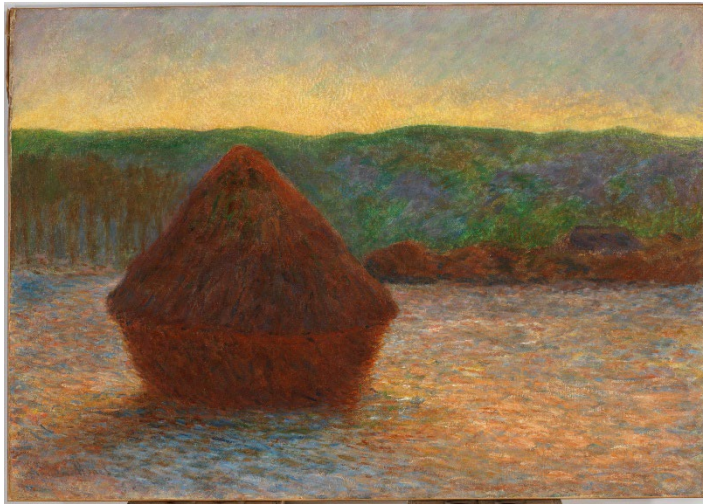


Farm to Table: Art, Food, and Identity in the Age of Impressionism

January 31-May 4, 2025 • Ingram Gallery



Claude Monet. *La Meule (The Haystack)*, 1891. Oil on canvas; 28 7/8 x 36 1/2 in. Private collection

Farm to Table: Art, Food, and Identity in the Age of Impressionism explores the intersections of art, gastronomy, and national identity in late nineteenth-century France. Beginning with the 1870 Prussian siege of Paris and the resultant food crisis and continuing through the 1890s, *Farm to Table* showcases the work of artists such as Rosa Bonheur, Gustave Courbet, Paul Gauguin, Claude Monet, and Camille Pissarro, who captured the nation's unique relationship with food, from production to preparation and consumption.

Featuring approximately fifty paintings and sculptures, the exhibition's

portrayals of farmers in fields and gardens, bustling urban markets, and chefs and diners in the age of grand banquets and a burgeoning café scene underscores connections between urban and rural life while capturing changing notions of gender, labor, and class. This exhibition is presented in conjunction with *Tennessee Harvest: 1870s-1920s*.

Organized by the American Federation of Arts and the Chrysler Museum, Norfolk, Virginia

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Frist Art Museum

Curriculum Connections: *Farm to Table: Art, Food, and Identity in the Age of Impressionism*

Tennessee Academic Standards

Fine Arts Standards: Media and Visual Arts

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.

Science Standards

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.

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.ESS2: Earth's Systems: 1) Analyze and interpret weather data (precipitation, wind, temperature, cloud cover) to describe weather patterns that occur over time (hourly, daily) using simple graphs, pictorial weather symbols, and tools (thermometer, rain gauge).; 2) Develop and use models to predict weather and identify patterns in spring, summer, autumn, and winter.

19 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.

Grade 1

1.PS4: Waves and Their Application in Technologies for Information Transfer: 1) Use a model to describe how light is required to make objects visible. Summarize how illumination could be from an external light source or by an object giving off its own light.; 2) Determine the effect of placing objects made with different materials (transparent, translucent, opaque, and reflective) in the path of a beam of light.

1.LS2: Ecosystems: Interactions, Energy, and Dynamics: 1) Conduct an experiment to show how plants depend on air, water, minerals from soil, and light to grow and thrive.; 3) Recognize how plants depend on their surroundings and other living things to meet their needs in the places they live.

Grade 2

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.

Grade 3

3.LS4: Biological Change: Unity and Diversity: 1) Explain the cause and effect relationship between a naturally changing environment and an organism's ability to survive.; 3) Explain how changes to an environment's biodiversity influence human resources.

3.ESS2: Earth's Systems: 1) Explain the cycle of water on Earth. 2) Associate major cloud types (cumulus, cumulonimbus, cirrus, stratus, nimbostratus) with weather conditions.; 4)

Incorporate weather data to describe major climates (polar, temperate, tropical) in different regions of the world.

Grade 4

4.ESS1: Earth's Place in the Universe: 2) Use a model to explain how the orbit of the Earth and sun cause observable patterns: a. day and night; b. changes in length and direction of shadows over a day.

4.ESS3: Earth and Human Activity: 2) Create an argument, using evidence from research, that human activity (farming, mining, building) can affect the land and ocean in positive and/or negative ways.

Social Studies Standards

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, and media and technology sources.

SSP.06: Develop a geographic awareness by: Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global).; Determining the use of diverse types of maps based on their origin, structure, context, and validity; Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships; Analyzing interaction between humans and the physical environment; Examining how geographic regions and perceptions of regions are fluid across time and space.

Kindergarten

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

Grades 1

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.

Grade 6

6.04: Identify and explain the importance of the following key characteristics of civilizations: culture, stable food supply, government, technology, religion, writing, and social structure.

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.

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

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).

W.19: Define imperialism, and analyze reasons for 19th century imperialism, including: competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization.