

surrey  
art gallery

# TEACHERS GUIDE

## Charles Campbell: An Ocean to Livity

COMPLEXITY | DIVERSITY | INTERCONNECTIVITY

WITH BIG IDEAS & CURRICULUM CONNECTIONS



Charles Campbell, Maroonscape 3: Finding Accompong, wood and metal, 2021. Photo by Scott Little appears courtesy of the artist.

## Dear Teachers,

This guide is a classroom resource designed to support teachers and students attending the exhibition *Charles Campbell: An Ocean to Livvy* on display at Surrey Art Gallery from April 15 to June 4, 2023.

The Teachers Guide contains exhibit information, as well as an exhibition inspired activity, that will help prepare your students for their Gallery visit or engage them in classroom discussion afterwards.

The exhibition inspired activity included in this guide considers themes of complexity, diversity, and interconnectivity. The art activity investigates the connections between the experience of an individual's way of life in their community and their connecting to their ancestors, as a journey into the past and future.

In addition to the activity this guide includes: curriculum connections, terms & concepts, discussion points, and a resource section.

We hope that you enjoy using this guide to engage with the exhibition and create art with students in your classroom.

*Sincerely,*

*Jinsil Haveliwalla, School Programmer*

This Teachers Guide was created with contributions from Surrey Art Gallery staff including: School Programmer Jinsil Haveliwalla, Artist-Educator Claire Moore, Visual Arts Programmer Lindsay McArthur, Communications Coordinator Irene Lo, Curator of Education Chris Dawson-Murphy, Curator of Exhibitions and Collections Jordan Strom, and Director Alison Rajah.

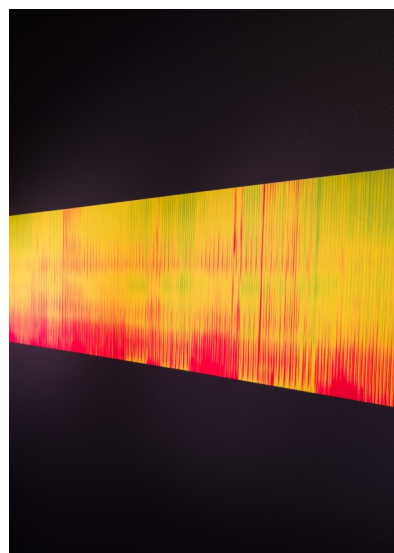
## ABOUT SURREY ART GALLERY

Surrey Art Gallery is the second largest public art gallery in the Metro Vancouver region. Internationally recognized, the Gallery showcases diverse contemporary art practices including digital and sound art and exhibits renowned local, national, and international artists. Surrey Art Gallery's mission is to engage the public in an ongoing dialogue about issues and ideas that affect our numerous communities as expressed through contemporary art, and to provide opportunities for the public to interact with artists and the artistic process.

To receive announcements about exhibitions and related events at the Gallery, sign up for our e-newsletters at [surrey.ca/arts-signup](https://surrey.ca/arts-signup). The City of Surrey also has an e-newsletter specifically for teachers: [surrey.ca/12392.aspx](https://surrey.ca/12392.aspx).

## SCHOOL PROGRAMS

The Gallery's school programs develop an appreciation, understanding, and excitement about contemporary art. Visit the Gallery's website to learn about our school programs and the resources that we offer for teachers called "Teachers in the Know" [surrey.ca/galleryeducation](https://surrey.ca/galleryeducation).



Charles Campbell, *Black Breath Spectacle*, 2021.  
Photo appears courtesy of the artist.

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Charles Campbell, *Maroonscape 3: Finding Accompong* (installation detail), wood, metal, and two channel audio, 2021. Photo by Surrey Art Gallery staff.

## ABOUT THE EXHIBITIONS

### Charles Campbell: An Ocean to Livity

April 15–June 4, 2023

From the intimacy of a quiet inhalation to the distance between continents, *Charles Campbell: An Ocean to Livity* brings together large-scale metal and mixed media sculptures along with immersive and participatory multichannel audio installations. Tapping into the fecundity of the Black diasporic imagination, Campbell reconstructs and reinvents lost connections, lamenting the violent disruptions of the past while constructing a home for Black communities' strength of being.

