Education Outreach Programs
Year-End Report
2015–16
About the Barnes

Founded by Dr. Albert C. Barnes (1872–1951), the Barnes Foundation is a leading forum for exploration of the arts, ideas, and histories represented in the core collections. The Foundation fulfills its mission through teaching, research, publications, special exhibitions, and multicultural program offerings, as well as through public access to the Collection Gallery and Roberts Gallery in Philadelphia, and to the Barnes Arboretum in Merion, Pennsylvania.

The Barnes's art collection is renowned for its exceptional breadth, depth, and quality. Best known for its holdings by the European masters of post-impressionist and early modern painting—in particular, Paul Cézanne, Henri Matisse, Pablo Picasso, and Pierre-Auguste Renoir—the collection also includes important examples of American paintings and works on paper; African sculpture; Native American ceramics, jewelry, and textiles; New Mexican retablos; Asian paintings, prints, and sculptures; medieval manuscripts and sculptures; old master paintings; antiquities; and decorative arts and wrought iron.

The Barnes collection includes more than 9,000 works, approximately 4,000 of which are permanently installed in the Collection Gallery.

A key consideration in planning for the May 2012 relocation of the art collection to the city of Philadelphia was the consensus among stakeholders that the Foundation is obligated to the memory of Dr. Barnes to convene a wide spectrum of visitors to study and learn from his collections and educational philosophies. Providing pathways for access to the collection that appeal to the interests of diverse audiences informs the Barnes’s strategic objectives.

Working closely with teachers and administrators in the School District of Philadelphia (SDP), the Barnes introduced a series of cross-cultural outreach programs in the 2012–13 academic year for SDP students in grades K–8. Depending on their grade level, these multi-visit outreach programs—Pictures and Words (grades K–3), the Art of Looking (grades 5 and 6), and Crossing Boundaries (grades 7 and 8)—feature curricula designed to reinforce Pennsylvania Core Standards—in math, science, history, social studies, and literacy. Offered without charge to district schools, Barnes outreach programs supplement the limited arts programming that the district—operating with severe financial limitations—is able to provide.

To ensure that city students enrolled in other grades have an opportunity to learn from the permanent collection and special exhibitions, the Barnes has expanded its program offerings every year since the Philadelphia campus opened to the public. In addition to the multi-visit outreach programs, this report documents the rich assortment of one-time and semester-long programs that have been introduced recently to encourage participation, in particular, among pre-kindergarten and high school students, as well as new activities and projects that enhance the Barnes’s existing slate of outreach programs.

The Barnes’s long-term investment in the continued success of its programming for Philadelphia public school students—through strategic investments in staffing and professional development, ongoing third-party evaluation, and subject-specific consulting partnerships—speaks to an institutional commitment to provide the highest quality programs for SDP students now and in the future.
K–8 Education Outreach Programs

Outreach programs for SDP students in grades K–8 provide valuable opportunities for underserved youth to learn from and appreciate fine art by studying works in the collection, together with Dr. Barnes’s democratic approach to the display and appreciation of art. Dr. Barnes organized his varied collection into groupings called ensembles based on formal principles of light, line, color, and space. In doing so, he sought to make art accessible to all people, regardless of education or socioeconomic background. The Barnes is one of the only cultural institutions in Philadelphia that combines multi-visit, in-school learning with a trip to a visual arts gallery.

The Barnes Foundation is the only art institution in Philadelphia that provides an in-depth, three-touch-point program for students in Philadelphia. The multi-visit outreach programs engage students with goals that improve skills across the curriculum. Multi-visit outreach programs offered by the Barnes to SDP students seek to meet the following goals:

- Reinforcement of art appreciation skills and one other subject area from the core curricula;
- Improvement of critical thinking and vocabulary;
- Cultivation of visual arts interests and presentation of pathways for continued exploration; and
- Development of increased self-confidence through meaningful interactions with art professionals.

