

UMFA

UTAH MUSEUM OF FINE ARTS

2017-2018

Districts: 25

Schools: 185

Charter Schools: 31

Hours: 778.1

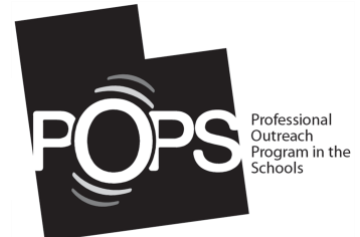
Teachers: 1,687

Students: 20,738

Title I Schools: 57



The UMFA inspires critical dialogue and illuminates the role of art in our lives.



1. BUDGET EXPENDITURE AND INCOME SOURCE REPORT

	Legislative Appropriation	Funding Leveraged from Other Sources	Total Expenditures on Approved Education Programs	Legislative Appropriation % of Total Expenditures
Personnel	128,930.58	140,361	119,701.33	46%
Travel	3,000	10,394	3,076.25	23%
Materials	30,000	73,922	39,153.00	35%
Other (identify)				
TOTAL	161,930.58	224,677	161,930.58	42%

2. 2017-2018 TOTAL SERVICES PROVIDED

Districts	Charters	Schools	Hours	Teachers	Students
25	31	185	778.1	1,687	20,738

3. 2017-2018 INDIVIDUAL SERVICES PROVIDED

The Utah Museum of Fine Arts (UMFA) reopened in August 2017 after temporarily closing for building upgrades. During the 19-month closure, UMFA staff embarked on a journey to conduct new research on treasured objects and reimagine the galleries and visitor experience, completing the most comprehensive reinstallation since the building opened in 2001. Aligned with the reopening, K-12 School Programs rebranded to “K-12 Learning and Engagement.” We produced a new brochure of our services, redesigned web pages, and debuted K-12 Learning and Engagement’s “core values.” To ensure best practice in our field, these values will guide future K-12 program and curricula development.

UMFA K-12 Learning and Engagement Core Values:

- Providing access to art and art education statewide.
- Connecting art to classroom learning and Utah Core Standards.
- Making personal connections to art, each other, and the world.
- Promoting critical thinking through visual literacy.
- Sparking Creativity as a life skill for 21st-century learners.

We believe that by using art objects as primary teaching and discovery tools, students can illuminate global ideas from past and present, develop visual literacy, and hone creative and critical thinking skills—essential tools for college and career ready students. Our hope is to foster empathy and promote affective and sensorial responses through an exploration of human connections focused on hands-on, experiential learning, discussion, and question-based practices.

K-12 Learning and Engagement programs include: Art History Classroom Connections, Distance

Learning, Educator Resources, K-12 Museum tours, Museum in the Classroom, pARTners tours, and Traveling Museum Project. We also pilot new initiatives and special projects each year connected to special traveling exhibitions and collaborations with artists and organizations. Throughout the 2017-2018 school year, the passionate team of K-12 Learning and Engagement educators brought art experiences to 20,738 students throughout Utah serving 185 schools, 57 of whom are designated Title I.

A. Art History Classroom Connections

Districts	Charters	Schools	Hours	Teachers	Students
4	0	7	14.25	12	196

This program started in 2014 when Utah’s Advanced Placement (AP) Art History teachers and Utah art museums joined together to address teaching the new, global AP Art History curriculum. Since its inception, Art History Classroom Connections has grown from a short series of teacher Professional Developments to a robust program that focuses primarily on utilizing the UMFA’s global art collection to tie together Art History content areas and thematic modes of thinking. The program includes:

- Collaborative curriculum development with AP Art History teachers throughout Utah.
- Five thematic in-classroom presentations in which a UMFA educator brings hands-on artwork for students to identify and connect to classroom learning and concepts. Themes are: Representations of the Human Figure, Religion, Humans and the Natural World, Death, and a comprehensive review.
- UMFA tours, both educator led and self-guided.
- Exercises in visual literacy and critical thinking to encourage cross cultural connections and close-looking.
- A UMFA sponsored field trip to *Spiral Jetty*— Utah’s famous Land art piece and an artwork from their exam curriculum. (See *Explore Spiral Jetty* for more information.)

Art History Classroom Connections grows in participation and interest each year, and UMFA anticipates a steady increase next year as well.

B. Distance Learning

Districts	Charters	Schools	Hours	Teachers	Students
5	2	11	37.75	74	1,449

Creativity Aerobics

The pilot year of Creativity Aerobics started out of conversations with the Creativity Collective about further emphasizing creative and critical thinking integration into everyday classroom learning. As a whole, this curriculum is designed to spark, cultivate, and enhance creativity in learning and everyday life. It combines an interdisciplinary approach with elements of games and play to enhance collaborative brainstorming activities. Program goals include:

- Encouraging students and teachers to become more fluid and fluent critical, and creative thinkers.
- Increasing the number of contact points with students throughout Utah on a regular basis.

- Working with teachers to develop curricula for seamless classroom integration across grade levels and disciplines.

The first year consisted of two curricula, each developed using the ACME Lab exhibitions as inspiration for piloting new models of classroom presentations.

Creativity Aerobics: Pattern. This first curriculum drew inspiration from the themes of play and pattern in ACME Lab 1: *Las Hermanas Iglesias: HERE, HERE*. Students and teachers:

- Utilized a variety of bell ringer activities to investigate pattern in art and everyday life.
- Video-conferenced with UMFA educators to complete a series of looking activities and designed their own exhibitions using the concepts of pattern and play. These exhibitions were installed in their school.
- Visited the UMFA in person or over video-conference as a post-visit activity.
- Toured the museum and constructed exhibitions in the ACME Lab using patterns as inspiration to create interactive spaces for play and improvisation.

