



# Year 11 into 12 'Bridging the Gap'



**PART 2: Sustainable Lamp Project**

# **Sustainable Lamp Project**

**Week 5:** Introduction to Project & Designer and Design Movement Research

**Week 6:** Context Analysis & Customer/User Profile

**Week 7:** Product Analysis

**Week 8:** Design Ideas

**Week 9:** Design Ideas/Materials

**Week 10:** Design Development

**Week 11:** Design Development/Modify Sheets

# Introduction to Lamp Project

- To design and make a table lamp using a chosen designer as your inspiration, thinking about sustainability and the key factors you explored in Part 1.
- The mini-project will be completed by October Half Term
- You will need to make the lamp, so a good understanding of materials & processes is essential

# Week 5: Tasks – Inspirations Sheet

**Look at the following Designers and Movements, pick 2 or 3 from the list and find some images of their products that you like to help inspire your lamp design:**

- Arts & Crafts Movement
- Art Deco
- Modernism: Bauhaus
- Post-Modernism: Memphis
- Phillipe Starck
- James Dyson
- Margaret Calvert
- Dieter Rams
- Charles and Ray Eames
- Marc Newson
- Marianne Brandt

**Produce a sheet of images of your chosen designers/movements and annotate with what you like about them, how it might inspire your lamp shape**

# Week 6: Tasks – Context Analysis/User Profile

- Using your Designer/Movement inspiration sheet from Week 1, please come up with a Context Analysis and Client Needs/User Profile
- Think about your GCSE and the layout of the two sheets and how you might condense them down to ONE sheet
- Remember to think clearly about how you will consider **making the lamp sustainable**, for a certain user, and use a designer or movement as inspiration

# Week 7: Tasks – Product Analysis

- Produce a Product Analysis of a lamp of your choice – please look at some the examples in the next few slides. They are deemed as classic design, but it is entirely up to you which lamp you choose
- Use ACCESSFMM (sheet attached to the Google Classroom Page for Week 3
- Remember you should be building from GCSE, so it should be more detailed, and you could add a couple of extra boxes, for example, info about the designer, how you might use the example to help you to design your lamp, how sustainability features in the lamp, things that you may need to consider such as manufacturing of the lamp, processes etc.

# Week 8: Tasks – Design Ideas

- Produce a sheet of sketches of ideas for your lamp. 3-6 ideas. Remember quality NOT quantity
- You may want to make a list of things that you need to make sure you include in annotation around each of your designs (bit like a quick list of specification points). For example:
  - Who your design inspiration is and annotate with how the lamp links to them
  - How it fits in with your User/Target Market
  - Pencil sketches with good rendering skills seen
  - Possible materials you might use
  - Fixtures and fittings, how it will fit together
  - Possible processes you might use/how it might be made
  - How the lamp fits in with sustainability
  - What other design key factors you have considered (social, cultural, ethical, inclusivity etc.)

# Week 9: Tasks – Design Ideas/Materials

- Produce a sheet about the materials that you may consider using to make your product, do not just look at one type, for example do not just decide on pine, maybe consider cedar or a different type like plywood. Please justify your choices too—are these materials normally used for this type of product for example
- Remember materials need to be sustainable
- Do the same as above, but looking at processes that could be used to make your lamp
- It may be easier to make a table for possible materials and processes, ½ a page for materials and ½ page for processes

# Week 10: Tasks – Development

- This may end up taking you two weeks, hence why I have allowed a week at the end to 'catch up'
- As you know development is all about taking either ONE idea, and moving and developing it, or taking key features from a few different ideas and developing these into ONE idea
- Remember, you need to start looking at things in detail:
  - how it fits together
  - the exact dimensions
  - some deeper knowledge of how the materials you choose can be 'worked' and manipulated
  - Changes to shape for better design
  - What changes would your client/user make
  - Are you going to add a finish to it
  - What the light source will be, where will you get it from (last year we had fairy lights, press button lights, bulb and lead-so you may need to do some research about light sources)
  - Being to think about the manufacturing stages (step by step plan of making)
  - How you will make it a quality product, ensure QC and QA, and also tolerances