Barnes multi-visit outreach programs feature the following curricular components:

- An interactive in-school workshop led by Barnes educators or a professional teaching artist(s) featuring visual and written materials that provide the educational foundations for an art-making activity;
- A structured visit to the Collection Gallery led by Barnes docents and staff;
- A second in-school workshop led by Barnes educators or a professional teaching artist(s) during which reproductions of works from the collection are used as inspiration for writing and the creation of original artwork; and
- Enriching extension activities and reading selections that emphasize interdisciplinary connections and encourage learning in the classroom before, during, and after students participate in the program.

Each in-school workshop runs approximately one hour and the gallery visit is one or two hours long depending on the program. The Barnes provides participating classrooms with a curriculum guide that includes multidisciplinary lesson plans, posters, and activities that SDP teachers use to prepare students for the program, and to encourage further learning after it.

Barnes educators work with district administrators to identify schools that have little or no formal arts instruction and coordinate program delivery with principals and teachers. The SDP’s Office of Academic Enrichment and Support helps to identify many of the schools that participate in the program annually. Preference is given to schools that have the greatest need for arts instruction, are representative of the district demographically, and that employ teachers who are eager to participate.
The Barnes’s outreach series includes the following multi-visit programs:

PICTURES AND WORDS: ADVANCING ART AND LITERACY

Grades K–3
Annual participation: 2,500 students

Pictures and Words is a literacy-based program led by teaching artists trained by the Pennsylvania Academy of the Fine Arts and the University of the Arts. Curriculum begins with an introduction to narratives in paintings in the Barnes collection. Students create “story maps” outlining what they think the artist is telling the viewer, and then respond with their own creative writing and art-making.

Pictures and Words integrates works of art in the Barnes collection with lessons and activities that reinforce Pennsylvania State Standards for English Language Arts. The program combines in-school instruction led by a Barnes educator or a professional teaching artist with learning in the Collection Gallery at the Barnes’s Philadelphia campus.

Goals in the 2015–16 academic year included:

• Strengthening students’ literacy skills through storytelling, descriptive writing, and/or poetry inspired by works of art in the Barnes collection;
• Creating opportunities for students to demonstrate their understanding of connections between writing and art through hands-on art activities;
• Increasing student engagement by offering opportunities for students to express their opinions about works of art;
• Providing productive outlets for self-expression through writing and art-making activities;
• Exposing students to the unique skill sets and perspectives of working artists by using professionally trained artists to lead workshops;
• Increasing student interest in the visual arts and presenting opportunities for further exploration;
• Increasing the likelihood that SDP teachers will integrate visual arts and literacy into their lesson plans.

ART OF LOOKING

Grades 5 and 6
Annual participation: 2,000 students

The Art of Looking, a program based on STEAM (Science, Technology, Engineering, Art, and Mathematics), encourages students to carry out art-based investigations using scientific inquiry to answer questions and test solutions to problems. The program reinforces Next Generation Science Standards and Pennsylvania Core Standards for mathematics.

In 2014, the SDP began the process of integrating Next Generation Science Standards (NGSS) in the “scope and sequence” of the district’s science curriculum (standards for the order in which information is presented to students). To ensure the efficacy of the Art of Looking as a resource to reinforce students’ understanding of the science curriculum, Barnes educators decided to modify the Art of Looking to incorporate NGSS best practices.

Kristy Len, a science curriculum specialist in the SDP who played a key role in the implementation of the district’s new scope and sequence for science, agreed to serve as a consultant on the project. To complement her scientific expertise and to ensure that the revised Art of Looking curriculum reflects best practices for integrating art in science and math learning, the Barnes hired two STEAM experts: Emily Riley, chair of the Visual Arts Department and The Mr. and Mrs. Alexander Jackson Director of the Engineering and Design Lab, Greenwich Academy, and Don Glass, PhD, MED, director of the Learning Studios Evaluation and Field Work, National Commission on Teaching and America’s Future.
A collaborative framework was adopted to guide participants through program redevelopment. The program was piloted in SDP classrooms in fall 2015 and fully implemented in January 2016. The new Art of Looking curriculum stimulates students’ natural curiosity to understand how the world works by encouraging them to analyze a problem scientifically—gathering and assessing clues, formulating science-based explanations, and testing their solutions to problems through structured art activities presented during two in-school workshops and a trip to the Collection Gallery. The program enriches math and science core curricular concepts and illuminates authentic intersections between math, science, and the visual arts for students as they investigate and decipher the composition or design elements of works of art using scientific inquiry and geometry.

