

# ***In Her Place: Nashville Artists in the Twenty-First Century***

January 29–April 26, 2026 • Ingram Gallery



Karen Seapker. *You are Spring*, 2023. Oil on canvas; 72 x 48 in. Collection of Sasha and Charlie Sealy. © Karen Seapker. Photo: Sam Angel

Women have long been at the center of Nashville's vibrant visual arts community. Especially now, during the city's period of remarkable growth, an outsized number of women artists are receiving prestigious grants and residencies, garnering critical acclaim, and showing their work across the globe. Many have also dedicated years, even decades, to teaching or building impactful community organizations.

*In Her Place* draws attention to this prominent position within Music City and beyond through the presentation of nearly 100 paintings, sculptures, textiles, and installation works made by an intergenerational group of 28 Nashville-based women artists. Selected works relate broadly to concepts of place, whether that be the literal view of a garden outside a studio window, the more general influence of being raised in the American South, a place in time, or the evocation of an ancestral homeland outside of the United States. On view in the museum's largest gallery space, *In Her Place* is part of the Frist's 25th-anniversary celebration, underscoring its commitment to the local arts ecosystem. This project will be accompanied by a catalogue coedited by Katie Delmez and Laura Hutson Hunter and published by Vanderbilt University Press.

## **Featured Artists**

Beizar Aradini  
Alex Blau  
Jane Braddock  
Lakesha Calvin  
María Magdalena Campos-Pons  
Ashley Doggett  
Raheleh Filsoofi  
LiFran Fort  
Lanie Gannon

Lauren Gregory  
Kristi Hargrove  
Briena Harmening  
Jana Harper  
Jodi Hays  
Alicia Henry  
Mandy Rogers Horton  
Kimia Ferdowsi Kline  
Shannon Cartier Lucy  
Carol Mode

Elisheba Israel Mrozik  
Marilyn Murphy  
Sisavanh Phouthavong  
Houghton  
Kit Reuther  
Karen Seapker  
Vadis Turner  
Yanira Vissepo  
Emily Weiner  
Kelly S. Williams

**Frist** Art Museum

Organized by the Frist Art Museum and cocurated by Sai Clayton, independent curator and artist; Katie Delmez, Frist Art Museum senior curator; and Shaun Giles, Frist Art Museum community engagement director

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The Frist Art Museum is supported in part by



# **Curriculum Connections: *In Her Place: Nashville Artists in the Twenty-First Century***

## **Tennessee Academic Standards**

### **Fine Arts: Visual Arts**

#### **Grades K-12**

CREATE: Generate and conceptualize artistic ideas and work.; Organize and develop artistic ideas and work.; Refine and complete artistic work.

PRESENT: Select, analyze and interpret artistic work for production.; Develop and refine artistic work for production.; Convey and express meaning through the production of artistic work.

RESPOND: Perceive and analyze artistic work.; Interpret intent and meaning in artistic work.; Apply criteria to evaluate artistic work.

CONNECT: Synthesize and relate knowledge and personal experiences to artistic endeavors.; Relate artistic ideas and works with societal, cultural, and historical context.

### **English Language Arts**

#### **Grades K-12: Reading Cornerstone Standards**

R.CS.6 Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

R.IKI.7 Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

### **Social Studies**

#### **Grades K-12: Social Studies Practices**

SSP.01: Gather information from a variety of sources, including: Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals); Graphic representations (e.g., maps, timelines, charts, artwork); Artifacts; Media and technology sources.

#### **Grades K-5**

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

1.25: Compare ways people lived in the past to how they live today, including: forms of communication, modes of transportation, and types of clothing.

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.

2.28: Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.

5.24: Analyze the key people and events of the Civil Rights Movement.

#### **Grades 3-12**

SSP.05: Develop historical awareness by: Recognizing how and why historical accounts change over time (Grades 3-12); Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness (Grades 3-12); Evaluating how unique circumstances of time and place

create context and contribute to action and reaction (Grades 6-12); Identify patterns of continuity and change over time, making connections to the present (Grades 3-12).

## **Grades 9-12**

S.07: Describe components of culture (e.g., nonmaterial culture, norms and values, material culture, subcultures).

S.08: Explain how the various components of culture form a whole culture. Identify common patterns.

S.10: Compare and contrast various cultures of the world.

S.12: Analyze how culture influences individuals (e.g., ethnocentrism, cultural relativity, culture shock, American values).

S.13: Describe how the social structure of a culture affects social interaction.

S.29: Identify common patterns of social inequality (i.e., privilege, poverty, power, race, ethnicity, class, gender).

AAH.41: Describe various methods employed by African Americans to obtain civil rights.

AAH.45: Assess the extent to which the Civil Rights Movement transformed American politics and society.

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.

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

CI.03: Analyze how cultural characteristics (e.g., language, religion, ethnicity, gender roles) link, divide, and/or define regions.

CI.08: Analyze how causal factors (e.g., cultural differences, boundary disputes, imperialism, and religious conflicts) fostered past and current conflicts.

CI.20: Compare and contrast folk and/or traditional culture with popular culture, and analyze efforts to preserve folk culture amid the spread of popular culture.

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

CI.23: Analyze types, patterns, and attitudes regarding discrimination.

## **Science**

### **Kindergarten**

K.PS1: Matter and Its Interactions: 1) Plan and conduct an investigation to describe and classify different kinds of materials including wood, plastic, metal, cloth, and paper by their observable properties (color, texture, hardness, and flexibility) and whether they are natural or human-made.