Central to the exhibition is *Black Breath Archive*, an installation of breath recordings from Surrey and other Lower Mainland residents. Campbell strips away racial hierarchies and holds up Black breath as its own force—a carrier of ancestry and experience, a creator of community and something that, even in its most subtle presentation, changes the way we think, feel, and live.

Other artworks that address breath and breathing are *Breath Cycle* and *Maroonscape 3: Finding Accompong*. *Breath Cycle* gestures towards a deeper past, connecting the oxygen we breathe to its production in symbiotic, multispecies communities of ancient lichen. The five-metre tall *Maroonscape 3: Finding Accompong* derives its shape from the bronchial structure of a human lung as well as the forked shapes of slave yokes (forked wooden sticks used to tie captives together in a line). Both these works nod to fractal geometry and binary counting systems that originated in Africa.

These works are inspired, in part, by sites and histories of Jamaican anticolonial resistance and slave rebellion. Similarly pointing to the pasts and potential futures is a sprawling new sculpture *Ghost Islands/Mid-Atlantic Refugia* that imagines the journey towards Black liberation in the form of an undulating, curved surface inspired by the Atlantic ocean's deep-sea topography.

"Livity" is a Rastafarian word that can either mean way of life or the life force present in every living thing. The artworks in *An Ocean to Livity* evoke a sense of journey, worldly interconnectedness, and communal struggle against the injustices of times past and present, geographies far and near.

Jordan Strom, Curator

# EXHIBITION INSPIRED ACTIVITY: PAINT A TREE USING FRACTALS

## THEME: COMPLEXITY, DIVERSITY, AND INTERCONNECTIVITY

### OBJECTIVES

Through this activity, students will:

- Make connections between ecology, nature and fractal geometry and consider how these themes connect to the work of Charles Campbell.
- Draw from observation in nature.
- Create a complex image through repeating a simple drawing process.
- Use a mathematical process to explore organic patterns.
- Examine symbolism and metaphor.

### MATERIALS:

- Coloured pencils
- Pencils
- Erasers
- Black permanent markers
- Watercolour paint
- Mixed media paper

### ACTIVITY

In this art activity students will draw a tree using simple fractal geometry and embellish this using a watercolour wash. They will go for a walk to observe that fractal patterns are everywhere in the natural, and human made, world around them.

### BIG IDEAS - BC EDUCATION CURRICULUM

- People connect to others and share ideas through the arts.  
(Art Education, Grade 1)
- Exploring works of art exposes us to diverse values, knowledge, and perspectives.  
(Arts Education, Grade 4)
- Personal choices and social and environmental factors influence our health and wellbeing.  
(Physical and Health Education, Grade 5)
- Complex global problems require international cooperation to make difficult choices for the future.  
(Social Studies, Grade 6)
- Through artmaking, one's sense of identity and community continually evolves.  
(Arts Education, Grade 7)



## EXHIBITION INSPIRED ACTIVITY: FRACTAL DRAWING IN NATURE

### THEME: COMPLEXITY, DIVERSITY, AND INTERCONNECTIVITY

#### DISCUSSION & INTRODUCTION

Introduce your students to Charles Campbell's 17-foot-tall sculptural installation, *Maroonscape 3: Finding Accompong*, references a tree in a village in Cockpit Country, Accompong, Jamaica, where the Maroons gathered together. The Maroons were a community of former slaves who resisted Spanish and British colonial governments, won their freedom, and formed independent settlements after signing treaties with the British securing the Maroon's autonomy.

This work simultaneously references the tree as a place of connection and community gathering, and the form of our lungs and bronchial anatomy. The installation also includes the recorded sound of senior Black artists, and community members' breathing in response to prompts from the artist, envisioning the future and creating space for Black community and empowerment.

Charles Campbell, *Maroonscape 3: Finding Accompong* (as installed with visitors at Surrey Art Gallery), installation with wood, metal and two-channel audio, 2021. Photo by Pardeep Singh.



## EXHIBITION INSPIRED ACTIVITY: FRACTAL DRAWING IN NATURE

### THEME: COMPLEXITY, DIVERSITY, AND INTERCONNECTIVITY

#### DISCUSSION & INTRODUCTION

Through conversation with your students, introduce the idea of fractal patterns.