During the redesign process, goals for the Art of Looking were refined. From January-June 2016, Dr. Saraniero, PhD, principal, Moxie Research (www.moxieresearch.com/), evaluated participants’ experiences in the program against new program goals.

Program goals for the 2015–16 academic year included:

- Reinforcement of science and mathematics concepts by using art from the Barnes collection in scientific and mathematical exercises;
- Having students use scientific and mathematical practices and concepts in the creation of their own works of art;
- Having students use scientific inquiry to understand color, light, shape, and space scientifically and artistically;
- Making SDP teachers more likely to integrate visual arts, science, mathematics, and project-based learning in their classrooms.

CROSSING BOUNDARIES

Grades 7 and 8

Annual participation: 1,000 students

Crossing Boundaries incorporates social studies, history, and art appreciation in a curriculum that emphasizes cross-cultural respect and understanding. Crossing Boundaries refines critical thinking skills and cultural understanding among participants by exploring similarities and differences in works of art from various perspectives. Students in grade 7 are introduced to the differences between traditional and African art and modern European painting, while students in grade 8 are introduced to Navajo history and culture by comparing Navajo objects to objects produced by other cultures.

Crossing Boundaries supports Pennsylvania Core Standards in English language arts and National Visual Arts Standards by encouraging students to observe and compare works of art that are unique to specific cultures and identify connections between these objects based on shared aesthetic principles, regardless of their geographic origins. Students in grades 7 and 8 are introduced to the aesthetic principles taught by Dr. Barnes (light, line, color, and shape) and they use those principles to examine the unique style of display of works in the Collection Gallery, considering similarities and differences between the paintings, ceramics, sculptures, furniture, and metalwork.

The program encourages students to think about how societal values influence a culture’s art, and about how art expresses cultural clues visually. An underlying theme of the curriculum in both grade levels is an appreciation for art of all forms and from all cultures.

Program goals in the 2015–16 academic year included:

- Students demonstrating an increased understanding of SDP curriculum areas (English and language arts, visual arts, social studies) using art appreciation and art history concepts;
- Students demonstrating understanding of cross-cultural connections through an art-making activity;
- Students using artistic principles, including shape, line, color, light, and space, to analyze works in the Barnes collection and the displays in the Collection Gallery;
- Students demonstrating an increased understanding and respect for various cultures’ contributions;
- An increased likelihood that SDP teachers will integrate visual arts and social studies in their classrooms.
Evaluation

Dr. Saraniero worked with Barnes educators during the 2015-2016 academic year to evaluate the success of outreach programs and determine whether outcomes aligned with goals established for each program.

KEY FINDINGS FOR ACADEMIC YEAR 2015–16

Dr. Saraniero identified five key findings from her evaluation of the Barnes’s multi-visit outreach programs:

Student engagement was very high across all three programs.

• During workshops and gallery visits, students were engaged, demonstrating high levels of on-task behavior 92% of the time throughout all parts of the program.

• Students demonstrated a positive attitude over 94% of the time, in all parts of all programs.

• The new activities designed for each program were very successful with students. In particular, in the context of the redesigned Art of Looking program, student engagement improved from 46% to 87% this year, as demonstrated through increased use of content-specific vocabulary.

Students learned program content.

• Barnes Education staff used sound instructional practices to foster active learning among students in all three outreach programs.

• Students were actively engaged in hands-on activities and used visual arts vocabulary and content-specific vocabulary in discussion. Teachers rated Barnes educators in all three programs as highly effective in facilitating learning during the program.

