadelphia	Students
15 schools, 1,036 students	
Bayard Taylor School	50
Benjamin B. Comegys School	27
Eliza B. Kirkbride School	55
Franklin S. Edmonds School	60
James Dobson School	30
John H. Taggart School	50
Joseph Pennell School	35
Julia R. Masterman School	18
Laura H. Carnell School	120
Mastery Charter School at Harrity	45
Paul L. Dunbar School	25
Philadelphia Performing Arts Charter School	238
Richard Allen Preparatory Charter School	52
Solomon Solis-Cohen School	181
William Cramp School	50

Archdiocese of Philadelphia	Students
1 school, 29 students	
Holy Trinity School	29

Independent Catholic Schools	Students
1 school, 13 students	
St. George School	13

Chester, PA	Students
1 school, 23 students	
Chester Community Charter School	23

Grade 7

Philadelphia

11 schools, 542 students

	Students
Bache-Martin School	35
Baldi Middle School	60
Charles W. Henry School	40
Crossroads Accelerated Academy	25
Feltonville School of Arts and Sciences	24
George W. Nebinger School	32
Independence Charter School	81
Joseph Greenberg School	90
Mastery Charter School—Gratz Campus	60
Russell Byers Charter School	75
Vare-Washington School	20

Single-Visit Programs

138 schools, 5,816 students

3,553 students from 73 schools qualified for free admission.

Philadelphia

66 schools, 2,884 students

School	Grade	Students
Academy at Palumbo	9–10	43
Albert M. Greenfield School	3	90
Anna B. Day School	1	19
Anna L. Lingelbach School	8	30
Art Buds	8–12	20
Arts Academy at Benjamin Rush	10	38
Bache-Martin School	3	75
Central High School	12	130
Clara Barton School	2	102
Clementine Montessori School	Pre-K	20
Community Partnership School	K	17
Constitution High School	9	30
Cook-Wissahickon School	K	36
The Crefeld School	9–12	8
Cristo Rey Philadelphia High School	11	120
Crossroads Accelerated Academy	9	10
Eleanor C. Emlen School	3	27

School	Grade	Students
Francis Hopkinson School	8	71
Francis Scott Key School	1, 4	60
Franklin Learning Center	9–12	30
Freire Charter School	9–12	20
Furness High School	9–12	28
General George A. McCall School	2	56
General Philip Kearny School	7–8	30
George W. Sharswood School	7–8	63
Girard College	9	33
Grover Washington, Jr. School	7	51
James Dobson School	2	21
James G. Blaine School	3–6	48
James J. Sullivan School	3	44
James Rhoads School	K, 2, 4, 6	54
John Bartram High School	9–12	12
John F. McCloskey School	K–2	51
John M. Patterson School	2	18
Jules E. Mastbaum Area Vocational Technical High School	11–12	7
Julia R. Masterman School	6, 11	208
Kennedy C. Crossan School	3	43
Kidz 1st Stepz Child Care Center	K–5	15
Lankenau High School	10–11	47
Louis H. Farrell School	7–8	30
Mary M. Bethune School	2	41
Mastery Charter School—Gratz Campus	9–12	11
Mastery Charter School—Smedley Campus	4–6	7
Philadelphia Performing Arts Charter School	11–12	21
Philadelphia Virtual Academy	9–12	10
The Rock School of Dance Education	7–12	15
Roxborough High School	11–12	9
S. Weir Mitchell School	3–4	60
Samuel Fels High School	9–12	60
Samuel Powel School	1–2	126
Schwartz Preschool	Pre-K, 3	16
Springside Chestnut Hill Academy	12	29
St. Peter the Apostle School	2, 4–5	40
St. George School	3	15
St. Laurentius School	5	13
St. Mary Interparochial School	3–4	61

School	Grade	Students
Stephen Decatur School	3	108
Stephen Girard School	3	54
Swenson Arts and Technology High School	9–12	30
Thomas Mifflin School	3	33
Thurgood Marshall School	K–5	16
Vaux Big Picture High School	10	95
Walter B. Saul High School	11	54
William C. Longstreth School	6–8	40
William L. Sayre High School	9–11	22
William Penn Charter School	9–12	43