A fractal is a self-similar geometric pattern formed by the repetition of a simple process. We can find examples of fractal forms in lightning bolts, river deltas, tree branches, coastlines, and the intertwining veins of the human body.

- Show the class images from nature that feature fractal patterns (see the *Image Gallery* in this guide).
- Discuss with students that these images feature geometric, fractal patterns in the growth of trees and lichen.
- Give them time to study and compare the images. They should notice that the images form repeating patterns that simply get smaller and smaller (i.e. a tree starts with the main trunk and then separates into branches). Each branch has branches and those branches have branches, etc. It is the same with lightning. There is one main bolt with lots of smaller ones branching out from the main one.
- Explain to students that the repetition of these increasingly smaller and smaller forms, form fractal patterns and tell the students they'll be creating their own fractal artworks. These designs could be based on patterns they've seen in nature.



Charles Campbell, *Breath Cycle I*, Aluminium. 2023. Photo by Pardeep Singh.

# EXHIBITION INSPIRED ACTIVITY: FRACTAL DRAWING IN NATURE

## THEME: COMPLEXITY, DIVERSITY, AND INTERCONNECTIVITY

### INSTRUCTIONS

- **Nature walk—observation**

- Take your class outside and look together at trees and shrubs of different types and size.
- Ask the group to choose a tree and find a good spot to observe the branches of the tree carefully.
- Ask them to look carefully, and see how the branches are formed noting that a tree starts with the main trunk and then separates into branches. Each branch has branches and those branches have branches, repeating to form a pattern.

- **Drawing—using a simple fractal pattern**

- Ask the students if they think their tree drawing will fit better into a portrait or landscape format.
- Using pencil, draw a line across your paper to start a horizon line  $\frac{2}{3}$  of the way down the paper.
- Above the line start with the trunk. Draw the edges of the trunk until you get to the first branches.
- Notice how the branches get thinner as they divide or grow upwards or bend downwards.
- Ask students to draw their trees using a Y shape—they can make their own fractals drawing their own unique branches that make a fractal pattern: a self repeating design that simply gets smaller and smaller.

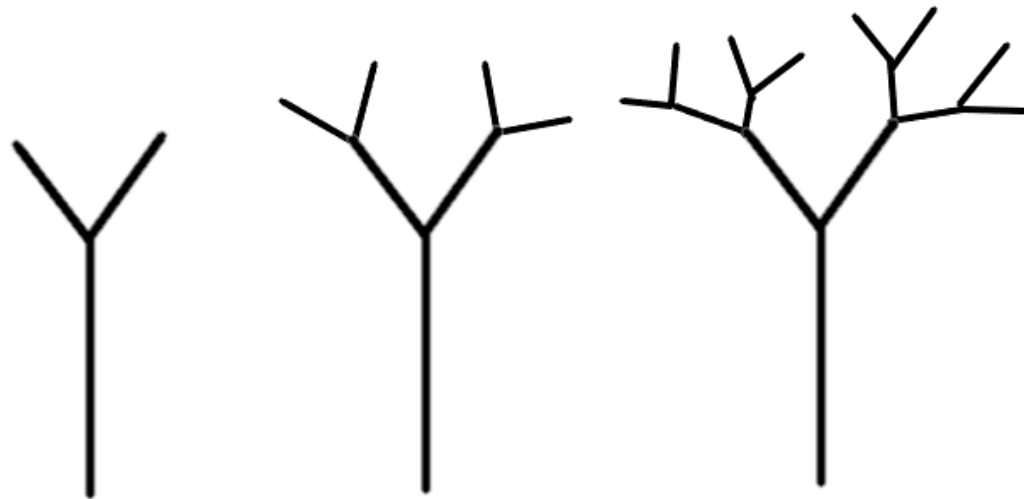


Image from [sasksciencecentre.com](http://sasksciencecentre.com)