The highlight from this semester was a video-conference session between fourth graders at Meadowlark Elementary, a Title I school in SLCSO, and third graders at River Rock Elementary, a non-Title I school in Alpine SD. Meadowlark students and teachers visited the UMFA for their tour while River Rock students and teachers simultaneously video-conferenced from their classroom. Through conversations and joint brainstorming, these students collaborated to co-design exhibitions from 30 miles away. This activity yielded insightful comments about the importance of brainstorming and working together to solve problems.

Creativity Aerobics: Cause & Effect. The second Creativity Aerobics curriculum was inspired by themes of speculative futures, and cause and effect of human impact on nature and each other in ACME Lab 2: *Epicenter: Our Futures*. Two collaborating schools, Taylorsville High School in Granite SD and Lapoint Elementary in Uintah SD, traded ideas and artwork back and forth to create a collaborative piece. In this lesson, students and teachers:

- Utilized a variety of bell ringer activities to investigate cause and effect in art and life.
- Mailed artwork back and forth to create a collaborative piece.

The same teachers have already expressed interest in collaborating again next school year on the same project with different students.

Utah Collections Connection

This program, now in its second year, is the result of another successful collaboration with Springville Museum of Art—a fellow POPS organization. Utah Collections Connection (UCC) is an “open-source,” digital exhibition that combines artwork from the UMFA’s and SMA’s collections curated around a different theme each year. In response to educator’s feedback, the platform:

- Provides access to the exhibition and corresponding curricula through a blog platform where teachers can share their experiences using the exhibition in their classes.
- Provides a shared experience from the convenience of their own classroom.

This year’s theme, S.T.E.A.M., investigated monthly science, technology, engineering, art, and math through four artworks and looking prompts. Long-term goals include enabling student collaboration and communication through the blog platform, and inviting Utah museums of all disciplines to contribute to the exhibitions.

Education Collection Object Loans

Utah's educators continued to check out objects from the UMFA's education collection in the 2017-2018 school year. Everyone from classroom teachers to specialists use these objects and accompanying information and curriculum to teach interdisciplinary lessons. Their students gain an appreciation for course content through interaction with real objects.

C. Educator Resources

Districts	Charters	Schools	Hours	Teacher	Student
11	12	54	119.50	183	0

This school year, UMFA reassessed the changing needs of Utah's educators and, as a result, rebranded Educator Programs to Educator Resources. This more inclusive umbrella of services includes Professional Development opportunities, lesson plans, UMFA's first Teacher Advisory Board (Creativity Collective), and more direct and indirect collaborations with District Arts Coordinators (DACS) and educators.

Professional Development (PD)

- *Evening for Educators, Art in the Elements: from the Trail to the Museum.* This year, UMFA partnered with the University of Utah Department of Art and Art History to host this Evening for Educators workshop. Pre-service teachers, their professor, and UMFA educators developed three workshops, lesson plans, and resources highlighting color in nature. UMFA educators facilitated a pre-workshop tour of the Museum's collection and participants broke off into the workshop sessions taught by the same pre-service teachers. This collaboration was the first between UMFA and pre-service teachers of its kind and provided excellent networking and preparation for their own classroom teaching.

At each Evening for Educators, UMFA distributes flash drives containing images of art works from the UMFA collection, biographies of the artists discussed, and cross-disciplinary lesson plans. By attending five evenings (15 hours) and completing a field test, teachers can receive one credit hour of in-service credit. Pre-service teachers from schools throughout Utah often attend these programs to enrich their preparations for classroom teaching.

- *Granite School District Young Artists Night.* UMFA is working more directly with DACs to address the needs of their individual districts. This three-hour PD came from a conversation with the Granite School District DAC who indicated that her teachers most wanted to promote a university degree in the arts to their advanced art students. Every high school in the district choose a couple art teachers who in turn selected approximately 20 of their students to participate in a "teacher and student open-house." The collaboration also included interactions with Utah Film Center, Book Arts Program, and Department of Art and Art History.
- *Salt Lake City School District PDs.* The SLCSDD DAC invited UMFA to participated in a PD for secondary teachers in which participants learned about UMFA's educator resources and helped brainstorm other programming that would be beneficial to a

secondary audience. Additionally, UMFA hosted a two-day SLCSO PD taught by two SLCSO specialists. The PD focused on integrating ELA and Social Studies standards. UMFA educators taught a workshop on using close-looking skills and Visual Thinking Strategies (VTS) to analyze artworks from a social studies and ELA perspective. Teachers reported that this workshop was among the highlights of the entire PD.

Creativity Collective—Teacher Advisory Board. Teachers and UMFA educators agree there is little room left for creative thinking in classrooms as the emphasis is on rote memorization of information for standardized testing. The Creativity Collective is a group of passionate teachers from around Utah and UMFA educators who are reimagining how museum education fits into traditional classroom learning as an avenue for exploring creativity. Participating teachers represent a group spanning K-12 and include art specialists and traditional classroom teachers. (See Distance Learning—Creativity Aerobics for more information.)

D. Explore Spiral Jetty

Districts	Charters	Schools	Hours	Teachers	Students
4	0	6	54	11	103

UMFA has taken teachers and students to the famous Utah Land art piece *Spiral Jetty* for several years, but this year's field trip exceeded all expectations and past adventures. 114 art and art history students and teachers:

- Reflected on their journey to the famous artwork.
- Participated in several art making projects including: Portrait of Place, Great Salt Lake watercolor salt paintings, and Exploring *Spiral Jetty* through Color.
- Collected materials from the area to remember their journey.

