Partnering with Families for Early Learning in and through the Arts

Think/Draw/Write Now:

- When was the last time that you were some place unfamiliar?
- What, if anything, made you feel welcomed and comfortable?
Partnering with Families for Early Learning in and through the Arts

Agenda
Introductions
Building a case for diversifying family audiences
Literacy Through Culture case study
Lessons Learned
Discussion
COOL CULTURE

90+ partner cultural institutions

50,000 families

400+ partnering early childhood programs
Mission - The Jewish Museum is dedicated to the enjoyment, understanding, and preservation of art and Jewish culture for people of all backgrounds.

Collection - The Museum maintains a unique collection of nearly 30,000 works of art.

Family Programs - Family Programs at the Jewish Museum offer visitors of all ages the opportunity to connect with the Museum’s collection and special exhibitions, as well as with one another, in participatory and imaginative ways.
Percent of adults 18-24 years old who had an art lesson or class, in or out of school, any discipline.

- Decline in arts education has disproportionately impacted people who are Black and Hispanic
- Childhood arts education is the strongest predictor of adult arts participation

NEA-Survey of Public Participation in the Arts, 2012
9% of core museum visitors are people of color

By 2043 the country will be majority minority. Currently, 37% of the US population are people of color.


95% of learning happens outside of formal education

Parental "Enrichment" Spending on Children

Time spent by both parents working on children’s development during ages 0–4 (that is, reading to children, working on cognitive skills, learning) 1965–2013

Family:
Two or more people in a multi-generational grouping with an on-going relationship

Family as a Learning Institution

Family learning is:
• A type of free-choice learning
• Happens across a lifetime
• Family members share experiences, background & knowledge
• Families create & reinforce a shared culture, history and identity
• Family members understand each other’s interests, learning styles, strengths and weaknesses

Dierking, Lynn D. Museums, Families & Communities: Being of Value.
Families’ Culture

• Culture is the sum of **attitudes, customs and beliefs** that distinguishes one group of people from another. (American Heritage Dictionary)

• Includes shared beliefs and values pertaining to:
  – **communication** (formal/informal, communicate info/to build relationships)
  – **power** (equality/hierarchy)
  – **identity** (individual/collective)

For more info on “**Cultural value continua**,” see: “Culture Compass” on The Hofstede Center website and Lynch, E.W. & Hanson, M.J. “Developing cross-cultural competence: A guide to working with children and their families”
Literacy Through Culture

- Engages families in supporting early learning in and through the arts
- Partnership network of
  - early childhood centers
  - museum partners
  - family leaders
- Co-created programming
  - At school & in the museum
  - For adults-only & for families
- 8+ years, Part of Cool Culture’s Intensive Community Collaborations program.
LTC Partnership with the Jewish Museum

Partnership Goals:

• Support family engagement with cultural institutions and early learning through art.

• Put parents and other caregivers at the center of programming.

• Offer teaching tools to parents in order to continue the learning process on their own family time.

• Increase children’s literacy skills and make connections to classroom curriculum through art-making and close-looking in the galleries.

• Collaborate with classroom teachers and provide support to incorporate new teaching methods into their classroom.
# Partnership Structure 2016

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<td>1 Family Visit</td>
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<td>Culminating Event and Family Workshop</td>
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LTC Launch and Family Workshop
The LTC launch was an opportunity to introduce families to the partnership, explore and create art together.

Agenda

Parents/Caregivers Only (45 mins)
- Intro to the JM, Family Programs, and LTC
- Intro to Cool Culture Resources
- Visual Inquiry intro & demo for parents

Parents/Caregivers & Children (40 mins)

1. Start with Material Exploration (5 mins)
   - Explore different ways of arranging colorful paper

1. Discussion of buildings (5 mins)
   - Introduce the project – a cityscape, a collage that’s filled with buildings.
   - Look-closely at an image of a cityscape using the 5 senses

3. Art-making (25 mins)
   - Guiding question: How might you use collage to create a cityscape?
Classroom Workshops
Museum educators collaborated with the classroom teachers to develop programming that connected to their curriculum as well as exhibitions on view at the museum.
Class Discussion
Art-Making

First session

Second session
Parent/Caregiver Sessions
The primary goals of the parent sessions were to share museum practices, strategies, and tools with parents and to prepare them for engaging with their children during museum visits on their own or in other learning environments outside of the classroom.
Parent/Caregiver Session 1
The first session (2016) took place at the early childhood center in order to welcome parents to the partnership program in a familiar environment.
Zoë Paul

*Speech Figures C*

2015

Wool and string on vintage found fridge grills

22 x 22 x 0.4 in
Example discussion questions and activity:

- What do you notice?
- What colors do you see?
- What shapes can you find?
- Activity: Pass out three strings to each person.
  - Use your strings to create three different lines.
  - Use your strings to make three different shapes.
  - Use your strings to show members of your family.
  - Can you use your strings to show anger?
  - Can you use your strings to show balance?
Parent/Caregiver Session 2
The second session (2016) took place at the Museum in order to welcome parents/caregivers in the museum setting and equip them to return with their children for upcoming visits.
Discussion and Gallery Activity
Studio Component
Family Workshops
During the family workshops families had the opportunity to explore artwork in the galleries together through close-looking and activity.
Discussion and gallery Activity
Studio Component
Culminating Event
This open house event was an opportunity for parents/caregivers, children, and staff from the center to celebrate the partnership and reflect on the experience.
Collaborative Artmaking
Lessons Learned

Invest in Partnerships
1. Engage each partner in contributing to the family engagement unit, including classroom teachers, administrative staff, and family leaders
2. Secure institutional buy-in, but understand needs and limitations
3. Establish effective communication systems
4. Be flexible and revise expectations as needed

Put Parents/Caregivers at the Center
1. Acknowledge and address parents outside of their caregiving role
2. Share tools and opportunities for art-looking, art-making and reflection
3. Encourage art-making together. Process-based (e.g. printmaking, weaving) and non-representational art projects are particularly inviting.
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