# Week 11: Tasks – Catch up of Sheets

## REMEMBER TO USE THE INFO BELOW (SAME AS LAST WEEK) IF YOU NEED TO COMPLETE THE DEVELOPMENT

- This may end up taking you two weeks, hence why I have allowed a week at the end to 'catch up'
- As you know development is all about taking either ONE idea, and moving and developing it, or taking key features from a few different ideas and developing these into ONE idea
- Remember, you need to start looking at things in detail:
  - how it fits together
  - the exact dimensions
  - some deeper knowledge of how the materials you choose can be 'worked' and manipulated
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# **SUPPORT SHEETS TO HELP**

# Children Inspired



# Seletti Louis



# Flos - Philippe Starck



# Memphis – Martine Bedin



# IKEA Material Lamps



#### Design Idea 4

[illegible]

It is interesting to note, however, that the study with the most compelling evidence for the benefits of music was that by Thompson et al. (2001), which reported that children with autism who received a 10-week music program showed significant improvements in social skills and communication skills. This finding is particularly noteworthy because it suggests that music may be a valuable tool for improving social skills in children with autism.

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[illegible]

On the basis of the foregoing considerations, we have to take into account the fact that the "system" is not a simple, homogeneous, and uniform one, but a complex, heterogeneous, and non-uniform one, which is characterized by a high degree of complexity and a high degree of non-uniformity.

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As the program progresses, the number of children in the program increases steadily. They are given an opportunity to learn about the 1970s, 1980s, and 1990s in order to learn the process of change in society. The program was developed to help children understand the changes in society and the world around them.



