

# UMFA

UTAH MUSEUM OF  
FINE ARTS

2018-2019

Districts: 30

Schools: 135

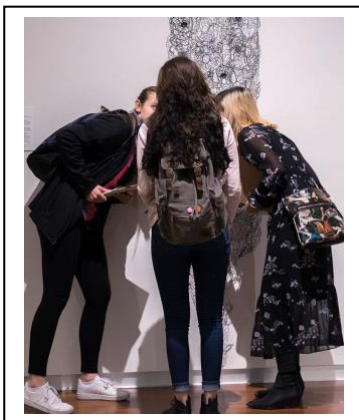
Charter Schools: 26

Hours: 659

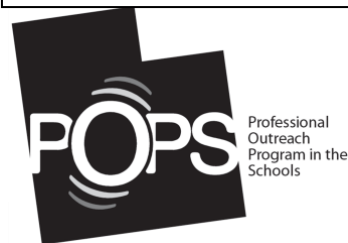
Teachers: 1,711

Students: 19,999

Title I Schools: 66



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	\$111,231	\$113,436	\$224,667	50%
Benefits	\$40,200	\$68,654	\$108,854	37%
Travel	\$8,000	\$11,465	\$19,465	41%
Materials	\$20,000	\$25,533	\$45,533	44%
Other (identify)				
TOTAL	\$179,431	\$219,088	\$398,519	45%

## **2. 2018-2019 TOTAL SERVICES PROVIDED**

Districts	Charters	Schools	Hours	Teachers	Students
30	26	135	659	1,711	19,999

## **3. 2018-2019 INDIVIDUAL SERVICES PROVIDED**

The Utah Museum of Fine Arts (UMFA) K-12 Learning and Engagement team provides a broad spectrum of quality, comprehensive education and engagement opportunities to Utah public schools. Inspired by UMFA’s global collection of more than 20,000 artworks, UMFA’s educational programs engage students and teachers across the state, helping foster a love of art within all Utah citizens. Over the past school year, programs and partnerships at the Museum focused on schools within the Alpine, Beaver, Box Elder, Carbon, Granite, Millard, Salt Lake City, Sevier, Tooele, Wayne, and Weber school districts. Highlights from this year include:

- Piloting a new program, Present!, in collaboration with secondary art teachers that fulfills the Present strand of the Utah Visual Arts Standards.
- Developing unique curriculum for K-12 guided tours at the Museum that highlight special and traveling exhibitions.
- Offering thematic “Core Tours” based on grade and the Utah Core Standards.
- Creating an exciting dual tour program in collaboration with the Natural History Museum of Utah (NHMU).

### 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.

At the UMFA, we believe that art objects are an access point to discovery of global ideas of the past and present – helping students develop visual literacy, honing critical thinking, and inspiring creativity— all essential tools for college and career ready students. Through these programs, goals are to foster empathy in young learners promoting affective and sensorial responses through an exploration of human connections, hands-on experiential learning, diverse discussions, and question-based practices.

K-12 Learning and Engagement programs include: Art History Classroom Connections, Distance Learning, Educator Resources, Explore Spiral Jetty, K-12 Museum Tours, Museum in the Classroom, and Present!. Each year the UMFA pilots new initiatives and special projects that are connected to special traveling exhibitions and collaborations with artists and organizations in our community. Throughout the 2018-2019 school year, the passionate team of K-12 Learning and Engagement educators brought art experiences to 135 schools, 66 of whom are designated Title I.

### A. Art History Classroom Connections

Districts	Charters	Schools	Hours	Teachers	Students
5	1	7	16	12	305

Art History Classroom Connections (AHCC) started in 2014 when Utah’s AP Art History teachers collaborated with Utah art museums to address teaching the new, global AP Art History curriculum. Since its inception, the AHCC program has grown from a short series of teacher professional development days to a comprehensive program that ties the UMFA’s global art collection to AP Art History content areas and thematic modes of thinking. The AHCC program includes:

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

The Art History Classroom Connections program grows in popularity every year. Future program goals include creating more focused museum tour offerings for virtual learning opportunities.

### B. Distance Learning

Districts	Charters	Schools	Hours	Teachers	Students
5	2	8	68	91	1,246

#### Creativity Aerobics

2018-2019 was the second year of Creativity Aerobics, a curriculum developed with the Creativity Collective, a collaboration between UMFA educators and a group of passionate teachers from around Utah. The Creativity Aerobics curriculum emphasizes creative and critical thinking integration into everyday classroom learning. Multiple curricula help students cultivate and enhance creativity in learning and everyday life. The curricula uses an interdisciplinary approach with elements of games and play to promote collaborative brainstorming activities. Program goals include:

- Encouraging students and teachers to become more fluid and fluent critical and creative thinkers.
- Increasing the number of regular contact points with Utah school students during the school year.
- Working with teachers to develop curricula for seamless classroom integration across grade levels and disciplines.

Year Two (2018-2019) of the Creativity Aerobics program consisted of three curricula, each developed using the ACME Lab exhibitions as inspiration for new models of classroom presentations and student interaction.

