

SOUTH LONDON GALLERY SCHOOLS RESOURCE
POWERPOINT PRESENTATION FOR KEY STAGE 4-5
AN ARCHIVE BY OTHER MEANS
19 MAY - 30 JUN 2021

A creative exploration of archives and challenging histories,
led by young people and artists.

With the South London Gallery's Young People's Forum,
Art Assassins & Researcher Emmanuelle Andrews

Produced in consultation with Harris Girls Academy East Dulwich.

SLG

USING THE POWERPOINT – NOTES FOR TEACHERS

This Powerpoint is intended to be used in whichever ways suit your students and in-school context. It can be used in its entirety, or by selecting parts of the Powerpoint to use as one-off activities. As a whole, we suggest each part could form a lesson.

CONTENT OVERVIEW

The presentation is in three parts, which could be used as 3 distinct lessons:

- *The Northcote Thomas archive*: an introduction to the archive.
- *Art Assassins: An Archive By Other Means*:
Young people's creative responses to the archive
- *Activity: Listening To Images*. This activity provides a creative approach to exploring the archive and to challenging racist narratives.

USING THE POWERPOINT – NOTES FOR TEACHERS

To use parts of the resource as one-off activities, here are some options:

Exploring Britain's colonial history (S6-11)

- Keywords activity, maps

Looking at artefacts and the problematics of colonial collections (S12-22)

Exploring sound:

Sounds from the *Northcote Thomas Collection* (S18-18)

- Activity: *Exploring Sound* (S34)
- Activity: *Creating a personal archive* (S20-21)

Activity: *Listening to Images* (S36-40)

- A creative approach to exploring the archive and to challenging racist narratives.



AN ARCHIVE BY OTHER MEANS

SCHOOLS RESOURCE

PART 1: THE NORTHCOTE THOMAS ARCHIVE

IN THIS SECTION:

- Understanding the colonial context: keywords and maps
- Video: *Introducing the Northcote Thomas Archive*
- Video: *What's in the Archive?*
- Exploration of artefacts



KEYWORDS

ANTHROPOLOGY

ANTHROPOLOGIST

ARCHIVES

ARTIFACTS

COLONIALISM

ETHICS

HISTORY

NIGERIA

RACISM

SIERRA LEONE

ACTIVITY:

Using the print-outs, mix and match the words to their definitions.

Discuss these words as a group:
Which do you recognise or not?
What do they mean to you?

MATERIALS YOU WILL NEED:

Print-outs of keywords & definitions
Keywords could be pre-cut into pieces and then matched to their definition, or linked-up through drawing

WHERE ARE NIGERIA AND SIERRA LEONE?

Political Map of the World, April 2005



SIERRA LEONE



Image Credit: [Marcos Elias de Oliveira Júnior](#), Public domain, via [Wikimedia Commons](#)

NIGERIA



Image Credit: Ukabia, CC BY-SA 3.0 <<https://creativecommons.org/licenses/by-sa/3.0/>>, via [Wikimedia Commons](#)

A MAP OF CHANGING TERRITORIES

Here is a map of all areas of the world that were ever part of the British Empire. Current British Overseas Territories have their names underlined in red. (current May 2021)





BRITISH COLONIES

ACTIVITY:

What countries do you recognise that used to be British Colonies?

The list to the right shows a few examples.

For a full list of countries and a timeline:

<https://www.britishempire.co.uk/timeline/colonies.htm>

AUSTRALIA

CANADA

INDIA

KENYA

HONG KONG

SOUTH AFRICA

ST LUCIA

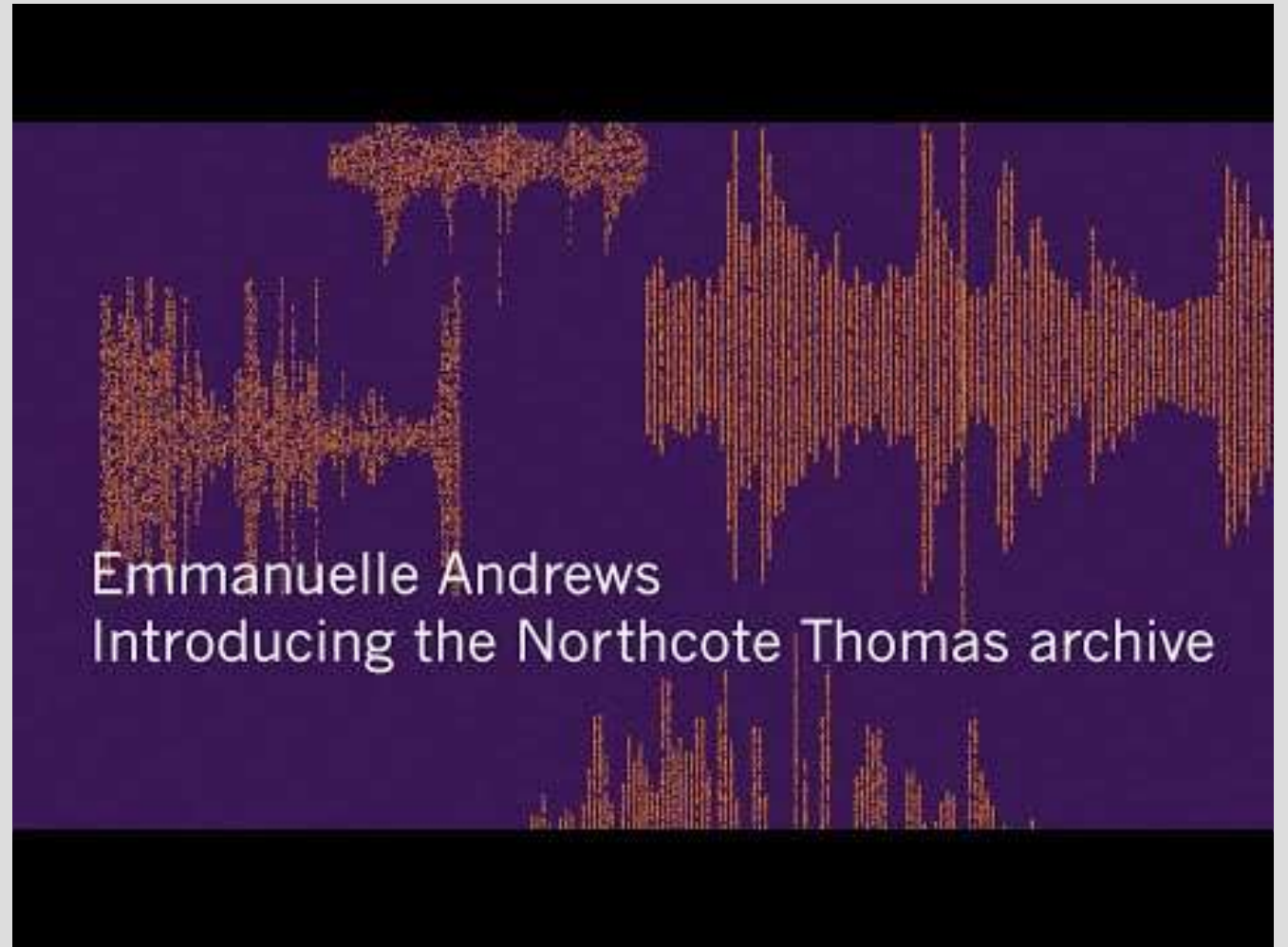
SUDAN

UGANDA

INTRODUCING THE NORTHCOTE THOMAS ARCHIVE

**EMMANUELLE
ANDREWS**

**DURATION:
1:49 MINUTES**