## EXHIBITION INSPIRED ACTIVITY: FRACTAL DRAWING IN NATURE

### THEME: COMPLEXITY, DIVERSITY, AND INTERCONNECTIVITY

#### INSTRUCTIONS

- **Outlining the tree**
  - Ask students to colour the lines of their fractal trees using black oil pastel.
- **Demonstration**
  - Demonstrate to the students how the watercolour wash can be applied over the oil pastel using the technique described below. This technique is called a resist, as the watercolour wash will not colour the black outlines of the oil pastel.
- **Adding Colour**
  - Hand out watercolour paints, large brushes, water, and mixing palettes.
  - Encourage students to work freely; not to worry about painting inside the lines.
  - Have students recall the environment, and colours, they see around their tree - greens, blues, greys, etc.
  - Add this as washes of colour. Using a clean big brush mix a colour with water on the palette.
  - “Load” the brush with the watery colour and pull the brush across the white.
  - Using strongly complimentary colours (i.e. yellow/purple, red/green, blue/orange) will make images stand out. These will have the highest contrast and work well together.
  - When students are finished, suggest that they share their work with class.



Fractals in nature, photo by Gallery staff.



## EXHIBITION INSPIRED ACTIVITY: FRACTAL DRAWING IN NATURE

### THEME: COMPLEXITY, DIVERSITY, AND INTERCONNECTIVITY

#### REFLECTION

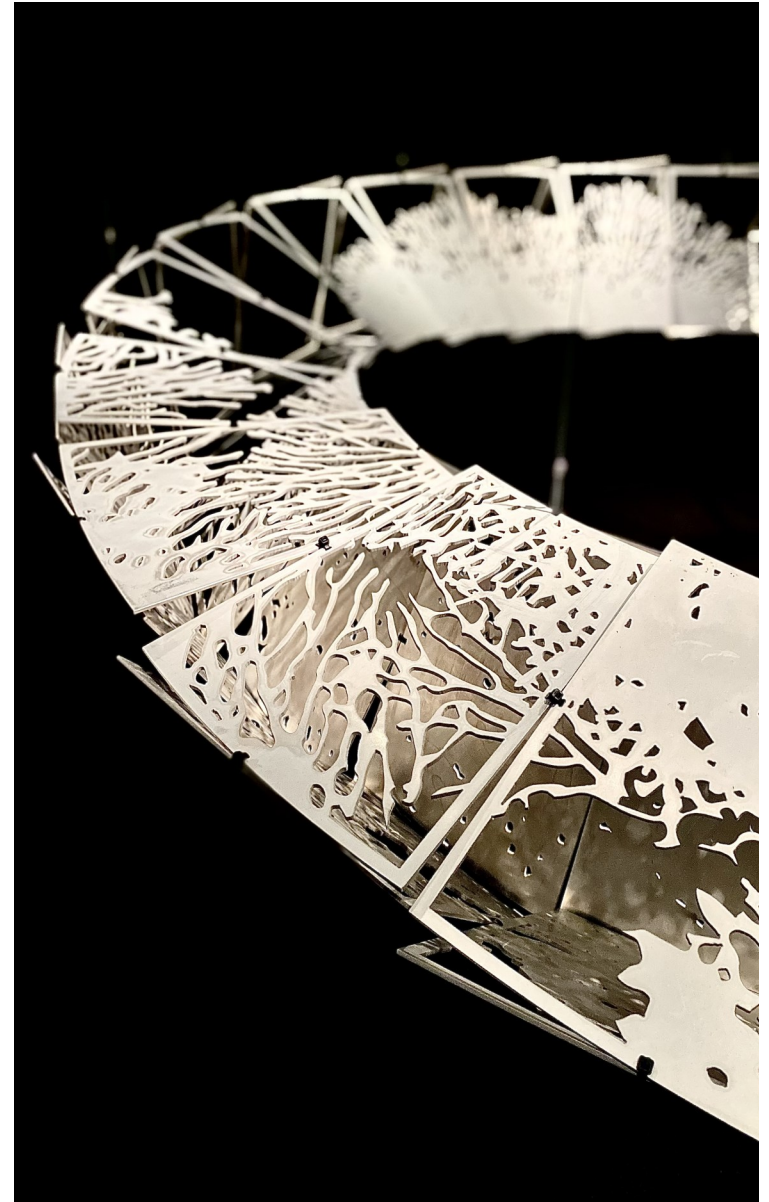
Upon completion of their tree drawing, display the finished artworks collectively in the classroom. Have the class reflect on how they drew their tree.