### Creativity Aerobics: Cause & Effect

The Creativity Aerobics curriculum was revised at the end of the Year One pilot (2017-2018) to run as a full school year-long collaboration instead of a single semester-long program. Inspiration for the Cause & Effect unit came from examining speculative futures as well as the human impact on nature and each other (explored in ACME Lab 2: Epicenter: *Our Futures*). Two collaborating schools, Taylorsville High School in Granite SD and Moab Charter School in Moab, UT, traded ideas and artwork to create a collaborative piece based on this theme. During this lesson, students and teachers:

- Used a variety of bell ringer activities to investigate cause and effect in art and life.
- Participated in hands-on workshop activities using artwork from the UMFA education collection as inspiration to make their own time capsule artifacts.
- Mailed time capsule artwork between the participating schools to create a single collaborative piece.

Once project work was completed by each school, the final time capsule was displayed during a community and family day at the Moab Charter School in May 2019.

### Creativity Aerobics: Structure & Function

The Structure & Function unit examined the role of structure and function within storytelling practices, taking inspiration from ACME Lab 3 MIRROR|MASK by artist Marisa Jahn. The UMFA provided lesson plans and books for the unit with a variety of stories from different cultures for teachers to reference throughout the year. Each school received masks from UMFA's education collection and Museum educators conducted a virtual visit to facilitate looking and character development exercises. After each virtual visit, teachers discussed the function of storytelling and UMFA educators then visited in person to conduct a mask-making activity. Through this unit, students and teachers:

- Analyzed the structure of stories and characters and created a mask to express their own identity.
- Examined the function of storytelling and the importance of telling a variety of stories from different viewpoints.
- Generated their own stories and learned about stories from other classrooms and groups around the state.

Through this unit, combined virtual visits and in person visits provided a much deeper collaboration with more opportunities for sharing ideas and interacting with students.

### Art of Storytelling

This year-long collaboration between Whitehorse High School in Montezuma Creek and the UMFA integrated storytelling and 9<sup>th</sup> grade core curriculum standards into six different art units: Anthropomorphic Animals, the Art of Probability, Political (or Not) Posters, Vessels—Constructed and Deconstructed, and Stories in Pattern. The open-ended theme of storytelling provided a rich access point to explore Culturally Responsive Pedagogy (CRP).

- All six unit themes were either closely-related to important aspects of Navajo culture or offered opportunities for contemporary expression by Whitehorse youth.
- The unit offered students who suffer from trauma the space and opportunity to explore their identities through storytelling—another much-needed life skill.

- Visual, dance, theatre, and musical expression are integral to the Navajo culture and help to provide safe spaces for life skill development.

CRP is an important element of the curriculum design and makes learning relevant to underserved student groups, including Native Americans, because “the student becomes the focus rather than the curriculum.”

### C. Educator Resources

Districts	Charters	Schools	Hours	Teachers	Students
1	0	1	2	14	0

Last year, the UMFA rebranded its Educator Programs to Educator Resources after reassessing the changing needs of Utah’s educators. 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 DACS and educators.

#### Professional Development (PD)

*Evening for Educators, Celebrating Women in the Arts.* During the past year, UMFA partnered with the University of Utah’s Department of Art and Art History, Taylorsville High School art teacher Nicole Lavelly, and Meadowlark Elementary School 4<sup>th</sup> grade teacher Lisa DeFrance to host an Evening for Educators workshop. These workshops and a pre-workshop self-guided tour focused on women artists at the Museum. Lessons included papermaking for the environment, making learning visible through performance art, and abstract watercolors. \*Participant information is reported by Springville Museum of Art.

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

#### Lesson Plans

The UMFA provides online access to lesson plans from professional development workshops, in-class presentations, and other resources free of charge.

- Each interdisciplinary lesson highlights at least one artwork/artist from the UMFA’s collection.
- Teachers can contact UMFA for specific interests and guidance.
- High resolution images of artworks from the UMFA’s collections may be available upon request.

#### Creativity Collective—Teacher Advisory Board

Teachers report that creative thinking in the classroom is shrinking as testing increases a need for rote memorization of information. The UMFA is dedicated to emphasizing creativity and critical thinking as an important life-skill for school learners in adult life. The Creativity Collective is comprised of a group of passionate teachers from around Utah as well as UMFA educators who are reimagining how art education fits into traditional classroom learning as an avenue for exploring creativity. Participating teachers on the Creativity Collective represent K-12 educators, including art specialists and traditional classroom teachers. (See B. Distance Learning—Creativity Aerobics for more information.)

## D. Explore Spiral Jetty

Districts	Charters	Schools	Hours	Teachers	Students
4	0	5	45	8	75

This year's field trip to *Spiral Jetty* included a group of Utah middle school and high school students along with their teachers from Mapleton Junior High, Murray, Olympus, Taylorsville, and Timpanogos High Schools. This day-long field trip occurs annually on the first Saturday of May. UMFA educators take students and teachers on two school buses to the Great Salt Lake for a day at the lake to experience and learn about one of the world's most important works of art. The field trip includes lunch and a number of activities. During field trip, students and teachers:

- Reflected on their journey to the famous artwork through sketching and writing in a sketchbook and participating in a scavenger hunt.
- Field trip participants took part in several art making projects including: painting, photography, printmaking, and a walking meditation.

