

# Art and Imagination in Spanish America, 1500–1800: Highlights from LACMA's Collection

Upper-Level Galleries • October 20, 2023–January 28, 2024

Organized by the Los Angeles County Museum of Art



Antonio de Arellano; Manuel de Arellano. *The Virgin of Guadalupe (Virgen de Guadalupe)*, ca. 1690. Los Angeles County Museum of Art, Purchased with funds provided by the Bernard and Edith Lewin Collection of Mexican Art Deaccession Fund. Photo © Museum Associates/LACMA

Imperial expansion, conquest, colonization, and the transatlantic slave trade marked the period spanning from 1500 to 1800. Cataclysmic social and geopolitical shifts brought people into closer contact than ever before in real and imagined ways, propelling the creative refashioning of the material culture that surrounded them. After the Spaniards began colonizing the Americas in the late fifteenth century and set out to spread Christianity, artists working there drew from a range of traditions—Indigenous, European, Asian, and African—reflecting the interconnectedness of the world. Private homes and civic and ecclesiastic institutions soon teemed with imported and local objects.

This exhibition of paintings, sculptures, and decorative arts underscores the generative power of Spanish America and its central position as a global crossroads. The works are drawn from the Los Angeles County Museum of Art's notable collection of Spanish colonial art, which has largely been formed in the last fifteen years.

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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

Seventh Grade

7.39: Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula.

7.61: Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country.

7.62: Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro).

7.63: Locate and identify the European regions that remained Catholic and those that became Protestant and how that division affected the distribution of religions in the New World.

7.64: Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries, and examine the major economic and social effects on each continent.

7.65: Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as Bartolome de la Casa's role in the transition to African slavery.