• The Art of Looking curriculum engaged students with meaningful math and science learning rooted in visual arts understanding.
  • Students in grade 5 successfully demonstrated their understanding of making claims, using evidence, and reasoning skills 87% of the time.
  • Students in grade 6 used art and math concepts in their work over 85% of the time.
  • In both grades, this is significant improvement over last year’s results.

• Crossing Boundaries participants demonstrated key learning by incorporating visual arts concepts in their own work. In grade 7, students created African masks, while students in grade 8 created intricate Navajo weavings, demonstrating successful integration 85% of the time.

Efforts to improve programs were effective.

• Key student learning measurements, including improved engagement and greater use of content vocabulary, were up over the previous year, demonstrating that the programs had improved. This was particularly true of the Art of Looking, where a reworked curriculum with a new focus on math and science revitalized the content and increased student learning.

Collateral program resources and activities supported student learning.

• Teachers from all three programs report that visiting the Barnes Foundation is an important opportunity for them and their students. Over 98% of teachers perceived arts integration to be an effective instructional strategy for student learning; 92% of teachers across all three programs reported that they could use what they observed during the Barnes workshops.

• SDP teachers agreed that pre-visit activities that accompanied each of the multi-visit outreach programs were highly effective tools for encouraging student learning. Teachers whose students participated in Pictures and Words were especially excited about the program and materials; 100% of them expect to use art integration as instructional tools in the coming year.
Teachers believe that they benefited from participation.

- Teachers continue to be very positive about their own experience and learning in the program, reporting increased knowledge of and appreciation for visual arts and arts integration; 96% reported being more knowledgeable about art following their participating in the program.
- Visiting the Barnes remains a greatly valued experience for teachers, and many requested an educator-only visit to the Barnes as well as additional professional development opportunities.

Performance comparison 2014-15/2015-16

**On-task during in-school workshop**

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<th>2015-16</th>
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<td>Crossing Boundaries</td>
<td>89%</td>
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<td>Art of Looking</td>
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<td>90%</td>
</tr>
<tr>
<td>Pictures and Words</td>
<td>90%</td>
<td>94%</td>
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**Positive attitude during in-school workshop**

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<tr>
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<th>2015-16</th>
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<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Art of Looking</td>
<td>71%</td>
<td>88%</td>
</tr>
<tr>
<td>Pictures and Words</td>
<td>94%</td>
<td>98%</td>
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Additional Programming and Resources for Philadelphia Teachers and Students

Opportunities to learn from the collection and temporary exhibitions at the Barnes are offered to SDP students whose classes are not enrolled in multi-visit outreach programs through complimentary busing, admission, and educational tours. More than 2,000 Philadelphia students participated in special one-shot or ongoing collaborative programs during the 2015–16 academic year.

Pre-School Programming

Look! Reflect! Connect!: Art Exploration for Young Children with the Barnes, a PNC Grow Up Great Initiative for underprivileged children in pre-kindergarten and their teachers, encourages visual arts understanding and provides pathways for participants to develop personal relationships with art. The curriculum reinforces Pennsylvania Learning Standards for Early Childhood for creative thinking and expression.

The program combines in-school learning led by Barnes educators, a structured tour of the Collection Gallery, and professional development workshops, accessible curriculum resources, and mentoring to encourage pre-school teachers to use the visual arts effectively in their classrooms. Complimentary tickets are provided to each child at the end of the program so that they can return to the Barnes with a family member to share what they have learned.

Approximately 300 children and 30 teachers participated in the program in the most recent academic year through partnerships with seven Head Start and Bright Futures program providers in the city of Philadelphia. To participate in these programs, family income must be at or below Federal Poverty Guidelines.

Program for Students in Grade 4

The Barnes is a partner with four other Philadelphia cultural institutions — Philadelphia Museum of Art, The Fabric Workshop and Museum, Institute of Contemporary Art, and Pennsylvania Academy of the Fine Arts — in ArtSpeaks!, a collaborative program that provides an art museum experience for every district student in grade 4. Through literacy-based strategies, ArtSpeaks! connects the visual arts with the SDP’s language arts curriculum for grade 4. 1,000 students visit the Barnes annually as part of the program. Funding is provided to all participating institutions through grants made to and administered by the Philadelphia Museum of Art.