The field trip enables students from different schools, backgrounds, and life experiences to come together and explore art in new ways, creating memories with peers from different schools and regions. The UMFA receives overwhelmingly positive feedback on this annual field trip from both students and teachers.

## E. K-12 Museum Tours

Districts	Charters	Schools	Hours	Teachers	Students
16	16	82	195	1,224	11,174

In 2018-2019, reimagining the K-12 Museum Tours program and developing a new and engaging field trip experience/ curriculum was a major goal. To support this goal, many exciting offerings were created, tested, and launched as part of a multi-year plan to grow these tours at the UMFA.

Students who participate in both docent- and teacher-led K-12 Museum Tours, benefit from direct encounters with the numerous works of art from the UMFA's permanent collection as well as works on view from around the world.

- Students and teachers engage with 6,000 years of human creativity through the UMFA's permanent collection as well as traveling exhibitions.
- Participating classrooms are sent a pre-lesson plan to prepare for their visit and introduce tour themes. A welcome video introduces students and teachers to the museum by exploring the history of the institution, highlighting favorite works of art, and reviewing museum manners.
- Gallery tours are generally an hour in length and consist of engaging hands-on object-centered inquiry-based tours.
- UMFA docents (gallery teachers) act as facilitators 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.
- 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.
- 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. If the classrooms are not able to spend the longer amount of time at the



Museum, they are sent back to their classroom with a kit of supplies and detailed instructions to facilitate the workshop in their classroom.

### pARTners

The pARTners program brings every fourth-grade student in the Salt Lake City School District to the UMFA twice each year. Each pARTners semester connects current Museum exhibitions to core-linked curriculum using question-based, experiential tours, and in-classroom experiences.

- The pre-lesson curriculum is led by teachers in the classroom and is designed to be a series of quick “bell-ringer” warm-ups of each 10-minutes or less in length to introduce themes explored on pARTners tours. Teachers lead one bell-ringer a day, each day of the week before their UMFA tour.
- The 2018 fall semester, “How to Look at a Work of Art,” encouraged students and teachers to discover different ways to look at and interact with works of art. From sketching to storytelling and movement to games, the curriculum helped students train their artistic eye and cultivate creativity. Learning objectives focused on literacy and communication skills, encouraging friendship and understanding, and illustrating how looking at works of art can be fun! Students and teachers created thaumatropes during the art making workshop where they discovered how art can come to life before your eyes.
- During the 2019 spring semester, 4th grade students and teachers explored the “Elements of Art” including line, shape, color, texture, and space as building blocks for artistic expression. Participants investigated different ways artists use these elements to communicate ideas and tell stories. Learning objectives centered on cultivating creativity and helping students gain confidence in their ability to connect to and talk about works art. Students created their own 3D agamograph drawing using lines, color, and shapes during the post-tour art workshop.

### UMFA/NHMU Dual Tours–Identity & Indigenous Heritage

This one-day 4-hour field trip experience included a guided tour and art making at the Utah Museum of Fine Arts as well as in-gallery programming at the Natural History Museum of Utah’s special exhibition *Maya: Hidden Worlds Revealed*.

- All curriculum around this event was aligned to sixth-grade social studies standards within the Utah Core Curriculum.
- Five bell-ringer activities were used as an in-class pre-lesson prior to the field trip, allowing students to explore identity through language, symbols, traditions, culture, and art.
- The field trip experience at both museums celebrated the cultural and linguistic diversity of Latinx people, as well as explored themes of identity, history, and culture.
- At UMFA, the guided tour highlighted UMFA’s Ancient Mesoamerican collection and explored broader themes of identity. Students created a mask about their own identity inspired by passport masks from various groups of people in the Democratic Republic of Congo from the UMFA’s permanent and education collections.
- At NHMU, students explored *Maya: Hidden Worlds Revealed* through a special in-gallery program and the STEM Lab program.

### Special Exhibition Tours–Race to Promontory: The Transcontinental Railroad and the American West

During the 2018-2019 school year, 4<sup>th</sup> and 7<sup>th</sup> grade students toured *Race to Promontory: The Transcontinental Railroad and the American West*, a major visiting exhibition that celebrated the 150th anniversary of the “Meeting of the Rails” at Promontory Summit, Utah, on May 10, 1869 through photographs and stereographs.

- Through tours of this special exhibition, students learned about this important period of Utah history and considered the art of photography, the stories photographers choose to tell, and what’s happening beyond a composition that we might not see.
- A special pre-tour lesson, “Truth and the Transcontinental Railroad,” asked students to think about ideas of “truth” and “perspective” and how those ideas are visualized in photography.
- During guided tours, groups explored themes of progress and perspective in the exhibition through sketching, games, close-looking, and other hands-on activities.
- Groups looked at stereographs and then made their own thaumatropes to explore an early form of animation (making a 2D drawing appear to be 3D and come to life) in the art-making workshop.

Core Tours

This year, we launched the first of four tour curricula specifically developed for K-12 classrooms. In coming years, Core Tours are planned for pre-K-2nd grade, 3-5th grade, 6-8th grade, and 9-12th grade. These thematic tours invite students to look closely at art, ask questions, and explore connections between artworks, the world, and each other. Designed to inspire curiosity, build visual literacy and critical thinking skills, and encourage students to make personal connections with art, these integrated tours align with specific goals and objectives within the Utah Core Standards.