- Did drawing this way, using fractals, change the way they look at trees?
- If they were to title their artworks what would they call it, and why?
- Can they imagine making a three-dimensional tree?
- Have they noticed any other patterns in nature?

After viewing and discussing each class members' work, exhibit the students' artwork in the classroom.

#### EXTENSION

As a reflective extension to this process, students can write an artist statement about their work. The written description can focus on their ideas and feelings about trees and the process of creating this work. Did creating this artwork has changed how they look at trees?



Charles Campbell, *Breath Cycle I*, Aluminium. 2023. Photo by Surrey Art Gallery staff.

## CURRICULUM CONNECTIONS FOR SCHOOL PROGRAMS

Participating in a guided tour, studio workshop, or self-guided tour in conjunction with the exhibitions supports Big Ideas and Learning Standards in the British Columbia Arts Education Curriculum for grades K-12. The exhibitions can be used as a touchstone for discussion relating to themes and concepts addressed in a variety of curricular areas.

## K-12 ARTS EDUCATION CURRICULAR COMPETENCIES

**Students will be able to use creative processes to create and respond to the arts:**

### KINDERGARTEN-GRADE 2

- Explore elements, processes, materials, movements, technologies, and techniques of the arts
- Explore artistic expressions of themselves and community through creative processes
- Reflect on creative processes and make connections to other experiences
- Interpret how symbols are used through the arts
- Express feelings, ideas, stories, observations, and experiences through the arts
- Experience, document, and share creative works in a variety of ways
- Describe and respond to works of art

### GRADES 3-4

- Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art
- Reflect on creative processes and make connections to personal experiences
- Explore identity, place, culture, and belonging through arts experiences
- Explore relationships among cultures, societies, and the arts

### GRADES 5-7

- Works of art influence and are influenced by the world around us
- Engaging in creative expression and experiences expands people's sense of identity and belonging
- Complex global problems require international cooperation to make difficult choices for the future

### GRADES 8-9

- Interpret and communicate ideas using symbols and elements to express meaning through the arts
- The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures
- Personal choices and social and environmental factors influence our health and wellbeing

### GRADE S 10-12

- Create artistic works that demonstrate personal, cultural, and historical contexts
- Purposeful artistic choices enhance the depth and impact of an artistic work
- Express meaning, intent, and emotion through visual art
- Intentionally select and combine materials, processes, and technologies to convey ideas and justify choices

# TERMS & CONCEPTS

**Artist Statement:**

A written description by an artist that helps the audience access or understand their artistic works.

**Sculpture:**

A three-dimensional artwork made by processes including carving, modelling, casting, or construction.

**Culture:**

The art, beliefs, religion, language, institutions, and other products of human work and thought of a particular period, class, community, or population.

**Cultural Diversity:**

The presence of diverse and different cultural practices, and people, within a culture, as opposed to a monoculture.

**Environment:**

The space in which we work and live. Including built and natural environments and ecology.

**Identity:**

The way we perceive and understand ourselves. Factors and conditions that an individual is born with, such as ethnicity, heritage, gender, or one's body that often play a role in defining one's identity.

**Installation:**

A three-dimensional artwork—sometimes consisting of various elements—that alters the way a space is experienced.

**Interpretation:**

The critical understanding, and analysis of a cultural product: artwork, particular understanding of a work, method, or style.

**Livity:**

A Rastafarian word that can either mean way of life or the life force present in every living thing.

**Fractal:**

A geometric, mathematical, pattern made through the repetition of a form or shape.

**Diaspora:**

A group of people who have moved away from an established or ancestral homeland.

**Lichen:**

A plant-like organism that grows on rocks, walls, and trees. Often grey, green, or yellow in colour.

**Lungs:**

An organ in the chest that facilitates breathing, takes in air and supplies the body with oxygen, and removes carbon dioxide through exhalation.

**Ancestors:**

A person who was a member of one's family in the past: one of the people from whom a person is descended.

**Multichannel:**

Having or using more than one signal source (such as video or music) may take the form of electric signal, projection, or sound.

