# OCTOBER GALLERY EDUCATION ONLINE RESOURCES
*Inspired by Romuald Hazoumé*
*Created by OG Education in collaboration with RISC*

### Who is Romuald Hazoumé?
Romuald Hazome was born in 1962, Porto Novo, Benin. He is a sculpture who works with found objects.

### What Influenced Hazoumé to become an artist?
"Today the Europeans have taken away all our masks and still they want more masks. In return they have left us their waste, which we do not manufacture ourselves. So..I recycle the rubbish which they send us everyday, as masks for which they have such a hunger and send it back, so that our old masks may stay with us".
Romuald Hazoumé

### What are the main themes and materials used in Hazoumé's work?
African place, history and identity as well as the atlantic slave trade are a continuous theme in Romuald's work and he creates his sculptural pieces using found objects/rubbish.



Romuald Hazoumé, **Dogon**, 1996, 24 x 35 x 45 cm. Photo Pascal Maitre



**Bouche du roi, British Museum, 2007.** *The ship and its passengers are a stark reminder of the realities of the infamous middle passage. However, unlike the slaves on the middle passage, who were stripped bare of all personal possessions and clothing, Hazoumé attempts to reclaim the lost identities of those Africans enslaved. Each black petrol can is marked with a small string of coloured beads. Each string representing the spirits of its owner's ancestors,* **Fâ and Iwa**

# ACTIVITY

**Activity:** Learning about Fâ

**What you will need:** Pencils, Water, paint, brushes and paper. If you want to be more creative, you can use wallpaper, fabrics and any found materials

**How to introduce the activity :**
Fâ is an art form from Benin. It is a way of seeing and understanding the world and our place in it. These are our individual relationships with each other and our communities; as well the planet, the stars, galaxies and other universes or god (the cosmos) that we belong to.

The Fâ is revealed to the individual at certain stages of their lives: at childhood, at adolescence and as an adult. It is the process through which an individual experiences an event from which they learn and grow.

Ask them:
-Can you name a significant moment in your lives and how it lead to the present eg, starting school, moving, birth of a sibling or making a new friend.
-Why were these important events?

**More physical:**

ask the students to pair up and draw round each others bodies and get them to write about their significant moment, or, if they'd prefer: they could use symbols to represent the events

**More independent activity:**

Show students Hazoumé's Signs du Fâ and explain in this art form people draw symbols to represent their individual Fâ.
Using pencils and paints ask students to create symbols and images to represent significant moments, their Fâ.
They can make their symbols from fabrics, wallpaper, plastics or any other found materials.

Using string they can join together similar experiences in the class

# EXAMPLES



My FA symbol in the colours i want to use.
I want to keep the face and the I - I the original colour.

To the left is an example of the independent activity by a student from Willink School, Reading, the student said "These are my two pet rats who are ill. The H is for hope and the triangle is for life, I drew my design on the computer first so I could work out the colours and shapes".



This photo is also an example of the Fâ
activity, this student told us that they "used buttons to represent my family. I found interesting shapes and colours and then I matched the buttons to each person.'
'The two circles are my family and the strips are my achievements"

# ACTIVITY

**Activity:** Transforming materials

**What you will need:** household waste.
Possible items: Plastic milk bottles, bottle tops, coloured plastic bottles that can be cut into strips), shredded paper, old newspapers, yoghurt pots,
plastic spoons and forks, corks, and split plastic bags.
• Binding materials - glue, string, wire.

**Intro:**

• Read and explain the Hazoumé quote: "Today the Europeans have taken away all our masks and still they want more masks. In return they have left us their waste, which we do not manufacture ourselves. So..I recycle the rubbish which they send us everyday, as masks for which they have such a hunger and send it back, so that our old masks may stay with us".

- Ask pupils where have they seen masks used?
- Have they ever worn a mask and what was it for?
- Ask them if there are any other types of masks that they wear. Encourage them to think about what they wear from day to day (clothing, make-up, jewellery), are these masks? How do we use them to present ourselves to the exterior world? How do we use these masks to transform ourselves? What are the messages in our masks?
- • Ask students if they recognise any of the materials the artist has used to make his masks? How has he made the object into a face? What part of it forms the mouth, the nose, what is the hair made from?
- Making
- • Make a pile of collected waste and ask students sort and categorise it. This could be by colour, by shape
- or by material.
- • Ask students to make their own masks using their reclaimed materials, encouraging students to think about what
- messages they want their mask to convey. If for example, someone from another place was given the mask what
- would it tell them about the person who made it, the place that they are from and what is important to the individual
- or their community

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**Examples:**





*The Willink School, Reading, Y7*

# ACTIVITY

**Activity:** Learn about the slave trade and it's impact on the present day and encourage activism and change

**What you will need:** Paper and Pens

**Intro:**
'What you do today that is worthwhile, inspires others to act at some future time'
Marcus Garvey

http://understandingslavery.com/index.php-option=com_content&view=article&id=327&Itemid=147.html

In 1807 the transatlantic slave trade was abolished in Britain. Many people and events forced the British Government to make this trade illegal. Using the resources in the website You can find out more about how this history is connected to being a citizen in today's society.