9-12th grade – Power and Privilege

Through artmaking, self-reflection, and tours of the Museum, students explore topics around social justice and visualizations of power and privilege.

- Through a guided tour and self-guided handout, students explored UMFA’s galleries, looking at examples of power, privilege, and oppression and considering who is visible, who is not, and why.
- During the tour, students are asked to write action statements on the ways they can stand up against something that is wrong, how they can empower others, and ultimately how to empower themselves to make the world a better place.
- The tour concludes with a watercolor painting activity that visualizes our own ideas of these topics.
- Curriculum includes a pre-tour introduction video introducing topics around social justice.

**F. Museum in the Classroom**

Districts	Charters	Schools	Hours	Teachers	Students
17	2	45	210	263	4,860

Through this program, UMFA educators deliver onsite classroom art education that includes authentic art objects, hands-on experiences, and art-making activities. Museum in the Classroom (MIC) delivers important art education experiences across the state—from one-room schoolhouses to metropolitan campuses—providing K–12 curriculum that supports in-classroom learning and introduces new concepts and techniques. All presentations and activities align with 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 age-appropriate and relevant art-making activities.



In the summer of 2018, UMFA educators reflected on the first year of the new MIC presentation format to determine ways to improve the program. From this reflection, staff identified a few presentations were successful, and a couple presentations could benefit from some redesign. Through this process curricula, learning objectives, lesson plans (pre, post, and main), and formats for two of the presentations were adjusted. The following five presentations are offered as part of the current MIC program:

- **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 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 the printmaking 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 examine authentic artworks, work collaboratively in groups, work individually, and use a variety of art making supplies.
- **Photography:**  
 Goal: Develop 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 photograph examples from their school landscapes and make an individual photo collage using Polaroid cameras.

During the past year, MIC continued to target secondary schools in our yearly target school districts, in an effort to increase the UMFA’s 7th-12th grade reach. This effort resulted in 1,177 secondary students (24% of total MIC students) and 55 secondary teachers (20% of MIC teachers) served through MIC during the 2018-19 school year.

**G. Present!**

Districts	Charters	Schools	Hours	Teachers	Students
4	0	4	36	36	818

UMFA’s Present! program is a new collaboration between secondary school art teachers and Museum educators designed for students to learn about the curatorial and collections practices in a museum. This new program supports the recently added “Present” strand of the Utah Core Standards for Visual Arts. UMFA educators worked closely with secondary school teachers during the summer of 2018 to build this new multifaceted pilot program. Through two classroom visits and a Museum field trip, students and teachers will discover:

- How artworks are cared for through Collections processes.
- What criteria is used to determine which artworks will be preserved and presented.
- How the presentation of art influences the viewer’s understanding and experience.
- What universal themes are explored by artists throughout time.

Students will work independently on a themed artwork. Present! culminates with student-created digital exhibitions that are shared on UMFA’s website.

The new Present! Program was successfully piloted during the 2018-2019 school year at three high schools (Ogden School District, Granite School District and Weber School District) and one middle school (Salt Lake City School District). The following two Utah Core Standards were addressed during this pilot year:

- **Standard 7–8.V.P.2:** Develop and apply criteria for evaluating a collection of artwork for presentation.
- **Standard 7–8.V.P.3:** Develop skills and concepts to refine artistic work for presentation by analyzing and evaluating methods for preparing and presenting art based on criteria, by collaboratively preparing and presenting selected theme-based artwork for display, and by formulating exhibition narratives for the viewer.

Recent teacher and student feedback determined that the pilot year of the Present! Program was a huge success! Teachers and students felt very engaged and that they participated in opportunities they would not have had otherwise. The UMFA plans to expand and grow the Present! program in the coming years.

## H. Initiatives and Special Projects

Districts	Charters	Schools	Hours	Teachers	Students
16	7	44	87	63	1,521

### First Star Academy for Foster Youth

In 2018, the UMFA partnered with the University of Utah’s Office of Engagement to participate in the inaugural year of First Star Academy for Foster Youth on the University campus. First Star improves the lives of foster youth by partnering with area child welfare agencies, universities, and school districts to ensure foster youth have the academic, life skill, and support systems necessary to successfully transition to higher education and adulthood. The UMFA’s participation in this program included two week-long summer workshops and one Saturday workshop.

The summer workshops, *First Star Museum Takeover @ UMFA*, were a behind the scenes look at art museums. Students spent the week discovering, imagining, and creating. During the “museum takeover” students met the UMFA team and learned about the many different types of careers—collections, education, curatorial, and marketing—available at the museum. The Saturday workshop offered an introduction to a UMFA’s ACME Lab exhibition with the curator, self-guided gallery tour, and artmaking activity. The UMFA plans to continue its participation in the First Star Academy for Foster Youth’s summer workshops in the future.

## Arts Nights

Due to strong relationships and deep collaborations with many Utah teachers, the UMFA is continuously invited to present at many K-12 school Arts Nights and festivals across the state. . UMFA’s educators work closely with school teachers to develop interdisciplinary art lessons that align with the school’s theme for their night or festival. These events are a wonderful example of how the UMFA maintains strong outreach to so many Utah families through these community festivals.