**Sound Art:**

Art which uses sound as its primary medium (what it is made out of).

**Spectrogram:**

A visual representation of the spectrum of frequencies of a signal or wave. When applied to an audio signal these are sometimes called sonographs, voiceprints, or voicegrams.

**Pattern:**

Any regularly repeated visual element, especially a design made from repeated lines, shapes, forms, or colours.

**Three-Dimensional:**

Having three measurable features (height, width, and depth), like any object in the real world. Examples of three-dimensional art include: sculpture, ceramics, and installation.

**Two-Dimensional:**

A planar object or composition that has length and width but does not possess depth. Examples of two-dimensional art include paintings, drawings, prints, and photographs.

**Maroon:**

An organized community of escaped African slaves who refused unpaid labour, resisted and prevailed against colonial governments, and established their own communities and secured their freedom. This included a community in Jamaica.

## ABOUT THE ARTIST

**Charles Campbell** is a multidisciplinary artist, writer, and curator who lives and works on lək'wəŋən territory, Victoria, BC. His artworks, which include sculptures, paintings, sonic installations, and performances, have been exhibited widely in the Americas and Europe. Campbell is the recipient of the 2022 VIVA Award from the Jack and Doris Shadbolt Foundation and the 2020 City of Victoria Creative Builder Award. He holds an MA in Fine Art from Goldsmith College and a BFA from Concordia University.

## ARTIST RESOURCES

**Charles Campbell website**  
[charlesc Campbellart.com](http://charlesc Campbellart.com)

**2023 Lehan Lecture: Charles Campbell**  
<https://www.youtube.com/watch?v=IW2xseYMjIE>

**Blueprints for the Afrofuture with Charles Campbell**  
<https://www.youtube.com/watch?v=-qfXvM3idIE>

## ARTIST RESOURCES - CONTINUED

**Art Gallery of Ontario—interview with Charles Campbell**  
[ago.ca/agoin sider/campbells capes](http://ago.ca/agoin insider/campbells capes)

**Canadian Art Magazine—Charles Campbell**  
<https://canadianart.ca/reviews/charles-campbell/>

## ADDITIONAL RESOURCES

**About the Maroons**  
[www.nationalgeographic.com/travel/article/legendary-community-that-fought-for-its-freedom-in-Jamaica](http://www.nationalgeographic.com/travel/article/legendary-community-that-fought-for-its-freedom-in-Jamaica)

## MEDIA RELEASES

**Surrey Now Leader**  
[surreynowleader.com/entertainment/echoes-of-george-floyd-death-in-charles-campbells-new-ocean-to-livity-art-show-in-surrey/](http://surreynowleader.com/entertainment/echoes-of-george-floyd-death-in-charles-campbells-new-ocean-to-livity-art-show-in-surrey/)