Greater Philadelphia Region

40 schools, 1,938 students

School	City, State	Grade	Students
The Agnes Irwin School	Rosemont, PA	1	19
Ancillae-Assumpta Academy	Wyncote, PA	Pre-K–8	15
Baldwin School	Bryn Mawr, PA	9–11	15
Camden Catholic High School	Cherry Hill, NJ	9, 11, 12	20
Central Bucks High School West	Doylestown, PA	12	20
College Settlement Camp	Horsham, PA	8	43
Community Action Agency of Delaware County, Inc.	Chester, PA	K–4, 6–7	12
Conestoga High School	Berwyn, PA	10–12	78
Cooper’s Poynt Family School	Camden, NJ	3–8	97
Creative Arts Academy	Camden, NJ	9–12	36
Downingtown High School West Campus	Downingtown, PA	9–12	50
Dr. Henry H. Davis Family School	Camden, NJ	1–8	112
Forest Hill School	Camden, NJ	1–4, 6	58
Friends Central School	Wynnewood, PA	6–8, 10–12	83
H. B. Wilson Family School	Camden, NJ	1–5	88
Haverford High School	Havertown, PA	9–11	130
Jenkintown Elementary School	Jenkintown, PA	6	25
Kimberton Waldorf School	Phoenixville, PA	7, 12	24
Martin Saints Classical High School	Oreland, PA	9–12	57
Mastery High School of Camden	Camden, NJ	9–12	40
Morgan Village Middle School	Camden, NJ	7–8	127
Nether Providence Elementary School	Wallingford, PA	5	33
Norristown Area High School	Norristown, PA	10–12	38
Padua Academy	Wilmington, DE	11–12	18
Pennridge High School	Perkasie, PA	11–12	46
Pennsauken High School	Pennsauken, NJ	12	19

School	City, State	Grade	Students
Quakertown Community High School	Quakertown, PA	9–12	30
Radnor High School	Wayne, PA	9–12	27
Radnor Middle School	Wayne, PA	6	39
Renaissance Academy Charter School	Phoenixville, PA	10	90
Riletta Twyne Cream Family School	Camden, NJ	2–3	45
Souderton Area High School	Souderton, PA	9–11	73
Strath Haven High School	Wallingford, PA	11–12	24
The Tatnall School	Wilmington, DE	11–12	33
Thomas H. Dudley Family School	Camden, NJ	5	56
Unionville High School	Kennett Square, PA	10–12	40
Upland Country Day School	Kennett Square, PA	5	11
Veterans Memorial Family School	Camden, NJ	3–8	46
Winslow Township Elementary School Two	Sicklerville, NJ	3	68
Yorkship Family School	Camden, NJ	2–3	53

Other Districts

32 schools, 994 students

School	City, State	Grade	Students
American Home Life International	Lancaster, PA	9	36
Bishop McHugh Regional Catholic School	Cape May		
	Court House, NJ	5–6	32
Bridgeton High School	Bridgeton, NJ	10–12	40
Bridgewater-Raritan High School	Bridgewater, NJ	12	41
Brooklyn Heights Montessori School	Brooklyn, NY	8	36
Cape May County Technical High School	Cape May		
	Court House, NJ	9, 10	35
The Catholic High School of Baltimore	Baltimore, MD	11	5
Chartertech High School	Somers Point, NJ	11–12	8
Cherokee High School	Marlton, NJ	11–12	22
Christian Brothers Academy	Lincroft, NJ	12	16
Commonwealth Charter Academy	Harrisburg, PA	Pre-K–6, 8	9
Delran High School	Delran, NJ	11–12	10
Delsea Regional High School	Franklinville, NJ	10–12	35
East Syracuse Minoa High School	East Syracuse, NY	9–12	50
Emmaus High School	Emmaus, PA	10–12	28
French American School of Princeton	Princeton, NJ	1–3	44
Gregorio Luperon High School	New York, NY	11–12	40
Gregory B. Jarvis Middle School	Ilion, NY	8	98
The Independence School	Newark, DE	7	42
The Lawrenceville School	Lawrenceville, NJ	11–12	12

School	City, State	Grade	Students
Lehigh Valley Charter High School for the Arts	Bethlehem, PA	12	28
Maret School	Washington, DC	8	20
Middle Township High School	Cape May		
	Court House, NJ	10–12	40
Middlesex Middle School	Darien, CT	8	31
MS 244	Bronx, NY	7–8	52
Oneonta Senior High School	Oneonta, NY	10–12	21
Pittston Area Senior High School	Yatesville, PA	9–12	32
Pleasant Valley High School	Brodheads ville, PA	10–12	21
Princeton Academy of the Sacred Heart	Princeton, NJ	5	24
Princeton Charter School	Princeton, NJ	8	50
Princeton Montessori School	Princeton, NJ	6–8	28
Wilson High School	West Lawn, PA	11–12	8

Informal Learning Spaces

610 students, Philadelphia

Early Learner Summer Pods

Ages 0–5

556 participants in collaborative cultural partner programming

850 early learning activity packs distributed through cultural partner network

After-School and Summer Programs in partnership with Heights Philadelphia

Grades 4–7

42 students at City School summer program

15 students at Morton McMichael School after-school program

For more information, contact
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