This year was the first year that art history and art students from several schools joined together to make the journey. Students from different schools, backgrounds, and life experiences came together to explore and appreciate art in a new way. Teachers received overwhelmingly positive response from their students.

E. K-12 Museum Tours

Districts	Charters	Schools	Hours	Teachers	Students
12	18	63	108.5	381	3,498

Students who participate in K-12 tours, both docent- and teacher-led, benefit from direct encounters with the numerous works of art on view at the UMFA.

- Throughout the school year, students engaged with 6,000 years of human creativity through our re-imagined permanent collection exhibitions: Art of Africa, American and Regional Art, Chinese Art, European Art, Ancient Mediterranean Art, Ancient Mesoamerican Art, Modern and Contemporary Art, Arts of the Pacific, and South Asian Art.

- Students also experienced special exhibitions of works by Isle Bing, Marilyn Bridges, Epicenter, Spencer Finch, Las Hermanas Iglesias, Katie Paterson, and important artists included in the exhibition *Go West! Art of the American Frontier from the Buffalo Bill Center of the West* (featuring work by indigenous artists from Cheyenne, Crow, Arapaho, Shoshone, and Sioux bands; George Catlin; Albert Bierstadt; and Thomas Moran).
- Gallery tours are generally an hour in length and consist of engaging hands-on object-centered inquiry-based tours.
- Tours can be extended to an hour-and-a-half to include a 30-minute art-making workshop in UMFA’s classroom for students to solidify concepts and make personal connections to the artwork explored on gallery tours.

UMFA docents (gallery teachers) act as facilitators not lecturers as they employ current educational pedagogies, age-appropriate teaching strategies, discussion questions, and hands-on activities to create meaningful experiences with the works of art on view at the Museum. Due to the leadership of our highly trained docents, students benefit from small group sizes, averaging 5-7 per group, and individual attention. Each tour is specially customized to the needs and learning objectives of the group, emphasizing interaction and respectful, open dialogue.

Go West K-12 Tours – UMFA K-12 Learning & Engagement developed complimentary K-12 programming to accompany the temporary exhibition *Go West! Art of the American Frontier from the Buffalo Bill Center of the West*. As the duration of the exhibition was relatively short, our programming was limited to the following components:

- In partnership with visiting artist DeLesslin “Roo” George-Warren, UMFA led tours, story time sessions, and art-making workshops for two school groups from Liberty Elementary (SLCSD) and Hillfield Elementary (Davis School District). Roo led the story time sessions, Good Trouble: Children's Story Time and Social Dance, during which he told stories from his tribe, Catawba Indian Nation, accompanied by songs and dancing. The K-12 team led gallery tours and art-making exploring similar themes.
- In partnership with the Utah Division of Indian Affairs, we hosted two secondary-level student groups (Nebo School District and Richfield Residential Hall) for Go West! gallery tours and art-making workshops. The gallery tours were self-guided and prompted students to question false histories, find themes within the exhibition, and express any feelings of discomfort. For the art-making workshop, students were allowed to respond to the exhibition using a variety of materials and techniques.
- Upon request from Horizonte Instruction and Training Center, we developed a tour and art-making activity related to the theme Clashing of Cultures. Students participated in gallery conversations and then envisioned symbolic landscapes.

F. Museum in the Classroom

Districts	Charters	Schools	Hours	Teachers	Students
16	4	50	241.95	315	6,691

Through this program UMFA educators provide authentic art objects, hands-on experiences, and art-making activities delivered in the classroom. Museum in the Classroom (MIC) travels across

the state—from one-room schoolhouses to metropolitan campuses—providing K–12 curriculum that supports classroom learning and introduces new concepts and techniques. All presentations and activities connect to Utah Core Standards and can be adapted to any grade level.

- During these engaging presentations, students examine authentic art objects from around the world while educators facilitate thematic conversations that encourage diverse, global perspectives.
- The art objects foster discovery as students identify their own stories and make personal connections to the cultures represented.
- Presentations include captivating and relevant art-making activities.

Between the 2016-17 and 2017-18 school years, UMFA educators re-envisioned MIC presentation offerings. In an effort to better align with UMFA teaching philosophies and museum education best practices, all presentations were analyzed, determining which elements to retain and which to change. This process required rewriting curricula, learning objectives, and lesson plans (pre, post, and main), and creating new formats for all presentations. MIC now offers the following five presentations:

- **Connecting Utah’s Past & Present – Goal:** Develop an appreciation and awareness of the art that shapes our state’s history and informs our future by examining works from various Utah cultures.
 - During the in-class presentation, students will use critical thinking skills, hands-on object handling, and art making to make discoveries and connections. This presentation is most connected to 4th and 7th grade learning.
- **Our World – Past Traditions/New Voices – Goal:** Explore how art tells the story of our world’s past, present, and future.
 - During the in-class presentation, students use critical thinking skills, hands-on object handling, and art making to discover similarities and differences between world cultures and find connections to their own cultures and traditions. This presentation is most connected to 3rd and 6th grade learning.
- **Printmaking – Goal:** Discover the fascinating process of relief printing (beginner) or mono-printing (advanced).
 - UMFA educators facilitate an object-based discussion and guide the hands-on creation of original artworks using this unique medium. Participating schools may request a classroom box with core-based lesson plans, sample artworks, quality art-making tools, and consumable art supplies to continue printmaking as a class.
- **Careers in Art – Goal:** Explore new options for College and Career readiness by looking to the arts.
 - Students are introduced to a range of art careers and will role-play as curators, professional artists, and art critics. Students will examine authentic artworks, working collaboratively in groups, and use a variety of art making supplies, working individually.
- **Photography – Goal:** Develop your visual literacy by focusing on select Elements of Art and Principles of Design.
 - Students examine authentic photographs, identifying and using the vocabulary of

the Elements and Principles to talk about art. Students will photograph examples of each in their school landscape and make an individual photo collage using Polaroid cameras.