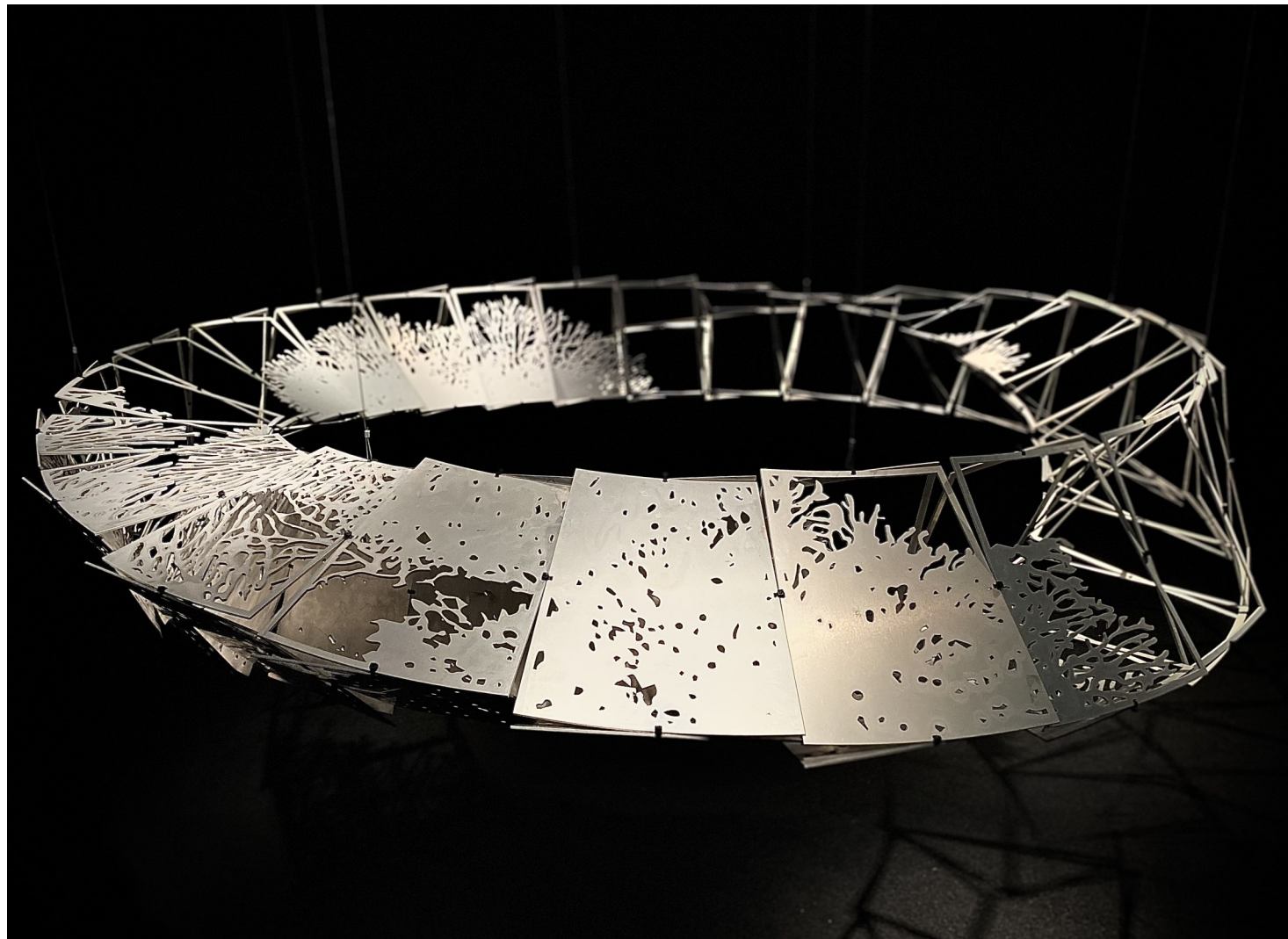


# IMAGE GALLERY



Charles Campbell, Maroonscape 3 Finding Accompong, wood and metal, 2021. Photo by Scott Little, appears courtesy of the artist.

