Program Overview
Art in the Schools (AIS) is the core program of the Harwood Museum of Art Education Department. AIS, heading into its 13th year, is an innovative multi-visit program that combines inquiry-based learning in the galleries with self-expressive art making in the studio. At the museum we host two classes per day from local schools, including every class from our principal partner Enos Garcia Elementary grades Pre-K-5, Taos Integrated School for the Arts a NM Charter School (TISA) grades K-8, two inclusion classes from Ranchos de Taos Elementary Pre-K & 5, and Anansi Charter School Pre-K. We implement four curricular units throughout the year, and schedule all students to attend all four units. Each visit is two hours and is facilitated by our experienced teaching staff; one hour is spent in the galleries, one in the studio. In the galleries, students focus on a few pieces of art designated by the theme and curriculum, and learn through group discussion while also sharing their personal stories as they relate to the art. The gallery sessions are inquiry based, with open-ended questions guided by various techniques such as Visual Thinking Strategies (VTS.). Students are given the opportunity to engage mindfully with the art by sketching in the galleries.

The studio activity reinforces concepts learned in the gallery. It begins with a guided demonstration and discussion of the elements of art specific to the unit, each student then creates their own work. Each unit has a different medium to explore which supports students to learn the care and use of various materials. A more in-depth discussion of this year’s themes and projects follows in the curriculum section.

Goals & Outcomes
The intended impact of Art in Schools is to increase access to arts learning and the creative experience in a museum environment for the at-risk population of students in Taos. We encourage students to view themselves as an integral part of a creative and artistic community and to envision a future with museums and art. We make museums and the arts accessible (and fun!) to all students regardless of income, and physical or cognitive abilities. Below are the specific Goals and Outcomes we consider with a brief interpretation of what we look for.

- **Develop Creativity.** When engaged in our program students demonstrate original thinking, brainstorming, storytelling, imagination and curiosity. Students demonstrate collaboration and cooperation by building on each other’s ideas and being open to other ways of thinking. They are able to take these concepts and act on their creative ideas to make a tangible expression in the studio.

- **Develop Critical Thinking.** When discussing what they feel and see in art, students observe, question, compare/contrast, interpret, synthesize and associate ideas, problem solve and evaluate. When viewing and making art students show flexibility in their thinking, take risks with projects or interpretations and accept feedback.

- **Foster Cultural & Community Awareness.** By viewing artwork from both the permanent collection and special exhibitions, students are exposed to a diversity of ideas, places and time. This exposure enhances an ability to understand what life is like for people who live in a different place or time – and comparing
and contrasting allows students to examine their own culture, both personal and within the rich history of Taos. Students are able to reflect on their own uniqueness and the role of arts in the community.

- **Increase Understanding of Art Viewing & Making.** Students increase their ability to discuss works of art through new vocabulary and related concepts. They also learn to distinguish diverse media, techniques and artistic processes. By having personally significant experiences with art, students can take pride in their work and increase their self-perception as creative or artistic.

- **Express Joy Through Learning.** Joy creates resiliency to move through difficulties and engages the whole child. Curiosity is nurtured in the visits to the museum and inspires the most beautiful questions. Students discover how to settle into art making and take part in discussions to reveal their inner motivations for learning or enjoyment and to think about what cannot be seen. Commitment and follow-through improve as students are encouraged to experiment and create original ideas.

**Curriculum & Activities**
The curriculum and activities for Art in the Schools are designed specifically for our students by our experienced team of educators. Every unit, every year is a different focus and different theme chosen around the exhibitions from both our permanent collection and from special exhibitions. Each unit is aligned to National and State benchmarks and to 21st Century Learning guidelines. Discussions are student centered using Visual Thinking Strategies (VTS) and other inquiry-based activities. Staff has been trained in VTS which encourages students to learn through observation, listening, dialogue, and deeper inquiry while also respecting the perspectives of their peers. The three main questions posed by teachers are “What’s going on in this picture?” “What do you see that makes you say that?” and “What more can we find?” Storytelling is incorporated into the gallery lessons to relate pertinent information in a meaningful way. Below is a brief description of our curricula in 2018-19.

