

Shimmer: Dreaming the Posthuman

September 25, 2026–January 3, 2027 • Ingram Gallery



Saya Woolfalk. *Floating World of the Cloud Quilt* (detail), 2022. Courtesy of the artist. © Saya Woolfalk. Image courtesy Leslie Tonkonow Artworks + Projects. Photo: Etienne Frossard

This exhibition features sixteen artists who explore humanity's interconnectedness with other species, technology, and the earth itself. Using emerging media, artists including Ian Cheng, Alexandra Daisy Ginsberg, Marguerite Humeau, Josèfa Ntjam, Jacolby Satterwhite, and Saya Woolfalk challenge human-centered ways of thinking and imagine new relationships between people, the planet, and the more-than human world.

While offering otherworldly moments of awe and enchantment, the exhibition also draws from biology, ecology, psychology, and philosophy to encourage deeper reflection on interdependence, care, and humanity's place within a larger web of life.

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Curriculum Connections: *Shimmer: Dreaming the Posthuman*

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: 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.

SL.CC.1 Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.

SL.CC.2 Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

SL.PKI.4 Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

W.TTP.1 Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.TTP.3 Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Science

Grades K-5

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.

K.LS1: From Molecules to Organisms: Structures and Processes 1) Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gasses).

K.ESS3: Earth and Human Activity 1) Use a model to represent the relationship between the basic needs (shelter, food, water) of different plants and animals (including humans) and the places they live

3.LS4: Biological Change: Unity and Diversity 1) Use evidence to explain the cause and effect relationship between a naturally changing habitat and how well an organism survives. 2) Use evidence to determine the changes between an environment's biodiversity and human resources. 3) Explain how changes to an environment's biodiversity influence human resources.

1.LS2: Ecosystems: Interactions, Energy, and Dynamics 3) Develop and use models to show how plants and animals depend on their surroundings and other living things to meet their needs in the places they live.

2.LS1: From Molecules to Organisms: Structures and Processes 2) Obtain and communicate information to classify animals (vertebrates-mammals, birds, amphibians, reptiles, fish, invertebrates-insects) based on their physical characteristics.

2.LS2: Ecosystems: Interactions, Energy, and Dynamics 1) Develop and use models to compare how animals depend on their surroundings and other living things to meet their needs in the places they live. 2) Predict what happens to animals when the environment changes (temperature, cutting down trees, wildfires, pollution, salinity, drought, land preservation).

2.ESS1: Earth's Place in the Universe 1) Recognize that some of Earth's natural processes are cyclical, while others have a beginning and an end. Some events happen quickly, while others occur slowly over time.

2.ETS2: Links Among Engineering, Technology, Science, and Society 2) Predict and explain how human life and the natural world would be different without current technologies.

3.LS1: From Molecules to Organisms: Structures and Processes 1) Use graphical representations to compare how species including humans and other organisms have unique and diverse life cycles. 2) Analyze the internal and external structures that aquatic and land organisms have to support survival, growth, behavior, and reproduction.

4.ESS3: Earth and Human Activity 1) Obtain and combine information to describe that energy, fuels, and materials are derived from natural resources and that some resources are renewable (e.g., sunlight, wind, water) and some are not (e.g., fossil fuels and minerals). 2) Engage in an argument, using evidence from research, that human activity (e.g., farming, mining, building) can affect the land and ocean in positive and/or negative ways.

4.LS2: Ecosystems: Interactions, Energy, and Dynamics 3) Develop and use models to determine the effects of introducing a species to, or removing a species from, an ecosystem and how either one can damage the balance of an ecosystem. 4) Analyze and interpret data about changes in the environment to explain how some organisms

may survive and reproduce, some may not survive, others move to new locations, yet others move into the transformed environment.

5.LS4: Biological Change: Unity and Diversity 1) Use evidence to construct an explanation for how variations in characteristics among individuals within the same species may provide advantages to these individuals in their survival and reproduction.

Grades 6-8

6.LS4: Biological Change: Unity and Diversity 1) Explain how changes to biodiversity in a system would impact human resources (e.g., food, medicine, and clean water) and "ecosystem services" (e.g., climate stabilization, decomposition of waste, and pollination).

6.ESS2: Earth's Systems 1) Diagram oceanic and atmospheric convection patterns in a system that flow due to uneven heating of the earth. 2) Gather evidence to justify that oceanic convection currents in a system are caused by the sun's transfer of thermal energy and differences in salinity leading to global water movement. 3) Construct an explanation for how atmospheric flow, geographic features, and ocean currents affect the climate of a region through heat transfer. 4) Develop and use a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. 5) Analyze and interpret data to determine the impact of humans and other organisms on the water cycle, landforms (e.g., rain shadow effect) and atmospheric systems. 6) Develop a model to explain the role of greenhouse gases in regulating the Earth's average surface temperature and keeping it habitable.

