

**BA Furniture and Product Design  
Level One  
3D Design 2: PM 1080C  
Project 1  
Semester 2: 2009/2010**

# **GROW**

**Although there is increasing interest from manufacturers to produce furniture with children in mind, there is still much opportunity to develop this area using your creative and innovative abilities.**

**Many currently available playthings, clothes and furniture function for a relatively short time as children physically and mentally outgrow them.**

**The aim of this project is to design furniture that can be adapted or effectively grows with a child. This can extend to adulthood, or at the least over a wide age range, hence addressing the throw-away nature of many childrens things.**

**In addition to functioning practically through levels of development, your design could also embrace a childs imagination to create a piece that they will treasure and engage with longterm rather than become bored by.**

**Your object could be seating (chairs, swings, relaxing) tables (drawing, eating, writing) storage (toys, clothes, books) and beds (cots, hammocks, dens) It could have more than one function such as a painting easel for a toddler becoming a low table which becomes a desk for a teenager. Think about using the walls or ceiling to suspend things. Question the qualities of the materials you suggest for your design eg, hard or soft, opaque or transparent, rough or smooth. Also consider materials not normally associated with childrens furniture such cork, rubber, hemp, canvas, photolaminates, rope or felt.**

**You might also create opportunities for encouraging creativity in a single child, with other children or by interacting with adults. It could be educational and act to stimulate childrens minds and their curiosity. It might contain ways of recording memories and act as an account of childhood (children love photos and drawing and imagery that connects them to a wider world) or encourage movement and physical play.**

**Aim for your object to be able to work in both a childs room and a living room space. As space is often lacking in family homes, try to design with**

smaller spaces in mind. Alternatively you could consider a design for outdoors. Safety is an issue you need to be conscious of. The environmental aspects of your design are important and you will need to identify issues connected with sustainability, such as recycling and the objects life cycle, making sure your findings are clearly embodied.

Begin by researching the stages in a child's physical and psychological development, talk to parents (and children!) and maybe visit a nursery or school and shops with children's furniture such as Mothercare, IKEA, John Lewis. What do children need and enjoy for a healthy life?

Following on from your research, identify an area of interest and try to be clear about what your object is seeking to achieve and how this is done on a practical and/or emotional level. Draw spider diagrams as your ideas progress to help make connections and please use sketch models to show development of ideas in 3 dimensions.

The assessment criteria which are in four equal categories are as follows:

Research

Concept formulation and product identification

Process and project management

Outcome and presentation

### **Recommended books**

Kidsize: The material world of childhood

Vitra Design Museum publication

The library has reference copies of this book and at the least try and read the following chapters:

'Creativity in childhood' by Mike Scaife p61

'A child's century at last' by Denise Hagstromer p183

'Living with children' by Elisabeth Dessai p203

Bruno Munari by Aldo Tanchis (Lund Humphries London)

Collapsibles by R.Frank (Thames Hudson)

### **Minimum requirements include:**

1:1 realisation (mock-up or outline prototype depending on design)

To be assembled in studio CR507 or w/shop CR407

A3 sheets of research (or equivalent) and A4 sheet of work diary

Spider diagrams

Sketches showing development of project on A3 sheets and sketch models

Graphic presentation showing object growing with child

1:5 technical drawings of final design on A3 sheets

## Websites

Childsply and Childform Projects at [www.twentytwentyone.com](http://www.twentytwentyone.com)

[www.CommunityPlaythings.co.uk](http://www.CommunityPlaythings.co.uk)

[www.orekakids.com](http://www.orekakids.com)

[www.studiouk.net](http://www.studiouk.net) (refer to Play+ website)

[www.reggiochildren.it](http://www.reggiochildren.it)

[www.playpiu.com](http://www.playpiu.com)

## Time schedule

7 week project: Meet at 10am in Rm 101 each week except for crit in Rm G15 (Thursdays)

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|----------|---|
| 11 Feb   | <b>10-1pm Introduction to GROW</b><br>Meet at Museum of Childhood, Bethnal Green to see 3 exhibitions: <i>How is a child's seat designed?</i> <i>Sit down seating for kids</i> and also <i>Use your imagination: toys by tomorrow's designers</i><br>2-5pm studio CR507 |
| 18 Feb   | <b>10-1pm Present research and initial ideas.</b><br>This is to include 3 key findings in relation to green issues and 2 possible project ideas to develop.<br>With JB Rm101  |
| 25 Feb   | <b>10-1pm Show 3 developed concepts: Interim Presentation Rm 101</b>  |
| 4 March  | <b>10-1pm and 2-5pm Whole day working on project in CR507 Small groups tutorials in Rm 101</b>  |
| 11 March | <b>10-1pm and 2-5pm Whole day working on project in CR507. Individual tutorials</b>   |
| 18 March | <b>Final Presentation of GROW in G15 10-1pm and 2-5pm Start 10am Any non- presenters will have work capped (to maximum of 40%) Introduction to Project 2</b>  |

**25 March**

**11am deadline in office in studio CR507**

**Hand in for GROW in form of a single named A3 book only containing all work done, inc copies from sketchbook and photos of sketch models and prototype. You may add work since the presentation.**

**G.I.Study Week: Develop Project 2. Prepare for presentation of research and initial ideas with JB on April 15 in RM 101**

**GROW: User 09/10 JA  
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