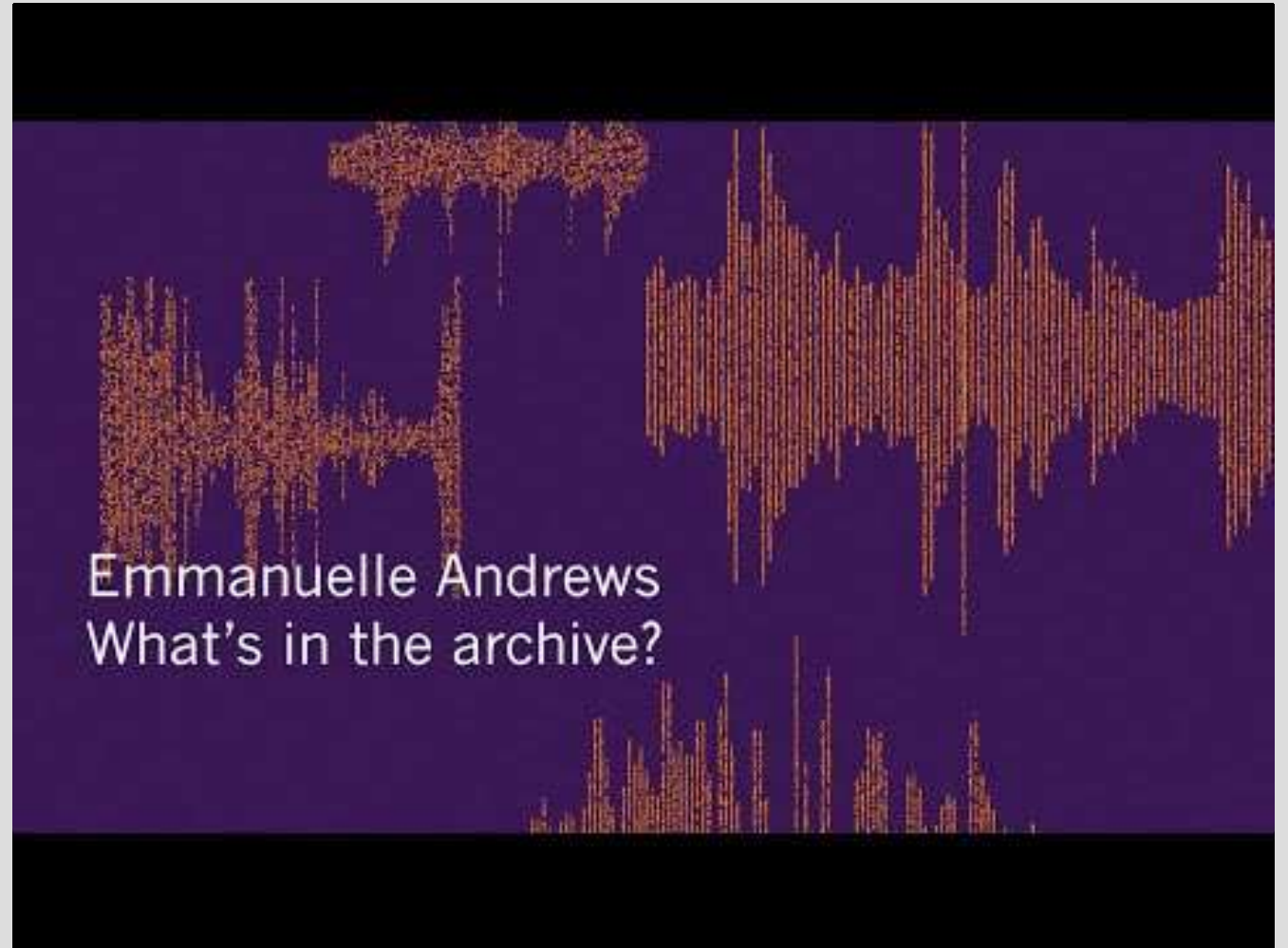


<https://youtu.be/rZBEocNFB04>

WHAT'S IN THE ARCHIVE?

**EMMANUELLE
ANDREWS**

**DURATION:
1:59 MINUTES**



<https://youtu.be/VfLwtsFLkyE>



DISCUSSION

ACTIVITY:

As a group discuss what you can see on the following slide and on the print-outs of artefacts.