## We Belong

Through a year-long partnership with Eastwood Elementary in Granite School District, UMFA educators and 1<sup>st</sup> grade teacher, Britnee Hinton, used UMFA objects, literacy standards, and artmaking to explore the idea of “belonging” and how students can make their classroom, school, neighborhoods and communities places where everyone feels welcome.

- Each month, a UMFA educator would visit the classroom and facilitate an hour-long workshop that combined reading, movement, museum objects, and art making around different aspects of what it means to belong.
- *Topics around belonging included: self, family, friendship, school, community, helping others, all voices matter.*
- Monthly, each student would create a part of a mandala around the theme. At the end of the year, mandalas were installed in the school to visualize what it means to belong and how we can help others feel accepted

## Conferences

This year, the UMFA K-12 Learning and Engagement team presented the topics of museum education and arts integration at three conferences: Utah Art Education Association (UAEA), Utah Museums Association (UMA), and Arts Express.

#### **4. THREE-YEAR ROTATION TO ALL SCHOOLS AND DISTRICTS**

<b>District</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>Projected 2019-2020</b>
Alpine	9	7	13	10
Beaver	0	0	1	0
Box Elder	1	0	4	0
Cache	4	2	0	4
Canyons	8	7	4	4
Carbon	0	0	3	0
Daggett	0	3	0	0
Davis	6	13	7	7
Duchesne	0	3	1	0
Emery	2	0	0	4
Garfield	0	2	0	0
Grand	0	1	0	0
Granite	10	32	16	20
Iron	0	0	3	0
Jordan	7	11	6	5
Juab	1	0	0	0
Kane	4	0	0	3
Logan	0	2	1	0
Millard	3	0	5	0
Morgan	0	0	1	0
Murray	2	2	3	4
Nebo	3	12	3	2
North Sanpete	1	0	0	0
North Summit	0	1	0	0
Ogden	5	1	1	7
Park City	2	1	4	1
Piute	0	0	0	2
Provo	1	1	1	7
Rich	0	0	0	2
Salt Lake City	28	30	29	28
San Juan	0	7	2	0
Sevier	0	0	3	0
South Sanpete	0	4	1	0
South Summit	1	1	1	3
Tintic	4	0	0	4
Tooele	1	2	8	2
Uintah	1	0	2	7
Wasatch	1	1	1	1
Washington	2	5	1	0
Wayne	0	0	3	0
Weber	2	3	6	1
Charter	15	31	26	20
USDB	0	0	1	0
Homeschools	1	0	0	0
<b>TOTAL SCHOOLS</b>	<b>125</b>	<b>185</b>	<b>161</b>	<b>148</b>
<b>TOTAL DISTRICTS</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>22</b>

## **5. SUMMARY OF THE ORGANIZATION'S SELF-EVALUATION**

### **A. Cost-Effectiveness**

The UMFA matches the award received from the state legislature each year at 100% or more. This incredible support helps the UMFA successfully delivery of a wide breadth of quality programming that reaches all corners of the state. All programs are carefully developed to support teacher and student needs, consider the Museum's current exhibition and programming schedule, align with relevant core-curriculum strands, provide ongoing professional development and educational opportunities for teachers, and engage in intensive collaborations with educators and students to improve future program design.

- 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.
- The program's art materials and supplies are created for sustainability and can be repurposed for future classes and lessons, providing a lasting art experience beyond the initial UMFA classroom visit or tour.

### **B. Procedural Efficiencies**

#### **1. UMFA strategically plans school visits to maximize impact on each school district.**

- Through relationships with District Arts Coordinators, administrators, and principals, we are able to visit numerous classes in each school and several schools within 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 within a remote area.
- UMFA works with the Springville Museum of Art to help plan our visits around the state by staggering visits from our two organizations.
- Through our strategic planning of school visits, 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. This maximizes the positive impact on Utah students, helping them develop critical thinking skills, creative problem solving, and the ability to express themselves in a meaningful way.

#### **2. Staff Time and Professional Resources**

- The UMFA's education staff works collaboratively with each other, with other Museum staff (curatorial, collections, operations, development, and marketing) and with colleagues at the University of Utah to maximize the development, delivery, and evaluation of UMFA's quality resources.
- UMFA colleagues assist in the design of our print and online resources, facility accessibility, program outreach, visitor safety, and the development of program evaluative tools.
- University of Utah's Marriott Library collaborates with the UMFA to produce a number of quality digital resources for these programs including video production and audio editing.

#### **3. Strengthening Support for Public Arts Education**

The UMFA works to strengthen awareness and build strong support for arts education in Utah 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 through collaborative trainings.
- Developing relationships with teachers and administrators statewide.

- Collaborating with other arts providers to enhance and improve our program curriculum.
- Maintaining relationships with other museums across the state and provide mentorship on how museums and schools can work together in communities.
- Utilizing social media to increase awareness of school art programs.