In an effort to increase the UMFA's 7th-12th grade reach, MIC targeted secondary schools in our yearly target school districts. This effort resulted in 2,627 secondary students served through MIC during the 2017-18 school year, which is almost eight times as many as the previous school year.

G. pARTners

Districts	Charters	Schools	Hours	Teachers	Students
1	3	24	84	564	5,670

The pARTners program brings every fourth-grade student in the Salt Lake City School District to the UMFA twice each year. Museum visits are supplemented with lesson-plan posters featuring UMFA artworks for the school classroom, and pre- and post-visit curriculum. Each pARTners semester connects current Museum exhibitions to core-linked curriculum using question-based, experiential tours, and in-classroom experiences.

This school year, the pre- and post-lessons were re-envisioned and reformatted to correspond with pARTners welcoming students and teachers back into the Museum after its closure.

- The pre-lesson curriculum is led by teachers in the classroom and were redesigned to be a series of quick “bell-ringer” warm-ups that are each 10-minutes or less in length and introduce themes that will be explored on pARTners tours.
- Teachers lead one bell-ringer a day, each day of the week before their UMFA tour.
- We received very positive feedback about this new format. Teachers commented on how easy it was to facilitate the activities in their classroom and that the short format of the activities were a fun and effective introduction to prepare students for their UMFA pARTners tours.

The post-tour curriculum was incorporated as part of the pARTners tour extending time at UMFA to an hour and a half (an hour gallery tour, and 30-minutes of art-making and meditation afterwards).

- UMFA educators lead post-tour workshops to explore mindfulness and meditation as a technique for relaxed focus, and artmaking as a way to solidify tour concepts and allow students to make personal connections to the art they engaged with on tours.
- In this first year, we had over 70% of all pARTners classrooms participate in the 30-minute post-tour extension.
- If the classrooms were not able to spend the longer amount of time at the Museum, they were sent back to their classroom with a kit of supplies and detailed instructions to facilitate the workshop in their classroom.

UMFA educators write new pARTners curriculum for each fall and spring term with an emphasis on core-linked curriculum tied to current Museum exhibitions.

- During the fall, students and their teachers explored UMFA’s galleries using the 5 senses to engage, connect, and critically reflect on the art and ideas between the Museum’s walls.
- They explored artworks through exciting art making, discussions, and hands-on experiences with sound, smell, sight, taste, and touch and left their own mark in the ACME Lab Exhibition *Las Hermanas Iglesias: HERE, HERE*.
- The post-tour workshop consisted of a chocolate meditation (focusing on the sense of taste) and art making workshop creating a black and white texture collage.
- For their second UMFA visit in the spring, 4th grade students and teachers used the elements of art: line, shape, color, texture, and space at the UMFA.
- They discovered the elements of art as building blocks for artistic expression through games, art activities, and hands-experiences, and explored how and why artists around the world make works of art.
- The post-visit workshop facilitated a color meditation and students created their own 3D agamograph drawing using lines, color, and shapes.

pARTners was the focus of the POPS peer review this year with POPS organizations reviewing all aspects of the program. The program received very positive feedback, with great suggestions for small modifications to make the program more efficient and streamlined.

H. Traveling Museum Project

Districts	Charters	Schools	Hours	Teachers	Students
9	0	14	81.65	114	2,151

The Traveling Museum Project highlights the unique ability of the UMFA to provide learning experiences with authentic art objects centering on an exhibition of Museum objects from around the world. Installed in a school for several weeks at a time, the exhibition is accompanied by art-based class presentations from UMFA educators and cross-disciplinary lesson plans that connect the exhibition to school curricula and Utah Core Standards. The Traveling Museum Project, as a Museum-in-Residence program, provides the great opportunity to collaborate and work with a school’s students, teachers, and administrators on an in-depth project over the course of many weeks and multiple site visits. Schools in Duchesne, Garfield, Grand, Granite, Park City, Washington, and Weber school districts participated this year in this program.

The program consists of three main components:

- **Exhibition:** The exhibition is a self-contained unit and can be installed in a hallway, library or classroom at a school for up to eight weeks. The Traveling Museum Project currently has two exhibitions *Journey Stories* and *Art of Work*. The artwork featured is divided into sections, each of which tells stories around exhibition themes through objects from diverse cultures.
- **Resources for teachers:** Museum educators provide extensive resources to teachers that

introduce themes of the exhibitions, how to use the exhibition in classroom practice, grade level modifications, classroom curriculum, and current research and theory on the importance of experiential object-based learning and visual thinking strategies in K-12 education.

- Classroom presentations: UMFA educators visit each school multiple times during the exhibition's run to explore the stories, cultures and histories of the objects with both students and teachers through hour-long in-class presentations in individual classrooms. All materials and presentations are cross-curricular and integrated with the Utah Core Standards through discussion, handling art objects, and art-making. Presentations can be modified for all grades.

In 2017-2018, UMFA educators developed new curriculum connected to the *Journey Stories* exhibition that explore character development and book-making, called *Character Study*.

- Students examine artworks from UMFA's education collection and discuss different character's roles in a story.
- After sketching the artworks, students creatively image what the character's favorite food, role in society, and special powers might be.
- They use these ideas as inspiration to create their own character and design a comic around their character's story.
- The project culminates in the design of an 8-page book with their story in its pages.

This year also saw the pilot of a year-long partnership with Eastwood Elementary in Granite School District.