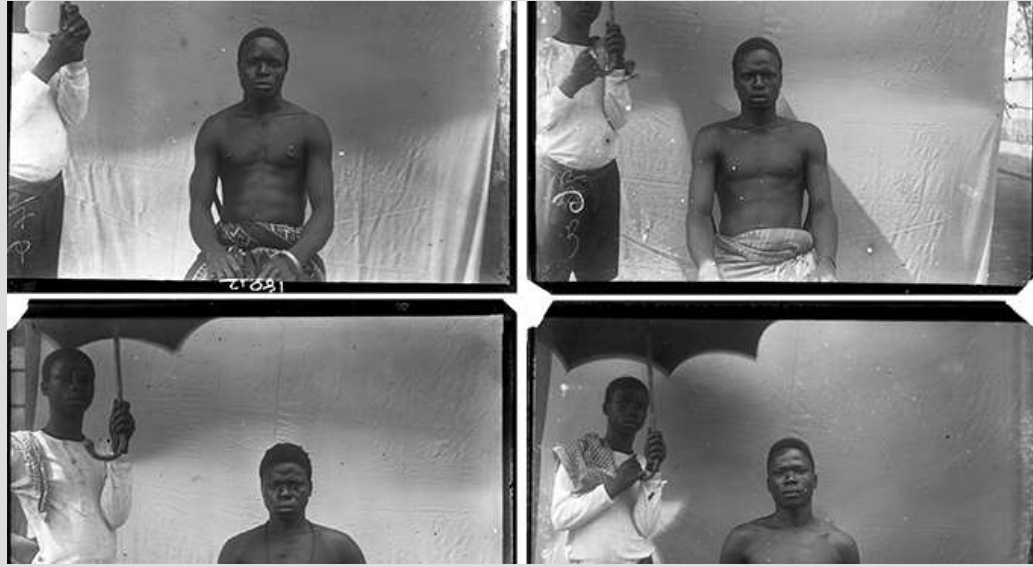
What are your first impressions?
What materials are the objects made from?
What do they remind you of?

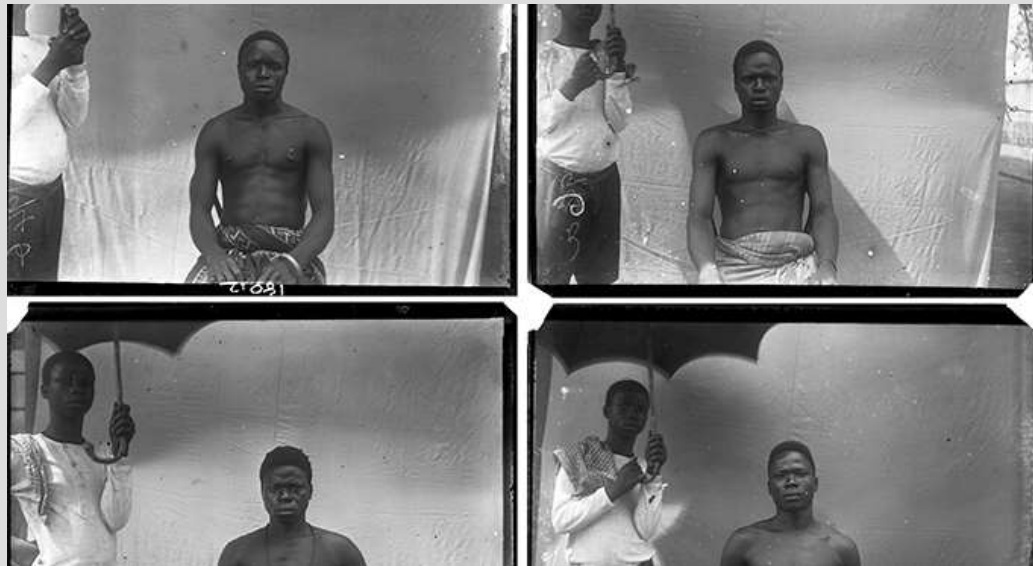
DESCRIPTIONS

See if your ideas match the descriptions of the images on the slides that follow.

MATERIALS YOU WILL NEED:

Print-outs of artefacts from the Northcote Thomas Archive





This image is typical of Thomas's 'physical type' photographs however, we also catch a glimpse of one of Thomas' 'Field Assistants'. The young man holding the black umbrella is diffusing the sunlight to help maintain consistent lighting in the photographs.



This image shows a helmet mask from Ibillo that was collected in 1910, towards the end of Thomas' first tour in Edo-speaking areas of Nigeria.

Ibillo continue to use this type of mask in its age-grade festival called Ikpishionua, held approximately every 7 years.