Programming for SDP High School Students

CENTRAL HIGH SCHOOL PROGRAM

The Barnes partners with Central High School, Dr. Barnes’s alma mater, to provide special multi-visit programming that enables city high school students to learn from temporary exhibitions in the Roberts Gallery. As part of the project, Central High students experienced two exhibitions presented by the Barnes during the most recent academic year free of charge— Strength and Splendor: Wrought Iron from the Musée Le Secq des Tournelles, Rouen (September 19, 2015–January 4, 2016) and Picasso: The Great War, Experimentation and Change (February 21–May 9, 2016).
Barnes educators welcomed approximately 30 Central High School students enrolled in Mr. Ben DeMao’s art classes to the campus during Strength and Splendor to study ironwork featured in the exhibition and in the Barnes’s permanent collection, and to learn about the processes of forging and casting metal. Students returned to the classroom to create silicone sculptures, which they brought with them on a second class trip to a foundry, J. N. Philips Casting. Students had an opportunity to tour the foundry and participate in an activity in which they cast in bronze the silicone sculptures that they created in school.

Approximately 60 Central High students visited the Barnes to see Picasso: The Great War, Experimentation and Change. Picasso’s interactions with other artists during the early 20th century deeply informed his work as he shifted between cubist and classical styles. Students researched the history of objects in the exhibition, and then worked in small groups to develop a 30-minute tour of the exhibition, which they delivered first to Barnes staff and then to visitors during Free First Sunday in April. Students participated in two art projects—a still-life drawing and a mixed media still-life collage—inspired by Picasso’s work.

STEAM Fair and the Art of Math Challenge

In April, 2016, the Barnes hosted its first STEAM fair to showcase projects and activities that exemplify the integration of science, technology, engineering, art, and math.

Held on Free First Sunday, when admission is free to the public, students and families from the Philadelphia region were invited to participate in hands-on activities and demonstrations to show how artists think scientifically and mathematically when they create works of art and, conversely, that creativity is a critical component of STEAM learning. Exhibitors from local arts, science, and math organizations engaged participants in fun, hands-on demonstrations and activities that illustrated the countless ways that people interact with STEAM-based principles in their everyday lives.

Class projects created during the semester-long “Art of Math Challenge,” a collaborative project of the Barnes and the Math Forum, a program of the National Council of Teachers of Mathematics, were featured prominently at the event. Fifth grade students at the Sadie Tanner Mossell Alexander University of Pennsylvania Partnership School used math principles to create dioramas as a class project. Students from three classes at the Partnership School attended the STEAM fair to explain their dioramas to visitors.

Teacher Workshops and Summer Teacher Institute

Half-day workshops are held three times a year at the Barnes to introduce SDP teachers to the Foundation’s multi-visit outreach program series. The workshops also present exhibition-related activities and resources for use by students at the Barnes and in school.

SDP teachers are eligible to earn Act 48 credits for participating in teacher workshops or the three-day Teacher Institute held each summer. Act 48 hours are provided through the Philadelphia Arts in Education Partnership and the Pennsylvania Council on the Arts.
The Barnes Foundation smART Fund for Education, established by GSK, is an endowment that provides generous annual support for K–8 education outreach programs in the School District of Philadelphia.

**Pictures and Words (Grades K–3)**

Sponsored by

Art of Looking (Grades 5 and 6)

Supported by

The Connelly Foundation

**Crossing Boundaries (Grades 7 and 8)**

Sponsored by

Subaru of America has generously supported K–12 outreach programs by providing a vehicle for Barnes educators to use to travel to city schools.

This program is supported in part by an award from the National Endowment for the Arts.

Additional support provided by

The 25th Century Foundation and The Connelly Foundation

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