Ask the students to draw a time line of their lives from when they were born to the present, detailing the
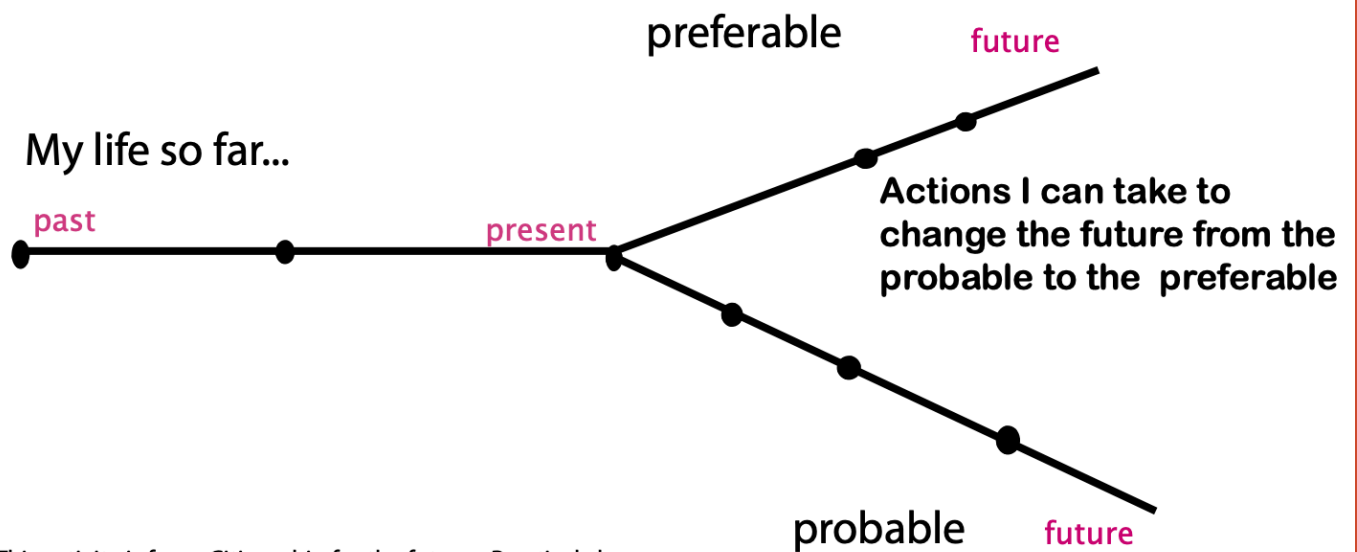important events and moments (for example starting school, places they have been to, achievements).
• Ask them to draw two more lines forking from the point of the present. One line is the student's
probable future. Ask the students to plot out the probable futures on one line, after this ask them to do
the same but this time plotting their preferable future.
• Follow this with a discussion on what actions they could take to change their probable futures into their
preferable (they can write these between the fork).
• You can also do this and ask students to map out a probable and preferable future world. Ask students
to think about the actions and changes they would make for a sustainable and equitable future.
www.unesco.org/education/tls/TLSF/theme_a/mod3/uncom03t03.htm

preferable

future

My life so far...

past          present

**Actions I can take to change the future from the probable to the preferable**
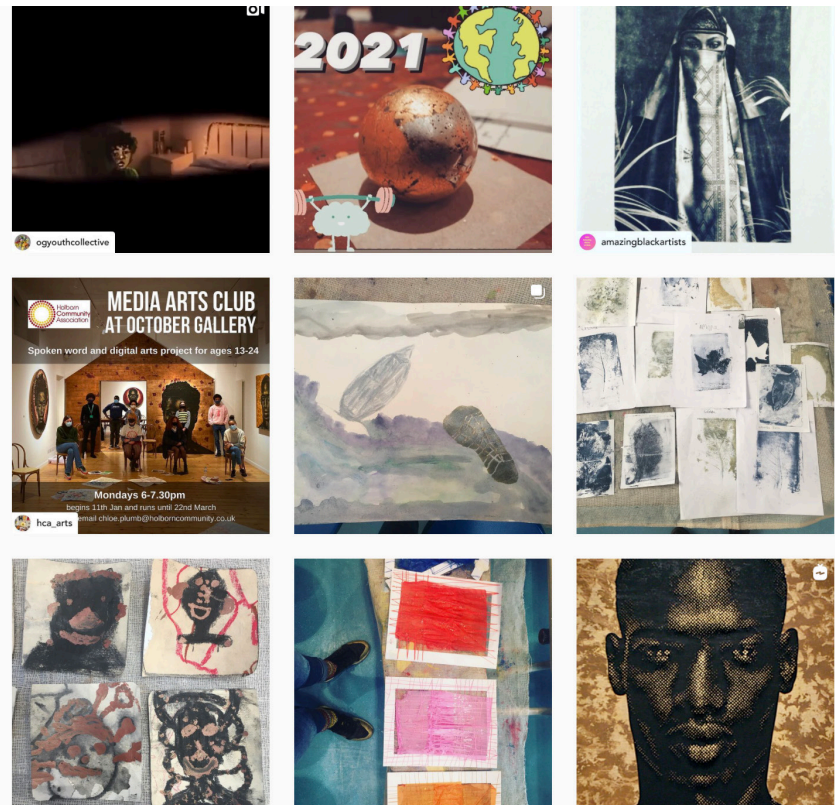
probable          future

This activity is from: Citizenship for the future - Practical class room guide, David Hicks, WWF 2001

For latest news and information on campaigns on slavery today visit the Anti Slavery website. This site provides links to useful resources and educational material and gives students an opportunity to have their say and take actions on current campaigns. For example if your students want to raise their concerns on he issue of human trafficking they could write to their local MP or send an email to the Prime Minister.
**www.antislavery.org**

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