<https://www.britishempire.co.uk/timeline/colonies.htm>

The flutes in the image opposite were collected by Northcote Thomas during his anthropological surveys of Edo and Igbo speaking communities, Southern Nigeria, 1909-1913. You'll hear someone play one of these flutes later in the presentation.



The cylindrical containers in the bottom image house the wax cylinder recordings. Wax cylinders were a precursor to the vinyl record. The sound grooves were cut into soft wax and could then be played back on a gramophone. The wax is very fragile and luckily many of these recordings have now been digitised.



MUSIC & SPORT

LISTENING ACTIVITY:

Northcote Thomas attended a wrestling festival in Otuo in July 1909. He recorded the sounds of drumming and singing.

What can you hear in the recordings?

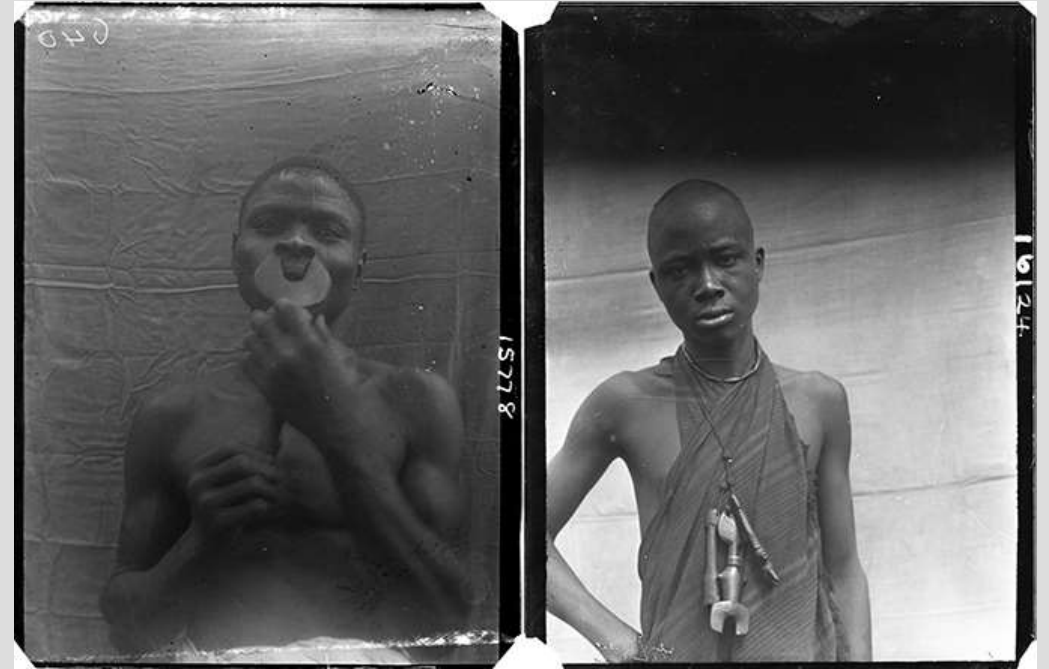


LISTENING ACTIVITY:

This recording of a flute was recorded in 1909 and is likely to be a recording of the flute player in the photograph on the right. The video below shows a contemporary player of this traditional instrument.



<https://youtu.be/YeQ1GfBbo2c>



CREATING AN ARCHIVE



ACTIVITY:

Choose one of the artefacts from the archive and draw it.

Select an object from your bag.
Draw it alongside the artefact.

Add in more drawings of artefacts or personal belongings to create your own archive.

MATERIALS YOU WILL NEED:

Print-outs of artefacts from the Northcote Thomas Archive
Drawing materials: paper, pencil etc.
Objects from your bag

CREATING AN ARCHIVE (CONT.)



REFLECTIONS:

Can you make any links between your personal objects and the artefacts?

How do you think the artefact would have been used?

If your personal object was in a museum, what story would it tell?

Write down or discuss your thoughts as a class.

HOW DO MUSEUMS AND COLLECTORS ACQUIRE OBJECTS?

WHAT IF PEOPLE WANT THE OBJECTS BACK?

The records show that Northcote Thomas bought many of the artefacts in the collection from markets, but Britain also has a history of acquiring artefacts in different ways.