- Each month a UMFA educator would visit Mrs. Juli Whitehead's kindergarten classroom and facilitate an hour-long art project integrated into classroom learning.
- UMFA educator, Annie Burbidge Ream, would collaborate with Mrs. Whitehead monthly to develop curriculum that specifically ties into student's learning, often focusing on STEAM initiatives.
- Themes explored highlighted mood, pattern, storytelling, friendship, and weather.

With an object-centered, inquiry-based approach, the Traveling Museum Project explores the roles art plays in people's lives across the globe. The program's goals are to assist in the development of visual literacy, to foster independent learning, and to cultivate critical thinking, creativity, and curiosity. UMFA has curated three different exhibitions that travel into separate districts and schools, thus maximizing our statewide impact.

I. Initiatives and Special Projects

Districts	Charters	Schools	Hours	Teacher	Student
3	1	16	36.5	33	980

Define your Path

During the 2017-18 school year, the UMFA participated in the Define Your Path fieldtrip program organized by the University of Utah's Office of Engagement. This program aims to

engage K-12 students in higher education through collaborations with as many academic departments, student support programs, and outreach educators as possible. The UMFA hosted three middle school fieldtrips with Glendale Middle (SLCSD), Northwest Middle (SLCSD), and Summit Academy (Charter). During these fieldtrips, students went on self-guided tours prompting them to describe an emotional response to an artwork, consider what makes an artwork “new” or “old”, rename an artwork, and to depict a conversation between characters in an artwork. For the art-making component, students reflected on their tours by creating an artwork that shows their current mood, depicted characters, or showed the past, present, or future.

Arts Nights

Every year, UMFA is invited to present at many K-12 school Arts Nights and festivals due in large part to lasting relationships and deep collaborations with teachers across the state. Museum educators work closely with teachers at these schools to develop interdisciplinary art lessons that fall into the school’s theme for their night or festival. These events extend UMFA outreach to almost every family in the school due to their community festival nature.

This year, the UMFA School Programs team presented the topics of museum education and arts integration at two conferences: Utah Art Education Association (UAEA), and Utah Museums Association (UMA). We also attended National Art Education Association’s (NAEA) annual conference.

One of UMFA’s goals this year was to focus on collaborating with teachers and colleagues around the state to create shared experiences. Springville Museum of Art, Utah State Office of Education, Utah Humanities, Smithsonian Institute, Utah Museums Association, Utah Art Education Association, Salt Lake City Public Library, The Great Salt Lake Institute at Westminster College, Dia Art Foundation, Epicenter, Las Hermanas Iglesias, and many colleagues and departments at the University of Utah are among our collaborators.

4. DOCUMENTATION OF THREE-YEAR ROTATION TO ALL SCHOOLS AND DISTRICTS

District	2015-2016	2016-2017	2017-2018	Projected 2018-2019
Alpine	12	9	7	9
Beaver	3	0	0	3
Box Elder	2	1	0	10
Cache	1	4	2	0
Canyons	9	8	7	7
Carbon	2	0	0	5
Daggett	0	0	3	0
Davis	10	6	13	10
Duchesne	0	0	3	0
Emery	0	2	0	0
Garfield	0	0	2	0
Grand	2	0	1	0
Granite	24	10	32	25
Iron	0	0	0	0
Jordan	8	7	11	9
Juab	1	1	0	4
Kane	0	4	0	0
Logan	0	0	2	0
Millard	0	3	0	4
Morgan	1	0	0	2
Murray	4	2	2	4
Nebo	6	3	12	8
North Sanpete	0	1	0	4
North Summit	1	0	1	0
Ogden	3	5	1	0
Park City	0	2	1	0
Piute	0	0	0	0
Provo	7	1	1	2
Rich	1	0	0	0
Salt Lake City	33	28	30	30
San Juan	0	0	7	0
Sevier	0	0	0	4
South Sanpete	0	0	4	0
South Summit	0	1	1	0
Tintic	0	4	0	0
Tooele	5	1	2	12
Uintah	1	1	0	1
Wasatch	1	1	1	4
Washington	2	2	5	1
Wayne	0	0	0	4
Weber	2	2	3	10
Charter	31	15	31	15
USDB	2	0	0	0
Homeschools	0	1	0	0
TOTAL SCHOOLS	174	125	185	187
TOTAL DISTRICTS	24	25	25	23

5. A SUMMARY OF THE ORGANIZATION'S SELF-EVALUATION

A. Cost-effectiveness:

The Museum matches the award from the state legislature 100%. This one-to-one match allows UMFA to reach across the state, develop quality programs in response to teacher and student needs, create exhibition programming, generate relevant core-curriculum connections, facilitate professional developments for teachers, and engage in intensive collaborations with teachers and students.

- The funding supports the development of curriculum and resources that enrich art and cross-disciplinary instruction across the state and provides art materials and resources to participating schools and districts.
- Teachers use the art materials and supplies for a variety of classes and lessons over many years, giving students a lasting art experience beyond their UMFA classroom visits or tours.

B. Procedural efficiency:

1. UMFA efficiently plans its visits to schools to maximize impact on each school district.

- Through relationships with District Arts Coordinators, administrators, and principals, we are often able to visit numerous classes in each school and several schools in each district during one trip.
- With so many of Utah's schools in rural areas far from the Wasatch Front, it is often necessary to take week-long trips to see as many students as possible in a remote area.
- We also work with the Springville Museum of Art to help plan our visits around the state by staggering visits from our two organizations.
- As a result more schools are exposed to the visual arts during the year and more students are able to experience the lasting impact of visual arts education, which helps students develop critical thinking skills, creative problem solving, and the ability to express themselves in a meaningful way.

