

# *Multiplicity: Blackness in Contemporary American Collage*

Ingram Gallery • September 15–December 31, 2023

Organized by the Frist Art Museum



Deborah Roberts. *Let them be children*, 2018. Mixed media and collage on canvas; 45 1/8 x 140 1/8 in. Virginia Museum of Fine Arts, Richmond, Arthur and Margaret Glasgow Endowment, 2019.1. Courtesy of the artist and Stephen Friedman Gallery. © Deborah Roberts. Photo: Sydney Collins, © Virginia Museum of Fine Arts

The first major museum exhibition devoted to the subject, *Multiplicity* presents over eighty major collage and collage-informed works that reflect the breadth and complexity of Black identity. Featuring an intergenerational group of fifty-two living artists, *Multiplicity* explores the varying ways collage is employed and how the technique suggests diverse conceptual concerns such as cultural hybridity, notions of beauty, gender fluidity, and historical memory. By assembling pieces of paper, photographs, fabric, and salvaged or repurposed materials, these artists create unified compositions that express the endless possibilities of Black-constructed narratives despite our fragmented society.

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# Tennessee State Standards

## Visual Arts Standards

By analyzing, interpreting, and evaluating artworks, students fulfill the Respond domain of the Tennessee Fine Arts Standards. Synthesizing information and contextualizing the works applies to the Connect domain. The Present domain may involve selecting work for a portfolio, planning, creating, and displaying art to inform peers on social issues, or students selecting one work of art to leave at school to display. Teachers may address the Create domain by using the exhibition as inspiration to generate, conceptualize, develop, and refine artistic work.

## Social Studies

### K–12

**SSP.01:** Gather information from a variety of sources, including:

- Printed materials
- Graphic representations
- Artifacts
- Media and technology sources

**SSP.02:** Critically examine a primary or secondary source in order to:

- Summarize significant ideas and relevant information
- Distinguish between fact and opinion
- Draw conclusions
- Recognize author's purpose and point of view

### Kindergarten

**K.02:** Compare and contrast family traditions and customs, including: food, clothing, homes, and games.

### First Grade

**1.02:** Define multiculturalism as many different cultures living within a community and state.

**1.03:** Compare and contrast family traditions and customs among different cultures within a student's community and state.

### Second Grade

**2.01:** Identify various cultural groups within the U.S. and the students' community.

**2.02:** Compare and contrast the beliefs, customs, ceremonies, and traditions of the various cultures represented in the U.S.

**2.03:** Distinguish how people from various cultures in the community and nation share principles, goals, and traditions.

## Grades 9–12

### African American History

**AAH.49:** Compare and contrast the responses of African Americans to the economic, social, and political challenges in the contemporary U.S.

**AAH.50:** Identify and evaluate major contemporary African American issues confronting society (e.g., affirmative action, educational achievement gap, wealth gap, poverty, AIDS, drug epidemic, crime).

**AAG.51:** Analyze the impact of immigration and migration on the lives of African Americans in the contemporary U.S.

**AAH.52:** Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society in general, including those of:

- President Barack Obama
- Condoleezza Rice
- Wilma Rudolph
- Tina Turner
- Oprah Winfrey

### Contemporary Issues

**CI.11:** Analyze the lasting impact of history on contemporary issues (e.g., Treaty of Versailles, Cold War, ethnic cleansing, urbanization, human rights, immigration, modern medicine).

**CI.22:** Explain multiculturalism, and analyze trends in acculturation and assimilation.