## **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* newsletter connects teachers to our programs and events, making our resources more accessible.
- Each year we consult individually with a select group of teachers to research and develop new programs, develop program resources for teachers, present curricula at professional development workshops, and test the effectiveness of new program offerings.
- Through UMFA's Creativity Collective teacher focus group, we consult with teachers across the state, including educators from Alpine, Salt Lake City, San Juan, Tooele, and Uintah School Districts, as well as various charter schools. UofU professor, Sandy Brunvand, and her class of art education students wrote curricula connecting UMFA's collection to classroom learning.
- The UMFA maintains active relationships with Utah teachers and administrators through annual meetings, utilizing the expertise of these educators to co-present at conferences and for the benefit of UMFA staff and volunteer professional development.

### **2. Collaborations with other Organizations**

The UMFA is always seeking new opportunities for collaboration with organizations to realize success of our strategic goals and improve upon our institutional reach across Utah.

- Partnerships with the Great Salt Lake Institute at Westminster College and the Dia Art Foundation promote educational opportunities at *Spiral Jetty* and other Land art sites in Utah through the development of teacher resources.
- 2018 marked the first year that UMFA collaborated with First Star Academy at University of Utah,, a program that helps students in the Utah Foster Care System attend college, to conduct several workshops introducing students to the UMFA.
- Other important collaborators include the University of Utah College of Education, College of Fine Arts, Utah Presents, Youth Arts, Youth Education, Office of Engagement, Marriott Library, and Beverly Taylor Sorenson Arts Learning Program; Salt Lake City and Tooele School District; and many schools and teachers statewide.
- We also partner with the Springville Museum of Art to help teachers interested in additional visual arts opportunities use 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 a wide variety of statewide art and museum communities, providing leadership on directorial boards and advisory boards including: Utah Art Education Association (UAEA); Youth Arts; Utah Museum Association (UMA); Framework Arts; Salt Lake County Museum Volunteer Coordinators Committee; Salt Lake Emerging Art Professionals (SLEAP); Artes de Mexico en Utah; Mestizo Institute of Culture and Arts; University of Utah College of Humanities Partnership; and National Performance Network (NPN). Engagement with these

communities advance the UMFA’s mission, increase professionalism, and enable us to pursue and implement best practice standards. Many staff also participate in personal artistic pursuits and/or board assignments that are informed by their professional experiences to enhance community engagement within the arts and arts education.

## **D. Educational Soundness**

The UMFA strives to be a statewide resource for art-based learning through Art History Classroom Connections, Distance Learning, Educator Resources, Explore Spiral Jetty, K-12 Museum tours, Museum in the Classroom, Present!, and collaborations with colleagues. To help meet student and teacher needs, our art education programs are designed to address the following:

### **1. Alignment with 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. Build Skills for Life-Long Learning, College and Career Readiness:**

- Thinking and Reasoning – Students explore through creation and revision of their own artwork based on feedback from teachers and other students. This in-class approach complements the artistic process and encourages students to use creativity, problem-solving skills, and to use “mistakes” as spontaneous access to new ideas in their artwork.
- Social and Civic Responsibility – Students explore topics related to diversity and reflect on their own cultural position and how it might be different from others.
- Aesthetics – Students discuss and critique works from the UMFA collection as well as their own artwork, using artistic vocabulary and concepts.
- Communication – Students develop broad 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) is accredited by the American Association of Museums (AAM) and was granted reaccreditation by AAM in 2011. The AAM’s museum accreditation program is the field’s primary means of quality assurance, self-regulation, and public accountability



- The UMFA has been built and sustained by hundreds of dedicated museum professionals for more than 40 years..
- The UMFA was awarded AAM accreditation after a rigorous, multi-year examination process. AAM accreditation recognizes museums for their 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 occurs every ten years.

## 2. UMFA Staff

- Kelly Baisley, Assistant Curator of Education, coordinates Museum in the Classroom and Present! providing teaching and learning opportunities in schools statewide.
- Annie Burbidge Ream, Curator of Education, oversees administration of K-12 Learning & Engagement, K-12 museum tour programs, Land art initiatives, and manages the education collection.
- Laura Decker, Associate Curator of Education, coordinates Art History Classroom Connections, Distance Learning, and educator resources.
- Ashley Farmer, Manager of Volunteer and Tour programs, manages volunteer and tour programs, including more than 100 active docents who lead K-12 tours at the Museum.
- Jorge Rojas, Director of Education and Engagement, provides administrative oversight for UMFA Education & Engagement programs.
- Misty Woods, Tour Coordinator, schedules tours supports scheduling tours, managing databases, and updating calendars.

**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 NAEA (National Art Education Association) Pacific Region Museum Educator of the Year awards. Burbidge Ream believes that art not only expresses ideas but can be a powerful force for people to find common ground and understanding. In 2017 and 2018, she was among the recipients of the Award for Excellence in Statewide Collaboration from UMA (Utah Museum Association) and Award of Merit from the American Association for State and Local History's Leadership in History, respectively, for her work with Utah Humanities Museum on Main Street Program. Annie utilizes works of art to create hands-on, question-based experiences for teachers and students that emphasize the importance of creativity and experiential learning. She oversees the administration of K-12 Learning & Engagement, K-12 tour curricula development, and is the collections manager of the education collection at the UMFA.