**WHAT'S THE STORY BEHIND THE ITEM
PICTURED HERE?**

OBJECT EXAMPLES:

There are increasing calls for many objects to be returned to their country of origin.

LOOTING OF BENIN BRONZES

The Benin Bronzes were metal plaques and sculptures that decorated the royal palace of the Kingdom of Benin in what is now Nigeria. The objects were looted by British forces during the Benin Expedition of 1897.

[Looting of Benin Bronzes](#)

EASTER ISLAND STATUE

Easter Islanders call for return of statue from British Museum:

“This is no rock. It embodies the spirit of an ancestor, almost like a grandfather. This is what we want returned to our island – not just a statue.”

[Easter Islanders call for return of statue from British Museum](#)

PART 2: ART ASSASSINS: AN ARCHIVE BY OTHER MEANS

IN THIS SECTION:

- Video: *Who are the Art Assassins?*
- Video: *What is their exhibition 'An Archive By Other Means' about?*
- Videos: *What artworks are in the exhibition?*
(Watch all of them or make a selection from the 4 videos)
- Discussion
- Activity: make a poster
- Further activities: exploring sound

WHO ARE THE ART ASSASSINS?

**DURATION:
1:39 MINUTES**



<https://youtu.be/sqHwkXkPn0E>



**WHAT IS THEIR
EXHIBITION
'AN ARCHIVE BY
OTHER MEANS'
ABOUT?**

HARRIET

**DURATION:
1:25 MINUTES**

<https://youtu.be/IlCzvJqgoOw>

WHAT ARTWORKS ARE IN THE EXHIBITION?