3. Staff Time and Professional Resources

UMFA education staff work collaboratively with one another and with colleagues in other departments of the Museum (including curatorial, collections, operations, development, and marketing) and at the University of Utah to maximize the development, delivery, and evaluation of UMFA's high-level resources.

- Colleagues from other departments assist with the design of our print and online resources, physical accessibility in the Museum, the portability and design of the Traveling Museum Project, informational outreach about our programs, visitor safety, and development of evaluative tools.
- The University of Utah Marriott Library is a professional resource that collaborates with UMFA to produce a number of digital resources including video production and audio editing.

One of UMFA K-12 Learning and Engagement goals this year was to focus on collaborating with teachers and colleagues around the state to create shared experiences. This was formalized into a focus group that meets multiple times a year, the Creativity Collective. UMFA K-12

educators also had the opportunity this school year to work collaboratively on K-12 curriculum with artists, Las Hermanas Iglesias, and art collective, Epicenter, located in Green River, UT.

4. Strengthening Support for Public Arts Education

UMFA works to strengthen awareness and support for arts education by:

- Informing state legislators and representatives when we will be in their districts.
- Working to saturate a district each time we are there.
- Encouraging relationships among teachers by providing collaborative trainings.
- Collaborating with other arts providers to supplement the curriculum we are teaching.
- Working with community media outlets such as local radio stations and newspapers.
- Utilizing social media to increase awareness of programs happening in the schools.

C. Collaborative practices:

1. Collaborations with Public School Educators

- UMFA educators communicate frequently with public school educators through evaluation and program feedback.
- *On the Wall* teacher newsletter connects with our state's teachers and make our resources more accessible.
- Each year we consult with a number of teachers in the research and development of new programs, the writing of our teacher resources, presenting curricula at professional development workshops, and testing new presentations and programs.
- This year we consulted with teachers across the state through UMFA's Creativity Collective teacher focus group including teachers from Alpine, Salt Lake City School District, Uintah School District, and various charter schools. UofU professor, Sandy Brunvand, and her class of art education students wrote curricula connecting UMFA's collection to classroom learning.

2. Collaborations with other Organizations

The UMFA endeavors to find opportunities for collaboration with other organizations to increase strategic goals and institutional reach across Utah.

- We collaborate with Great Salt Lake Institute at Westminster College to address learning at *Spiral Jetty* and other Land art sites in Utah through the development of teacher resources, and continued commitment to working together.
- This year we again worked with Utah Humanities and the Smithsonian Institute on the Museum on Main Street traveling exhibition, *The Way We Worked*, bringing K-12 programming to each site and providing professional development on experiential learning and question-based tours. Through this collaboration we worked with Ogden Union Station, Hyrum City Museum, Museum of the San Rafael, Territorial Statehouse State Park Museum, Silver Reef Museum, and Park City Museum.
- Other collaborators include the University of Utah College of Education, College of Fine Arts, International and Area Studies, Utah Presents, Youth Arts, Youth Education, Office of Engagement, Marriott Library, Book Arts, and Beverly Taylor Sorenson Arts Learning Program; Salt Lake City School District and many schools and teachers statewide.
- We also collaborate with the Springville Museum of Art, helping teachers interested in additional visual arts opportunities utilize the programs and services offered by the

Springville Museum of Art and the StateWide Arts Partnership (SWAP).

3. Professional Relationships

UMFA's Education and Engagement staff are active participants in statewide art and museum communities, sitting on boards including Utah Art Education Association (UAEA), Utah Museum Association (UMA), the Salt Lake County Museum Volunteer Coordinators Committee, Salt Lake Emerging Art Professionals (SLEAP), Artes de Mexico en Utah, Utah Cultural Alliance, and Mestizo Institute of Culture and Arts all with the goal to increase professionalism and pursue best practice standards. Many staff also participate in personal artistic pursuits and/or board assignments that are informed by their professional experiences to enhance furthered community engagement with the arts.

D. Educational soundness:

It is the goal of the UMFA to be a statewide resource for art-based learning through Art History Classroom Connections, Distance Learning, Educator Resources, K-12 Museum tours, Museum in the Classroom, pARTners tours, Traveling Museum Project, and collaborations with colleagues. In order to help meet student and teacher needs, we have created programs that address the following:

1. Utah Core Objectives:

- By experimenting with art-making methods and artistic mediums, students are able to “generate artistic work by conceptualizing, organizing, and completing artistic ideas.” from Fine Arts V Strand: Create.
- The included lesson plans and the questioning strategies during UMFA tours and programs encourage students to “analyze, interpret, refine, and select artistic work” fulfilling Fine Arts V Strand: Present.
- By examining objects and viewing artwork from the UMFA's collection, and by encountering and discussing works on view in the UMFA, “students understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator” fulfilling Fine Arts V Strand: Respond.
- Cross-curricular lesson plans, which address connections between art and history, social studies, literature, science, and math, as well as a thorough examination of art from diverse cultures and viewpoints, invite students to “relate artistic skills, ideas, and work with personal meaning and external context” through Fine Arts V Strand: Connect.

2. UMFA programs also provide significant opportunities for exploring the Life Skills, College and Career Ready domains:

- Students explore “Thinking and Reasoning” by creating and revising their artwork based on their own responses and feedback from teachers and other students. Our in-class teaching approach models the artistic process and encourages students to use problem-solving skills and to utilize “mistakes” as spontaneous new ideas in their artwork.
- Students explore issues of “Social and Civic Responsibility” through lesson plans that explore diversity and ask them to reflect upon their own cultural position and how it might be different from those of others.