**Laura Decker** is Associate Curator of Education, K-12 Learning & Engagement at the UMFA. She has a BFA in Illustration and a minor in English from the Rhode Island School of Design. Laura will graduate from the University of Utah with a MAT-Fine Arts in 2020. In 2019, Laura received the Museum Educator of the Year award from the Utah Art Education Association (UAEA). In 2017 and 2018, she was a recipient of the Award for Excellence in Statewide Collaboration from UMA (Utah Museum Association) and Award of Merit from the American Association for State and Local History's Leadership in History, respectively, for her work with Utah Humanities Museum on Main Street Program. Laura 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 and implementation of curriculum and professional development opportunities. She oversees Educator Resources, Distance Learning, and Art History Classroom Connections for the UMFA.

**Ashley Farmer** is an educator and writer with degrees from the University of Louisville and Syracuse University. Prior to serving as UMFA's Manager of Volunteer and Tour Programs, where she oversees manages a robust docent council and slate of museum tours, Ashley supervised school and teacher programs at the Speed Art Museum in Louisville, KY, developing curricula, facilitating community art-making, and establishing school district partnerships. Ashley is interested in hands-on, interdisciplinary arts education and, in addition to facilitating poetry and photography exhibitions for high school students, served as a teaching artist in the Syracuse Public Schools, creating visual arts, writing, and literary journal opportunities for elementary school students. Ashley is also the author of a chapbook and three books, most recently *The Women* (Civil Coping Mechanisms, 2016). She is the recipient of the Ninth Letter 2018 Literary Award in Creative Nonfiction, the Los Angeles Review's 2017 Short Fiction Award, and fellowships from Syracuse University and the Baltic Writing Residency. She serves as a fiction editor for Juked.

**Jorge Rojas** is a multidisciplinary artist, independent curator, and museum educator. He studied Art at the University of Utah and at Bellas Artes in San Miguel de Allende, Mexico, and uses performance, visual art, and participatory engagement to examine cultural, social, and mediated forms of communication. At the UMFA, Jorge oversees all education, community engagement, and public 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 art and curatorial projects have been exhibited in galleries and museums across the nation, 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 Utah Museum of Contemporary Art (UMOCA) in Salt Lake City. Jorge serves on the board of directors of the National Performance Network (NPN), the University of Utah College of Humanities Partnership board, and on the advisory boards of Mestizo Institute of Culture and Arts (MICA), and Artes de Mexico en Utah.

**Misty Woods** is currently a student working towards her bachelors in art history. As tour coordinator for the UMFA, Misty works closely with her colleagues to assist in K-12 programming, artmaking, and the visitor experience. A few of Misty's long-term goals are to achieve an MA in art history with a minor in business and to one day manage her own art gallery. When she is not studying or working, Misty spends time in her studio preparing for upcoming shows as an oil painter with a focus on portraiture and figurative art.

## **F. Resultant goals, plans or both for continued evaluation and improvement:**

### **1. Relevance and Feedback**

The UMFA's K-12 Learning & Engagement programs have grown and succeeded on feedback from many teachers and school administrators over many years. Utah educators continue to stress the need for programs that offer high quality art instruction, art-making supplies, and that encourage students to communicate creatively through visual art.

- Programs are designed not just for art teachers, but for all teachers who may or may not have a background in art.
- 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 provided and how they think they can use UMFA resources to address their curriculum needs.
- Goals are to create a responsive program that effectively addresses teacher feedback to revise and develop 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 that students receive and improve the depth of their creative and intellectual experience.

- Our programs emphasize open-ended questions and dialogue to encourage critical thinking, creative problem solving, and appreciation of multiple viewpoints.
- By design, programs are hands-on and experiential to provide memorable tactile experiences with arts and culture with an emphasis on student-centered learning; UMFA educators facilitate the learning experience rather than delivering information through a lecture-based format.
- All UMFA's educators have training in classroom management to promote respectful interactions, listening, and adherence to classroom rules.
- UMFA's staff continually seek to develop new curricula, program ideas, art connections, and teaching practices, to create new opportunities for quality arts-based learning for Utah students.

### **3. Grades 7-12**

Because of the positive impact that arts learning has on the critical thinking skills, creative problem solving, powers of initiative, and self-esteem for adolescents, a long-term goal for the UMFA is to increase our resources and interaction with students in grades 7-12. We continue to work strategically to develop offerings throughout all of our programs to address learning and engagement for this audience. Within the past year, these efforts have resulted in a greater number of 7th-12th grade students served through UMFA's programs.

### **4. Internal Evaluation Criteria**

Program evaluation is a critically important component of the work we do at the UMFA. Our educators continually strive to:

- Assess the relevance of our programs and curricular resources ensure alignment with: Utah Core Standards, our Museum exhibitions, and our knowledge of the intellectual and personal development of students.

- Reflect on their own teaching each year to maintain best practices in the fields of art education and the museum industry.
- Provide offerings that pose thoughtful questions, invite dialogue, and celebrate a variety of viewpoints.
- Examine the depth and impact of our engagement with students.
- Consider the reach and impact of educator resources and how these resources meaningfully influence student learning.
- Carefully plan and strategize the schools that we present to each year and seek direct 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 we have successfully served with our many program offerings. We carefully tailor programs to be age and theme appropriate so that they suit the unique needs of the student and school. We aim to present in every classroom within a school as time allows, especially within rural districts. In addition, the UMFA's programs serve many Title 1 schools throughout the state. In 2018-19 we served 66 Title 1 schools, bringing much needed arts education to underserved populations.