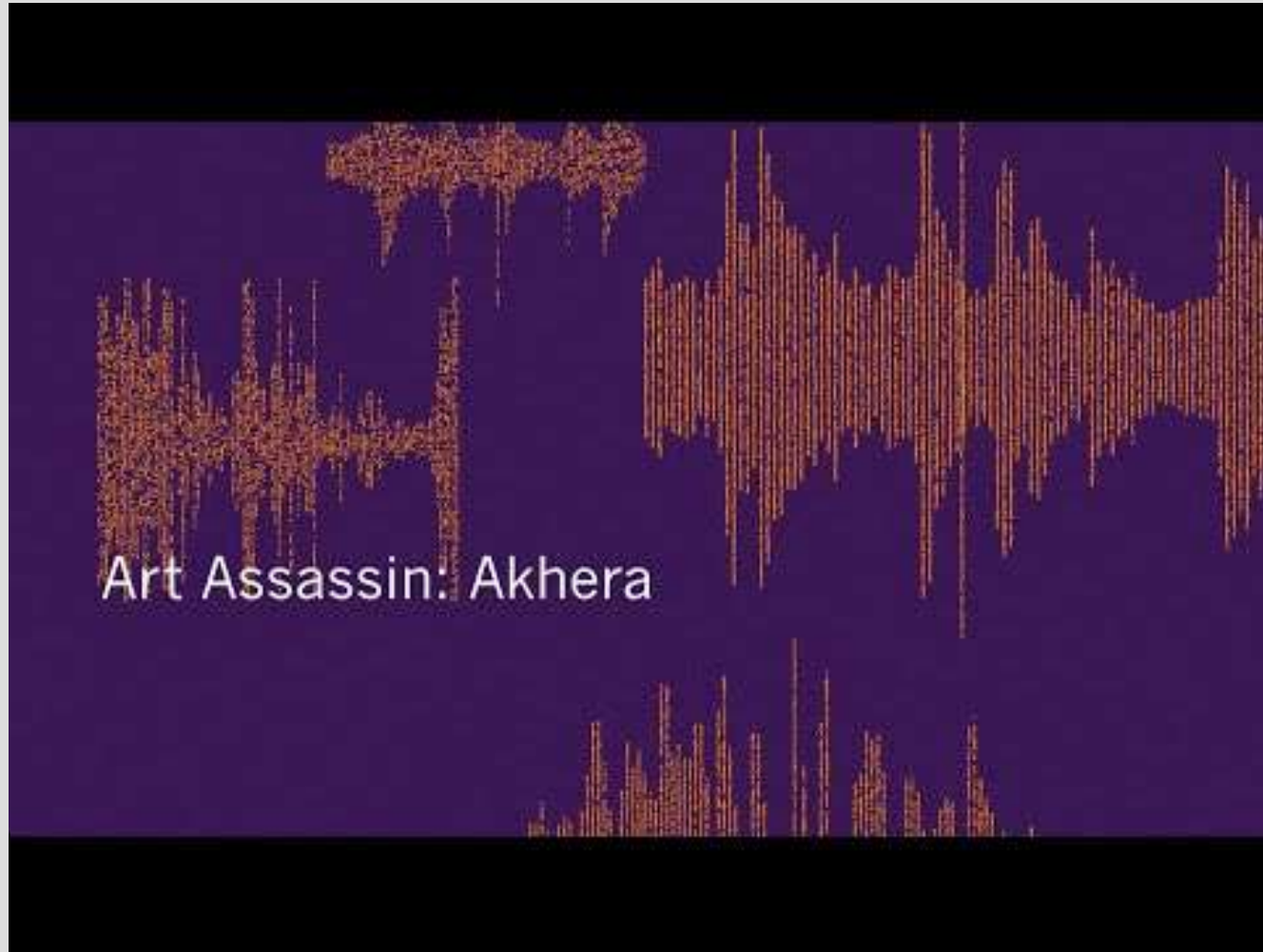
FLY POSTERS

ELLA

**DURATION:
1:43 MINUTES**



<https://youtu.be/nMeFAYnLzbE>



**AN I WOULD'VE
GOTTEN AWAY WITH
IT TOO IF IT WASN'T
FOR YOU MEDDLING
KIDS**

AKHERA

**DURATION:
1:52 MINUTES**

<https://youtu.be/74DIh2dYanQ>

RESETTING THE RECORD

IVO

**DURATION:
2:30 MINUTES**



<https://youtu.be/klvuFjXEdbU>



**DOCUMENTARY
FILM**

JORDAN

**DURATION:
2:42 MINUTES**

<https://youtu.be/S8HI7wlQtAg>

DISCUSSION

ACTIVITY:

Discuss your thoughts on the exhibition as a group.

Which aspects did you find interesting?

What questions does the exhibition ask us?

Is there more you would like to know?



MAKE A POSTER



ACTIVITY:

Gather together the materials you've used or created in this project so far, e.g. images of artefacts, key words and any of your own writing and drawings.

Think about how you can layer them and position them to create connections and to show your journey through the project.

Make a poster, collaging the different elements together.

Are there any questions that you would like to include on your poster? These could be questions that you have asked yourself through the project, or questions that you want the person looking at your poster to think about.

MATERIALS YOU WILL NEED:

Drawing or collage materials: paper, pencil, magazines
Camera

EXPLORING SOUND



ACTIVITY:

Can you understand a community through sound?

What sounds would you place in an archive to describe your life to someone listening in 100 years-time?

What 3 sounds would describe your life?

Write these down, share with the group.

Option: create a short sound recording.

MATERIALS YOU WILL NEED:

Writing materials: paper, pencil etc
A sound recording device e.g. phone

PART 3: LISTENING TO IMAGES

IN THIS SECTION:

- Video: *Listening to Images*
- Activity: Writing in response to images
- Video: *Conclusions*
- Feedback