- Students explore issues of “Aesthetics” by discussing and critiquing works in the UMFA collection as well as their own artwork, utilizing artistic vocabulary and concepts.
- Students develop “Communication” skills by engaging in dialogue and respectful personal expression about works of art, and by expressing themselves creatively through artwork. All students participating in UMFA class visits or tours are engaged in a process of “communicating creatively through the visual arts and building their confidence with aesthetic issues” in their own experience.

E. Professional excellence:

1. UMFA Accreditation and Standards

The Utah Museum of Fine Arts (UMFA) was granted reaccreditation from the American Association of Museums (AAM) in 2011.

- Developed and sustained by museum professionals for 40 years, AAM’s museum accreditation program is the field’s primary means of quality assurance, self-regulation, and public accountability.
- UMFA was awarded their accreditation after a rigorous, multi-year examination process, accreditation recognizes a museum for its commitment to excellence in the areas of governance, collections stewardship, public programs, financial stability, high professional standards, and continued institutional improvement.
- In 1972, the UMFA was the first university museum west of the Mississippi to receive accreditation, which has occurred every ten years.

2. UMFA Staff

Kelly Baisley, Assistant Curator of Education, coordinates Museum in the Classroom visits, providing teaching and learning opportunities in schools statewide.

Annie Burbidge Ream, Curator of Education, oversees budget and reporting of K-12 Learning and Engagement. She leads the Traveling Museum Project, pARTners, Land art initiatives, and manages the education collection.

Laura Decker, Associate Curator of Education, oversees educator resources and workshops, curriculum development, Art History Classroom Connections, and Distance Learning.

Jorge Rojas, Director of Education and Engagement, provides administrative oversight for UMFA Education and Engagement programs.

Kelly Baisley has a MAT in Art Education from the University of South Carolina and a BFA in Photography from the Massachusetts College of Art & Design. As an artist, her passion is traditional medium and large format film photography. In addition to her two years at the UMFA as a museum educator, Kelly has five years of experience teaching K-5 visual art in public schools in Hendersonville, NC and a Utah Professional Teaching License with Visual Arts K-12 Endorsement. As Assistant Curator of Education, K-12 Learning & Engagement, Kelly brings the museum experience to students statewide utilizing the UMFA education collection’s hands-on objects, artmaking, and discussion during classroom presentations. Kelly’s goal is to enhance students’ understanding and appreciation for art while promoting every student’s ability to be

creative by exposing students to art objects, applying Visual Thinking Strategies to increase visual literacy, and engaging in meaningful, relevant art making opportunities.

Annie Burbidge Ream has an MA in art history from the University of Utah, with a focus on Land art. In 2016, Annie received the UAEA (Utah Art Education Association) Museum Educator of the Year and 2016 NAEA (National Art Education Association) Pacific Region Museum Educator of the Year awards. In 2017, she was among the recipients of the Award for Excellence in Statewide Collaboration from UMA (Utah Museum Association) for her work with Utah Humanities Museum on Main Street Program. Burbidge Ream utilizes art objects and resources to create hands-on, question-based experiences for teachers and students that emphasize the importance of experiential learning. She also oversees the budget, statistics, and legislative funding of K–12 Learning and Engagement, curricular development of the pARTners program, and curation of the Traveling Museum Project.

Laura Decker has a BFA in illustration from the Rhode Island school of Design with a minor in English. In 2017, she was a recipient of the Award for Excellence in Statewide Collaboration from UMA (Utah Museum Association) for her work with Utah Humanities Museum on Main Street Program and a nominee for the Utah Art Education Association (UAEA) Museum Educator of the Year. Decker is a passionate advocate of the arts as an essential component of education and provides resources for students and teachers around the state through the development of curriculum, professional development opportunities, and educator resources and collaborations with AP Art History teachers and students. She is piloting a distance learning program in conjunction with the K–12 team that facilitates collaboration between multiple school districts all around the state and Museum educators.

Jorge Rojas is a multidisciplinary artist, independent curator, and art educator. He studied Art at the University of Utah and at Bellas Artes in San Miguel de Allende, Mexico, and uses traditional and new media and performance art to explore the artistic production and creative processes. At the UMFA, he oversees all education, community outreach, and adult programming initiatives for the Museum. Prior to his appointment, Jorge was site director for the Venture Humanities Course. He also taught a creative art history curriculum to high school students through the Clemente Course in the Humanities and was the first Teaching Artist-in-Residence at the Huntsman Cancer Institute at the University of Utah. Jorge's work and curatorial projects have been exhibited in galleries and museums across the US, including Museo del Barrio, the Queens Museum of Art, and White Box in New York; New World Museum and Project Row Houses in Houston; and the UMFA and Utah Museum of Contemporary Art in Salt Lake City. In 2009 he founded Low Lives, an international, multi-venue online performance festival, where he served as director, producer, and curator, worked with over 200 artists in 25 countries. He serves on the board of directors at Mestizo Institute of Culture and Arts, Artes de Mexico en Utah, and the Utah Cultural Alliance.

F. The resultant goals, plans or both for continued evaluation and improvement:

1. Relevance and Feedback

The UMFA's K-12 Learning and Engagement programs grew on feedback from many teachers and school administrators that they needed programs that provided high quality art instruction

and art-making supplies, and that encourages students to communicate creatively through the visual arts.

- The programs were designed not just for art teachers, but for classroom teachers who may or may not have a background in art.
- The programs are intended to be comprehensive and easy to implement in the classroom, a simple and effective tool to help keep arts education and arts-based learning strong in schools.
- After each in-class presentation, we ask every teacher to complete an evaluation of the services we provide and how they think they can use UMFA resources to address curriculum needs.
- Our aim is to create a responsive program that allows us to address teacher feedback in revising and developing new aspects of the program.