**Watercolor Landscape inspired by our collection— September – November 2018**
Students view the landscapes of Taos Founders and Taos Moderns artists. Students are asked to walk through the galleries making distinctions between landscape, still life, portrait, and genre paintings. Students gather in a circle in the Moderns gallery to discuss and explore landscapes helping to deepen their understanding of landscapes. “Winter Funeral” by Victor Higgins begins the discussion of what is a landscape. The discussions are age appropriate and in the galleries, open-ended questions introduce foreground, middle ground and background, time of year, seasons and places in Taos. After a lesson exploring the difference between realistic – what our eyes see and abstract – how we feel about the subject or choose to describe it, students settle in with one painting to sketch in one of the galleries. In the studio, participants create a watercolor landscape inspired by the work in the museum and their own imagination, depicting a chosen season.

**Pop Chalee: Blue Flower Rooted – Silkscreen Printing – November 2018 – January 2019**
Students view the work of Pop Chalee who became well known for her idyllic depictions even drawing the attention of Walt Disney. Students discuss with museum educators the relevant history of Native artists in New Mexico in the 1930’s and beyond and especially the role of Native women at that time. Stories from Pop Chalee’s life are shared along with where to find her work including the Albuquerque Sunport. Students also view the different types of printmaking techniques found in the Wurlitzer
Alumni work on paper in the Foster Gallery. In the studio, students cut a stencil out of paper to serve as a resist in silk-screening an image of their own design inspired by the work viewed in the museum.

**Hispanic Traditions Bultos – January – March 2019**

Students visit the Hispanic Traditions gallery to view historic and contemporary retablos and bultos first created in Colonial New Mexico. The discussion gives context to the history of this time. Students are engaged in open ended discussions about the stories, symbols and attributes of the saints depicted and Colonial New Mexico. Sermo Humilis is introduced as the humble aesthetic of the Santos, exemplified by Saint Francis de Assisi. Sketching in the gallery enables the participants to capture details to take to the studio. In the studio each student creates a 3-dimensional figure of a saint, super-hero or themselves using symbols and sculpting air-dry clay with other materials. How to develop a personal symbol is presented, and using imagination to see yourself as a super hero is encouraged.

**Octavo Book Form with Collage inspired by Birds of Appetite: Alchemy & Apparition – March– May 2019**

Students view and explore the exhibition featuring the work of Tasha Ostrander and Izumi Yokoyama. Open-ended discussions give context and history and allow students to express their views. In the studio, students create their own octavo book form with collage to tell the story of themselves in a unique format that allows for the succession of time as an element. Students are encouraged to first draw in the book creating a background with various media available. Izumi and Tasha’s work inspired animal & nature themes in the collage books created by the students. This project was met with enthusiasm from all who participated!

**Outputs & Demographics**

In the 2018-19 school year, Art in the Schools hosted 952 unique students for 2,567 student visits, with 407 teacher, aide and parent visits for a total of 2,974 participant visits. Enos Garcia comprised 66% of our students. Enos Garcia is a high poverty Title I school, where we are able to serve all grades starting with PreK through 5th grade. We also welcomed two inclusion classes from public school Ranchos de Taos Elementary. Taos Integrated School for the Arts grades K through 8th attended all four units, as did Anansi Pre-K and AIS hosted homeschooled families during each of the units presented. Ranchos and TISA also receive Title I funding. The attendance for museum visits was disrupted due to a variety of reasons: end of year activities-8 classes, snow or rain – 7 classes, behavior – 2 classes, Harvest Festival – 2 classes, birthday party – 1 class, and 1 class was cancelled due to a fire alarm at the museum. Standardized testing and preparations for testing at school also has an impact on AIS attendance. We work to update our calendar with the school calendars and often we are able to reschedule classes.

Hispanic, Native American and Mixed Race students comprise 80% of AIS; 96% of our students are from Title I schools. AIS benefits from having additional diversity of 31 dual language classroom visits, as well as 510 visits from students in Special Education in inclusion classrooms.
AIS had 3 volunteers providing 235 hours
1 full-time staff and 2 half-time staff facilitating 159 classes

952 Unique Students

100% of Participating Teachers are excited to continue AIS programs in 2019-20

31 Dual Language Class Visits
Highlights and Challenges This Year

We invited inclusion classes from Ranchos de Taos Elementary for the fifth year continuing our reach to special needs students in Taos. We consult with the Functional Life Skills director at Ranchos for best practices for access and providing accommodations for students who receive services through an IEP or 504 Plan. This year we did not receive VSA/MAK funding to help AIS touch the lives of the severely profound special needs students that attend Ranchos due to their excellent Functional Life Skills program but we persevered and sought out additional funding. The Ranchos Principal limiting the number of times that each classroom could visit the museum challenged us this year. We are still in conversation about the upcoming year with Ranchos and understanding that the time required for standardized testing is a challenge for all involved. The teachers did not utilize the accommodation forms provided pre-visit to ensure their visit to the Harwood Museum of Art is a positive experience. We plan to implement these more proactively to confirm successful accommodations for each child with an IEP. The Development at the Harwood has undergone major changes that challenged our fundraising. We were also challenged in an interim year without a Director of the museum.