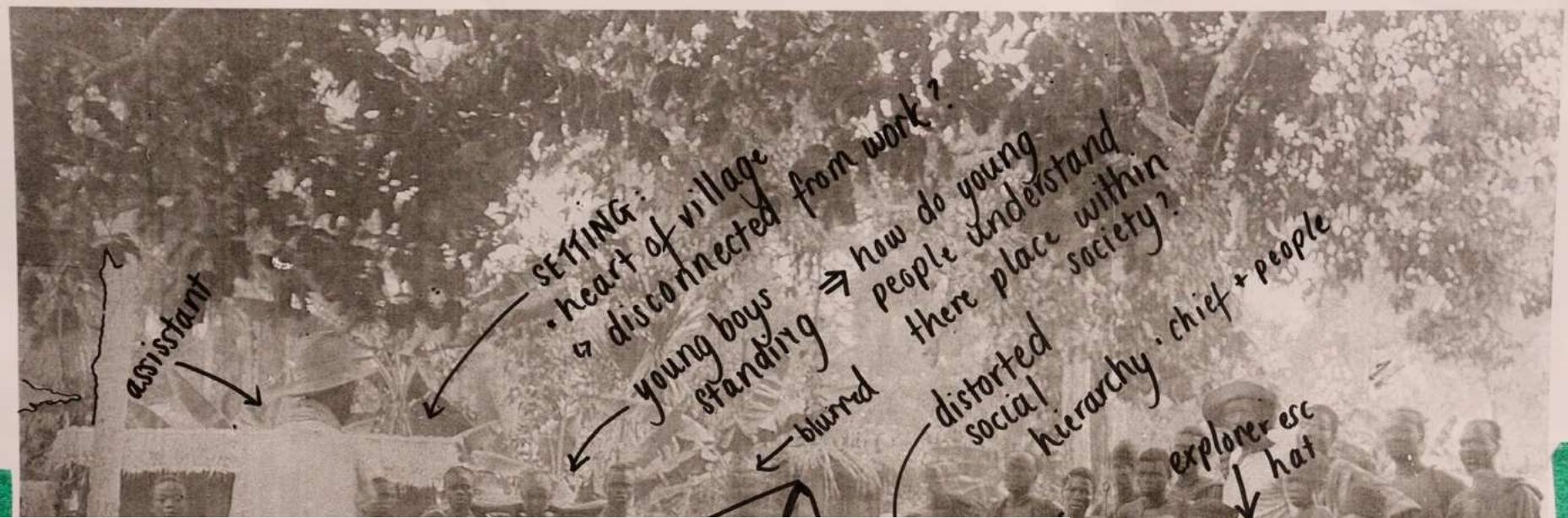


LISTENING TO IMAGES

EMMANUELLE
ANDREWS

**DURATION:
4:57 MINUTES**

https://youtu.be/_ESlqCVPYjM



TIME TO WORK ON YOUR OWN PIECE OF WRITING





LISTENING TO IMAGES

ACTIVITY:

Choose an image that you're drawn to.

After looking at the image, close your eyes and see if you can listen to the image:

- What sounds can you hear?
- Are there any voices, any natural sounds?
- Can you feel anything with other senses: taste, smell or touch?
- Is there anything happening outside the frame of the image, just out of sight?

Write these down, to produce a piece of text. It could be free-writing, a poem, or a short story.

MATERIALS YOU WILL NEED:

Print-outs of images from the Northcote Thomas Archive.

A pen and paper to write with



REFLECT AND DISCUSS

ACTIVITY:

If you feel comfortable to, share with the class what you've made.

You can ask someone else to read out your text if you would like to.

Hear feedback from the class about each other's writing.

DISCUSS:

Did this activity help you to understand the image in a new way?

Did you see anything new or uncover a different perspective?



CONCLUSIONS

**EMMANUELLE
ANDREWS**

**DURATION:
1:41 MINUTES**

<https://youtu.be/mVwQnZPA0T8>

HOW TO JOIN ART ASSASSINS

Art Assassins are always keen to welcome new members. If you are aged between 14–20 years old and live in south London we would love to hear from you. You don't need to know anything about art to be an Art Assassin, but you do have to be enthusiastic, willing to work as part of a team and eager to share your ideas.

To join Art Assassins please email:
artassassins@southlondongallery.org

THANKS FOR TAKING PART IN THIS ACTIVITY!

We'd love to hear your thoughts, to get in touch please email:
heather@southlondongallery.org

The exhibition *An Archive by Other Means* is on display at the South London Gallery from 19 May – 30 Jun 2021.

Entry is free but tickets need to be booked, please visit:

<https://www.southlondongallery.org/exhibitions/art-assassins-an-archive-by-other-means/>

WEBSITE LINKS:

<https://www.southlondongallery.org/projects/art-assassins/>

<https://re-entanglements.net/category/n-w-thomas/>

Entanglements: Who Makes History? is led by the Art Assassins in partnership with SOAS University of London, Autograph, Igbo Studies Initiative and the UCL Institute of Archaeology.

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