2. Quality of Contact

The UMFA strives to provide high quality art experiences for K-12 students to enhance their education across the curriculum. Through multifaceted curricula and strategic programming, we aim to maximize the individual attention students receive and the depth of their creative and intellectual experience.

- We emphasize open-ended questions and dialogue to encourage critical thinking, creative problem solving, and appreciation of multiple viewpoints.
- All of our programs are hands-on and experiential to provide memorable tactile experiences with arts and culture.
- Through ongoing professional development, our staff continually seeks to develop new curricular and program ideas, art connections, and teaching practices, in order to continually develop opportunities for quality arts-based learning for Utah students.

3. Grades 7-12

The UMFA is looking to increase our resources and interaction with students in grades 7-12, as we appreciate the impact that arts learning can have on critical thinking skills, creative problem solving, powers of initiative, and self-esteem for adolescents. This year, we worked strategically to develop offerings throughout all of our programs to address learning and engagement for this audience. These efforts have resulted in more than three times as many 7th-12th grade students served as last year, a total of 3,850.

4. Internal Evaluation Criteria

UMFA's educators work to:

- Assess the relevance of our programs and curricular resources to the Utah Core Standards, to our Museum exhibitions, and to our knowledge of the intellectual and personal development of students.
- Seek to provide offerings that pose questions, invite dialogue, and celebrate a variety of viewpoints.
- Examine the depth and impact of our engagement with students.
- Consider the reach of teacher programs to meaningfully impact students.
- Strategize the number of schools that we can present to each year and seek feedback from teachers.

5. Service to Rural Districts and Title 1 Schools

An area of strength of the UMFA's K-12 School Programs is its reach to rural districts and schools. We prioritize relationships with schools that we have not yet visited, while also returning to districts with our many program offerings. We tailor our programs to suit all K-12 school children, allowing us to present in every classroom in a school as time allows, especially in rural districts. In addition, we serve many Title 1 schools throughout the state. In 2017-18 we served 57 Title 1 schools, bringing much needed arts education to underserved populations.

6. On-line Resources and Services

The UMFA provides many on-line resources for teachers in order to facilitate arts-based learning to all teachers throughout the state.

- Cross-curricular lesson plans are available to download. The lessons are based on the UMFA collection to allow students to see and learn from original artwork in the Museum; high-quality digital reproductions are available to teachers who cannot access the Museum in person.
- UMFA's collaboration with Springville Museum of Art, Utah Collections Connection (UCC), continued into its second year. UCC is an "open-source," digital exhibition that combines artwork from the UMFA's and SMA's collections curated around a different theme each year. It was developed in response to educator feedback in which they were looking for more intrastate networking, flexible curriculum, and online access to museums.
- Through Distance Learning programs, we connected students from different parts of the state via digital resources to the Museum galleries to explore and collaborate.
- Other online resources include presentation and tour scheduling forms, *On the Wall* educator newsletter, the UMFA collections database, and virtual exhibitions and an online evaluation.
- Future goals include increasing our scope and offerings in distance learning and greater access to curricular resources relating to all of our program offerings.

7. Teachers have responded to the program in many positive ways:

"The trip to *Spiral Jetty* [had] numerous impacts beyond seeing one of the world most famous earthworks, which of course, by itself is beneficial! It also allowed our students to see an environment few have experienced despite it being in their home state and the experience truly inspired them! The things they talked about underscore the true importance of trips like these, these students now know that art can be found in all types of places and that they can experience art in several ways. Finally, the act of going on an adventure/pilgrimage to see an artwork encourages a type of pro-art action that is not easily achieved in the classroom setting. Thank you!!!" Andrea Heidinger, Granger High School, Granite School District

"On their pARTners tour, the kids were in small groups so they could more easily ask questions, engage with the docents, and engage with the artwork as well. I thought the tour were very kid friendly as well as educational. The before and after activities were also very engaging. I loved that the kids were able to learn about art and then make it. All in all I just loved everything about this program." Fourth grade teacher, Salt Lake City School District

6. EVIDENCE OF NON-PROFIT STATUS

INTERNAL REVENUE SERVICE
1100 COMMERCE STREET
DALLAS TEX 75242 - 1198

DEPARTMENT OF THE TREASURY
MAIL CODE 4913 DAL

Date: **1999 August 27**

UNIVERSITY OF UTAH
c/o Payroll - Glenn Lanham
201 S. Presidents Circle Room 304
Salt Lake City UTAH 84112-8952

Employer Identification Number:
87 - 6000525
Person To Contact
B. J. Andujar
Contact Telephone Number:
1-800-829-1040
Reply Refer To:
Mail Code 4940 DAL BJ

Dear Sir or Madam,

Our records show that you are exempt from Federal Income Tax under section 501(c)(3) of the Internal Revenue Code. This exemption was granted in November of 1963 and remains in full force and effect.

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section 509(a)(1) and 170 (b)(1)(A)(ii).

Your accounting period ends every June 30.

Donors may deduct contributions to you as provided in section 170 (c) of the Internal Revenue Code.

You are not required to file Form 990 or 990-EZ RETURN OF ORGANIZATION EXEMPT FROM INCOME TAX.

Your letter of exemption states that you should write to us about any change in your purpose or operations or sources of receipts. If you amend your organizing document or your bylaws, be sure to send us a conformed copy. Also notify us of each change in your name or address.

If you have any questions, please contact us as shown in the heading of this letter.

Sincerely,



B. J. Andujar, #75892
Exempt Organization Specialist