## 6. Online Resources and Services

The UMFA provides many online arts education resources to enhance arts-based learning options for all students, teachers and schools throughout the state.

- Interdisciplinary lesson plans are available to download. These lesson plans compliment exhibitions and artworks from the UMFA's collection allowing students to see and learn from original artworks in the Museum. High-quality digital reproductions of many artworks are available upon request for those students who cannot tour the museum in person.
- Through Distance Learning programs and our digital resources, the UMFA connects students from all corners of the state to the Museum galleries to virtually explore and collaborate.
- Additional online and virtual resources include: presentation and tour scheduling forms, *On the Wall* educator newsletter, UMFA's art collections database, virtual exhibitions and online evaluation forms.
- Future online resource goals include increasing our scope and offerings in the Distance Learning program to provide greater access to curricular resources for all our programs.

## 7. Program Feedback from Teachers:

*"Thank you so, so much for the wonderful day! It was nothing but great things and everyone loved it! I hope you will be able to put us on for next year so we can give more kids a chance to enjoy the things that you have to offer!"*  
 ~ Sherry Ellett (Art teacher, Wayne School District)

*"I wanted to thank you so much for coming to our school and teaching all of us about Printmaking! I know all of the students really enjoyed learning about this new medium and the basics of abstract art. It was also really fun for me to observe how you organized and taught this lesson. I am planning on making this a regular part of our curriculum."*  
 ~ Lisa DeGraffenried (Art teacher, Fillmore Middle School, Millard School District)

*"I wanted to thank you again for coming to Delta North Elementary. The students had a wonderful time and learned a lot. I appreciate you giving them this opportunity that they might not have had otherwise."*  
 ~ Delna Bliss (Principal, Delta North Elementary, Millard School District)

*"Today was fantastic. On our way home students told me that today was their favorite day of school so far. Thank you for such a great experience."*  
 ~ Emily Pierce (Art teacher, SLCSO)

*"I wanted to say thank you for coming to our school and putting on such a great presentation! The kids really loved it and it was great to see them work with cameras. They keep bringing up lines, color, and shape."*  
 ~ Elsa Blonquist (2nd grade teacher, Jordan District)

*"I want to thank you and your staff for the wonderful time you provided the students and teachers from Liberty on Friday. You were all so prepared and organized. The students had a great time. Thank you so much."*  
 ~ Becky Page (1st grade teacher, Liberty Elementary, SLCSO)

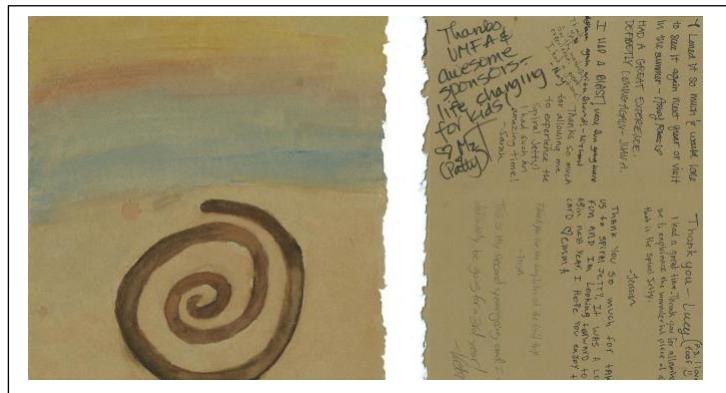
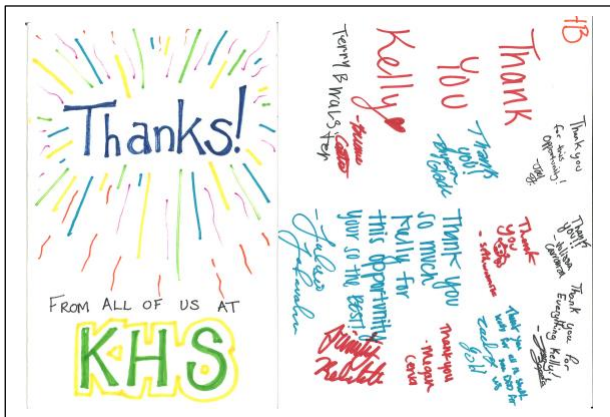
Feedback from the Spiral Jetty field trip:

*"I loved being able to walk around a famous artwork." ~ student*

*"I'm lucky be a chaperone on the trip to Spiral Jetty. The museum made it easy and fun! Thank you for the opportunity!" ~ chaperone*

*"The most amazing thing was being at a place I wouldn't go to otherwise." ~ student*

*"All of them loved the cameras and chance to think about themselves in the place and verify that format and in their sketchbook. As I have talked with the kids, they have all let me know that it was a positive and rare experience. Thanks for facilitating and please give a great thank you to the sponsors. We love people who promote the arts for our kids!"*  
 ~ Patricia Taylor (Art teacher, Taylorsville High School, Granite 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