AIS strives to connect students to a meaningful learning experience in the community. Specifically, we look to increase access to arts learning and the creative experience for the at-risk population of elementary students in Taos County. The population of our principal partner Enos Garcia, a Title I school, has 100% of students qualifying for Free lunch compared with the state average of 68% and has a higher concentration of Special Education students with 23% compared to 13% nationwide. In Taos County, 24.5% of the population lives below poverty level. This increases to 40.5% for children, 24% for Hispanic and 27.96% for Native Americans (City-Data.com & US Census 2016.) New Mexico kids rank 50 out of 50 states in the Kids Count 2018 data.

AIS has always focused on students who have less opportunity for learning in a museum due to rural or economic conditions. In our closing conversations, most students report that they do not visit museums other than during the Harwood Museum of Art’s Art in the Schools. We send out a bilingual letter for parents to inform them about AIS and to invite them to visit the museum free of charge with their children as the museum guide. One of our main programmatic goals is to help these students foster cultural awareness by seeing their community through a different lens and by developing self-confidence through cultural pride and their own creativity. As we support students to express joy through learning we hope to create resiliency in the students to move through difficulties in their own lives.

Evaluation & Reporting

This year as in the past, the Logic Model, Observation Form, Teacher Post-Survey, session critiques and closing conversations were utilized. Data was collected through session dialogues to ensure the program provides relevant and meaningful experiences. With these evaluations and conversations, we captured feedback about the strengths of the program and ideas we can improve upon. Museum staff participate in regular meetings to evaluate progress, problem solve, review disabilities training, and fine tune accommodations and logistics for each class.
Evaluations include an observation-based form used throughout the visit to record student comments, and to measure qualitatively our five programmatic outcomes: to develop creativity, develop critical thinking, foster cultural and community awareness, increase understanding of art viewing/making, and to express joy in a learning environment. Comments gathered on these forms showed progress in all areas. Post-surveys for teachers show that 100% either ‘agree’ or ‘strongly agree’ that we accomplished these goals, with 100% rating the overall experience as ‘excellent’ or ‘good,’ and with 100% wanting to participate in 2019-20. Here are several teacher comments: “The museum experience, exposure to different artists, visual thinking strategies, great variety of different art projects, continue to incorporate teacher professional development – the activities inspire me and stretch my imagination!”; “The students enjoyed learning about various types of art from various community makers. This is an amazing program. Thank you Harwood for providing my young students with wonderful art opportunities!”; “You are so organized! Not a minute lost in teaching and opportunity for students to explore and express using art!”

A class appraisal of the student work allows participants to voice their experience in their art process and to see the work of classmates in a supportive way. Closing conversations give us immediate feedback to measure and evaluate what was learned in the lesson and what was enjoyed or not enjoyed, focusing on creative thinking and developing cultural awareness. Oral evaluations are fluid in obtaining data and support the intent and tone of the museum visit.

**Community Impact**

Our program connects students with art in a way that is meaningful to their lives, while also giving participants a solid foundation in creative thinking and problem solving through the multi-visit model.

Our ability to reach the children in our community with special needs has been a wonderful experience. Having the opportunity to see these children become inspired and have them interact in the galleries and develop favorite spaces or works of art is a rewarding experience for all of us. The tenacity and courage of every student inspires all who participate in AIS.

Students ask relevant questions about the changing of exhibitions and artwork, learning in the process that the museum is not a stagnant place and the galleries change on a regular basis. Students show curiosity about where artwork that they remember viewing has gone.

Students recall the stories about what life was like during Spanish Colonial times. Many carry that heritage and have family members who carve saints or paint retablos. Those who do not have that familial connection learn that these religious objects are a part of the history of Taos and that is why they are preserved in the museum and continue to be a part of the artistic legacy of Taos.