6.ESS3: Earth and Human Activity 1) Use data to explain the consumption and sustainability of natural resources (non-renewable and renewable) and the resulting impact on Earth's system. 2) Investigate and compare existing and developing technologies that utilize renewable and alternative energy resources. 3) Obtain, evaluate, and communicate information about the impacts of human activities on the biosphere including conservation, habitat management, species endangerment, and extinction.

7.LS2: Ecosystems: Interactions, Energy, and Dynamics 1) Develop a model to depict the cycling of matter, including carbon and oxygen, and the flow of energy among biotic and abiotic parts of an ecosystem.

8.LS4: Biological Change: Unity and Diversity 2) Construct an explanation addressing similarities and differences of the anatomical structures and genetic information between extinct and extant organisms using evidence of common ancestry and patterns between taxa. 4) Develop a scientific explanation of how natural selection plays a role in determining the survival and reproduction of a species in a changing environment. 5) Obtain, evaluate, and communicate information about the technologies that have changed the way humans use artificial selection to influence the inheritance of desired traits in other organisms.

Grades 9-12 Biology

BIO1.LS4: Biological Change: Unity and Diversity 5) Obtain, evaluate, and communicate information about how changes in environmental conditions may result

in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

BIO2.LS4: Biological Change: Unity and Diversity 2) Using information based on the geologic time scale and history of life on Earth, look for patterns in changes in organisms over time and explain how these patterns support the theory of evolution. 6) Obtain information and compare features of Bacteria and Archaea. Ask questions about the evolution of each group. 18) Create an argument from evidence regarding the importance of plant relationships including symbiosis and co-evolutionary relationships (examples: mycorrhizae, Rhizobium, pollination, etc.).

Grades 9-12 Ecology

ECO.LS4: Biological Change: Unity and Diversity 4) Engage in argument from evidence regarding the importance of coevolution in species interactions (competition, predation, symbiosis). 5) Construct an explanation for the importance of keystone species in ecosystem stability. 6) Compare resource needs of specialists versus generalists. Construct an explanation regarding the vulnerability of specialists when faced with ecosystem disturbances. 7) Research and evaluate the effectiveness of strategies for maintenance of biodiversity.

ECO.ESS3: Earth and Human Activity 1) Research and evaluate the effectiveness of public lands (state parks, national parks, wildlife refuges, wilderness areas) in sustaining biodiversity. 2) Construct an argument in support of protection of native species. Develop responses to anticipated counterarguments. 3) Engage in argument from evidence regarding the impacts of human activity on climate change. Design solutions to address these impacts.

ECO.ETS2: Links Among Engineering, Technology, Science, and Society 1) Engage in argument from evidence regarding the impact engineering and technology have on biodiversity.

Grades 9-12 Environmental Science

EVSC.LS2: Ecosystems: Interactions, Energy, and Dynamics 1) Using a variety of data sources, construct an explanation for the impact of climate, latitude, altitude, geology, and hydrology patterns on plant and animal life in various terrestrial biomes. 2) Develop an explanation of behavioral and physical adaptations organisms have for life in aquatic habitats with varying chemical and physical features. 3) Using mathematical models, support arguments regarding the effects of biotic and abiotic factors on carrying capacity for populations within an ecosystem. 4) Compare and contrast production (photosynthesis, chemosynthesis) and respiratory (aerobic respiration, anaerobic respiration, consumption, decomposition) processes responsible for the cycling of matter and flow of energy through an ecosystem. Using evidence, construct an argument regarding the importance of homeostasis in maintaining these processes in ecosystems. 5) Use a mathematical model to explain energy flow through an ecosystem. Using the first and second laws of thermodynamics, construct an explanation for: A) necessity for constant energy input B) limitations on energy transfer from one trophic level to the next and, C) limitations on number of trophic levels that can be supported. 6) Evaluate the interdependence

among major biogeochemical cycles (water, carbon, nitrogen, phosphorus) in an ecosystem and recognize the importance each cycle has in maintaining ecosystem stability. 7) Examine stability and change within an ecosystem by using a model of succession (primary or secondary) to predict impacts of disruption on an ecosystem.

EVSC.LS4: Biological Change: Unity and Diversity 2) Justify claims with scientific evidence that changes in environmental conditions lead to speciation and extinction. 3) Evaluate the impact of habitat fragmentation and destruction, invasive species, overharvesting, pollution, and climate change on biodiversity (genetic, species, and ecosystem). 4) Engage in argument from scientific evidence critiquing effectiveness of the Endangered Species Act. Give specific examples to support your argument.

EVSC.ETS3: Applications of Science 1) Plan and carry out an investigation of a local ecosystem to assess human impacts. Based on your findings, design and evaluate a solution to minimize impacts.