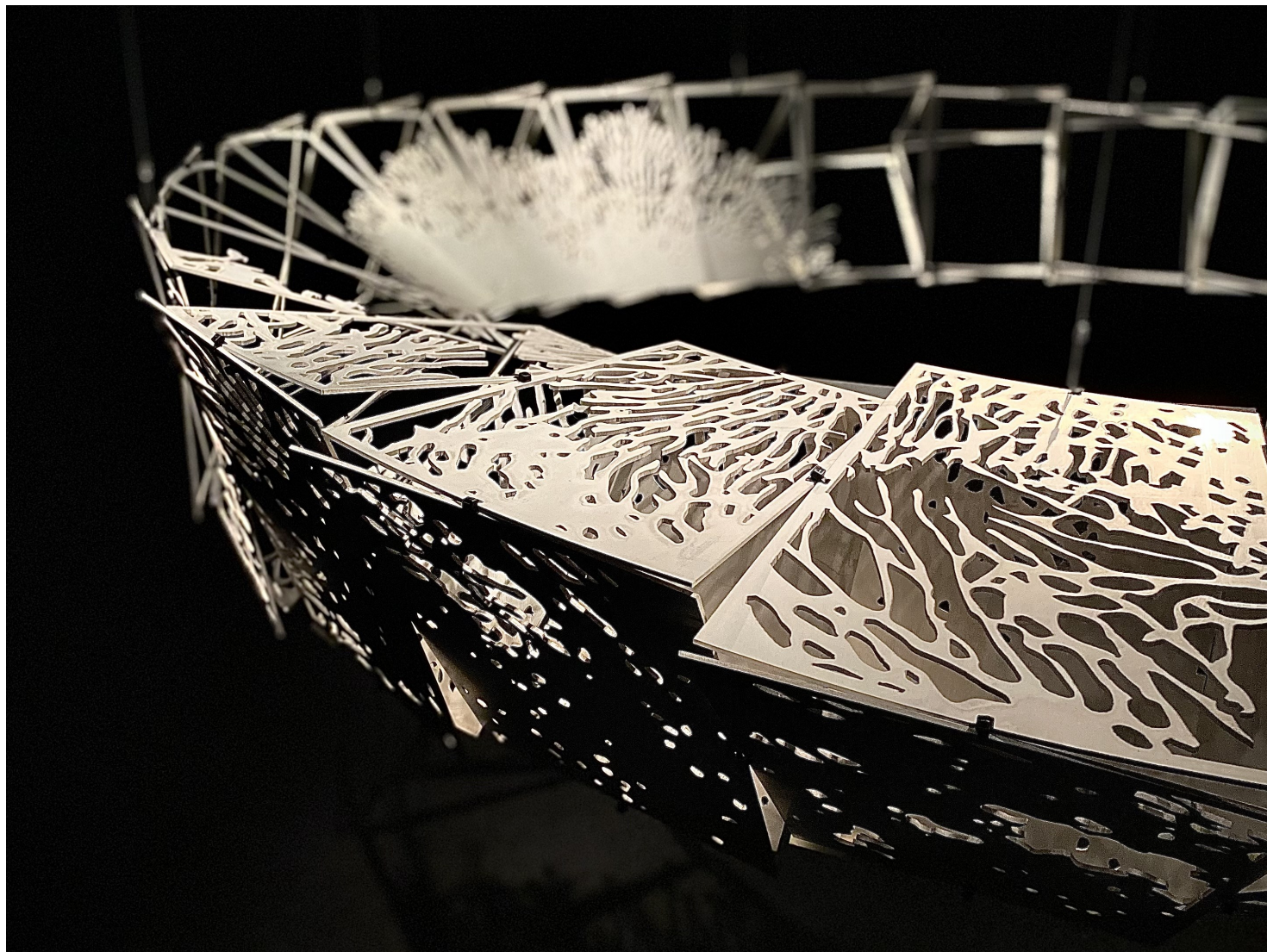
# IMAGE GALLERY



Charles Campbell, *Breath Cycle I*, aluminium, 2023. Photo by Surrey Art Gallery staff.



# IMAGE GALLERY



Charles Campbell, *Breath Cycle I (detail)*, aluminium, 2023. Photo by Surrey Art Gallery staff.



# IMAGE GALLERY



Fractals in nature. Photo by Gallery staff.



# IMAGE GALLERY



Fractals in nature. Photo by Gallery staff.

# INFORMATION / MAP



**SURREY ART GALLERY /  
SURREY ARTS CENTRE**  
13750 88 AVE IN BEAR CREEK PARK

#### SKYTRAIN STATIONS

- 1 SURREY CENTRAL (FOR CITY HALL, LIBRARY, & 96 B-LINE OR 321 BUS TO SURREY ARTS CENTRE)
- 2 KING GEORGE (TO CATCH 96 B-LINE OR 321 BUS TO SURREY ARTS CENTRE)

- 40 minute drive from downtown Vancouver
- 2 km walk from King George Station
- Catch Bus #321 or R1 at Surrey Central Station and get off on King George Hwy at 88 Avenue.

## SURREY ART GALLERY

13750 88 Avenue  
Surrey, BC V3W 3L1

604-501-5566  
artgallery@surrey.ca  
[surrey.ca/artgallery](http://surrey.ca/artgallery)

## GALLERY HOURS

Tue, Wed, Thu: 9am–9pm  
Fri: 9am–5pm  
Sat: 10am–5pm  
Sun: Noon–5pm  
**Closed on Mondays & holidays**  
Admission by donation

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