One teacher writes that the students gain a greater appreciation of their artistic heritage and love showing their work proudly to their families.

The Harwood collection in our permanent galleries and the special exhibitions help students to learn about the artistic heritage of Taos and the vast range of artistic expressions that infuse Taos as a unique place to call home. We love having the opportunity to share these artists work with this young population.
Larry Bell’s “Time Machine” was on view early in the year. AIS students enjoyed interacting with their classmates: “She has two spirits, half girl and half boy.”

Jolene Nenibah Yazzie’s “Sisters of War” made an impression on many students. Many had observed her painting live on her wall murals during the previous year’s sessions of AIS. When they learned that we planned to paint over them: “Oh no. Don’t paint over them.” Students continue to ask about her murals.

Many students had Izumi Yokoyama as an art teacher. They were in awe seeing her work in the Harwood. A few classes even met her as she was installing “Eroded Wish.”

Students may have family members who are in our collection, living or deceased. Their stories help to enliven the artwork in the museum offering a poignancy as they remember making art with their relative.

The Harwood has many examples of Anglos making images about Taos Pueblo. The students from Taos Pueblo enrich our discussions about their culture and help us all to appreciate the uniqueness of this place.

The Harwood collection includes Spanish Colonial Furniture and Tinwork chandeliers. Students learn about the revival of these objects during the 1930’s as the chairs, chandeliers, benches and trasteros are objects in the museum. “Was this chair made here?” (Max Luna’s WPA workshop at the Harwood)

“Amazing museum, high quality materials in studio; authentic experience, culturally relevant” – a comment made by a teacher. We intend to impart to students the process of an artist to settle into their work practice and to bring that work and inspiration out into the community. Our discussions include the objective of bringing mindfulness skills and experiences into the work that we do in AIS to further balance the youth in Taos. Many students exhibit stress symptoms at school, AIS is a respite from the standard of education presently and develops joy through learning.

Viewing history through its objects and artistic depictions and engaging in storytelling that is relevant to Taos, Art in the Schools offers an enriching experience on many levels. We believe an investment in our program is an investment in the future citizens of New Mexico and our community.

What Kids Say!

“Th...
**Harwood Education Programs**

In addition to Art in the Schools, the Harwood Education staff also creates and engages in their other programs that help enhance AIS by inviting the families of the students to participate at the museum. The Harwood educators host family open houses with creative art activities and museum interactions during Halloween, Lighting of Ledoux (Winter Festival) and Valentine’s Day offering a smorgasbord of art materials and projects, that includes cigar boxes to decorate as a death shrine or treasure box. Harwood Educators offer art making at the Taos Farmers’ Market several times during the summer months to engage families and offer a platform to be in the community to promote our summer programs and the work we do with Art in the Schools.

The Taos Chamber Music Group that is housed in the museum invites students to view their rehearsals on Fridays before their concert weekends once a month during the school year. Museum Educators help to facilitate this wonderful exposure to live classical music.

In the summer, we offer Art Exploration Workshops: “My Kid Could Do That!”, and “I Am, Je Suis, Yo Soy.” All workshops are relevant to and inspired by the summer exhibition: “Embroidered History: Colchas and the Stitch that Defined the Region.” These programs are designed for various ages ranging from five and up (including teens.) This summer we offered Young Writers Camp with John Biscello and only offered My Kid Could Do That due to jury duty that Jayne was assigned to. We invite summer camps and summer schools to join us for AIS summer sessions. This summer we hosted Anansi Pre-K, High Altitude Athletics, TMS Extended School Year, Upward Bound Math and Science, and Inspire for several sessions.

The summer curricula serves as a laboratory for AIS enabling us to work with smaller groups to fine-tune our lessons. It is also our intention to bring mindfulness awareness into all of our education programs.

The Harwood Education Program included Adult Programming with weekly meditative Jivamukti and Satya Yoga in the museum, occasional art workshops associated with exhibitions, and docent led tours and docent training. Artstreams: From the Well of Memory program, “Meet Us at the Museum”, provides a unique opportunity for those with Alzheimer's or other cognitive impairments, and their family caregivers to enjoy the richness of the Harwood Museum’s exhibitions. Art Educator, Kathleen Burg brings this program to the museum several times a year. The Yoga Program ran through December 2018. We continue to host workshops and special education students in yoga explorations. The Taos Municipal Extended School Year requests a summer yoga session each year with the severely profound students in Taos County.