Figure 1. The effect of the concentration of the solution on the rate of the reaction. The reaction was carried out at 25°C in a 100 ml solution of 0.1 M NaOH. The concentration of the solution was 0.1 M, 0.2 M, 0.3 M, 0.4 M, 0.5 M, 0.6 M, 0.7 M, 0.8 M, 0.9 M, 1.0 M, 1.1 M, 1.2 M, 1.3 M, 1.4 M, 1.5 M, 1.6 M, 1.7 M, 1.8 M, 1.9 M, 2.0 M, 2.1 M, 2.2 M, 2.3 M, 2.4 M, 2.5 M, 2.6 M, 2.7 M, 2.8 M, 2.9 M, 3.0 M, 3.1 M, 3.2 M, 3.3 M, 3.4 M, 3.5 M, 3.6 M, 3.7 M, 3.8 M, 3.9 M, 4.0 M, 4.1 M, 4.2 M, 4.3 M, 4.4 M, 4.5 M, 4.6 M, 4.7 M, 4.8 M, 4.9 M, 5.0 M, 5.1 M, 5.2 M, 5.3 M, 5.4 M, 5.5 M, 5.6 M, 5.7 M, 5.8 M, 5.9 M, 6.0 M, 6.1 M, 6.2 M, 6.3 M, 6.4 M, 6.5 M, 6.6 M, 6.7 M, 6.8 M, 6.9 M, 7.0 M, 7.1 M, 7.2 M, 7.3 M, 7.4 M, 7.5 M, 7.6 M, 7.7 M, 7.8 M, 7.9 M, 8.0 M, 8.1 M, 8.2 M, 8.3 M, 8.4 M, 8.5 M, 8.6 M, 8.7 M, 8.8 M, 8.9 M, 9.0 M, 9.1 M, 9.2 M, 9.3 M, 9.4 M, 9.5 M, 9.6 M, 9.7 M, 9.8 M, 9.9 M, 10.0 M, 10.1 M, 10.2 M, 10.3 M, 10.4 M, 10.5 M, 10.6 M, 10.7 M, 10.8 M, 10.9 M, 11.0 M, 11.1 M, 11.2 M, 11.3 M, 11.4 M, 11.5 M, 11.6 M, 11.7 M, 11.8 M, 11.9 M, 12.0 M, 12.1 M, 12.2 M, 12.3 M, 12.4 M, 12.5 M, 12.6 M, 12.7 M, 12.8 M, 12.9 M, 13.0 M, 13.1 M, 13.2 M, 13.3 M, 13.4 M, 13.5 M, 13.6 M, 13.7 M, 13.8 M, 13.9 M, 14.0 M, 14.1 M, 14.2 M, 14.3 M, 14.4 M, 14.5 M, 14.6 M, 14.7 M, 14.8 M, 14.9 M, 15.0 M, 15.1 M, 15.2 M, 15.3 M, 15.4 M, 15.5 M, 15.6 M, 15.7 M, 15.8 M, 15.9 M, 16.0 M, 16.1 M, 16.2 M, 16.3 M, 16.4 M, 16.5 M, 16.6 M, 16.7 M, 16.8 M, 16.9 M, 17.0 M, 17.1 M, 17.2 M, 17.3 M, 17.4 M, 17.5 M, 17.6 M, 17.7 M, 17.8 M, 17.9 M, 18.0 M, 18.1 M, 18.2 M, 18.3 M, 18.4 M, 18.5 M, 18.6 M, 18.7 M, 18.8 M, 18.9 M, 19.0 M, 19.1 M, 19.2 M, 19.3 M, 19.4 M, 19.5 M, 19.6 M, 19.7 M, 19.8 M, 19.9 M, 20.0 M, 20.1 M, 20.2 M, 20.3 M, 20.4 M, 20.5 M, 20.6 M, 20.7 M, 20.8 M, 20.9 M, 21.0 M, 21.1 M, 21.2 M, 21.3 M, 21.4 M, 21.5 M, 21.6 M, 21.7 M, 21.8 M, 21.9 M, 22.0 M, 22.1 M, 22.2 M, 22.3 M, 22.4 M, 22.5 M, 22.6 M, 22.7 M, 22.8 M, 22.9 M, 23.0 M, 23.1 M, 23.2 M, 23.3 M, 23.4 M, 23.5 M, 23.6 M, 23.7 M, 23.8 M, 23.9 M, 24.0 M, 24.1 M, 24.2 M, 24.3 M, 24.4 M, 24.5 M, 24.6 M, 24.7 M, 24.8 M, 24.9 M, 25.0 M, 25.1 M, 25.2 M, 25.3 M, 25.4 M, 25.5 M, 25.6 M, 25.7 M, 25.8 M, 25.9 M, 26.0 M, 26.1 M, 26.2 M, 26.3 M, 26.4 M, 26.5 M, 26.6 M, 26.7 M, 26.8 M, 26.9 M, 27.0 M, 27.1 M, 27.2 M, 27.3 M, 27.4 M, 27.5 M, 27.6 M, 27.7 M, 27.8 M, 27.9 M, 28.0 M, 28.1 M, 28.2 M, 28.3 M, 28.4 M, 28.5 M, 28.6 M, 28.7 M, 28.8 M, 28.9 M, 29.0 M, 29.1 M, 29.2 M, 29.3 M, 29.4 M, 29.5 M, 29.6 M, 29.7 M, 29.8 M, 29.9 M, 30.0 M, 30.1 M, 30.2 M, 30.3 M, 30.4 M, 30.5 M, 30.6 M, 30.7 M, 30.8 M, 30.9 M, 31.0 M, 31.1 M, 31.2 M, 31.3 M, 31.4 M, 31.5 M, 31.6 M, 31.7 M, 31.8 M, 31.9 M, 32.0 M, 32.1 M, 32.2 M, 32.3 M, 32.4 M, 32.5 M, 32.6 M, 32.7 M, 32.8 M, 32.9 M, 33.0 M, 33.1 M, 33.2 M, 33.3 M, 33.4 M, 33.5 M, 33.6 M, 33.7 M, 33.8 M, 33.9 M, 34.0 M, 34.1 M, 34.2 M, 34.3 M, 34.4 M, 34.5 M, 34.6 M, 34.7 M, 34.8 M, 34.9 M, 35.0 M, 35.1 M, 35.2 M, 35.3 M, 35.4 M, 35.5 M, 35.6 M, 35.7 M, 35.8 M, 35.9 M, 36.0 M, 36.1 M, 36.2 M, 36.3 M, 36.4 M, 36.5 M, 36.6 M, 36.7 M, 36.8 M, 36.9 M, 37.0 M, 37.1 M, 37.2 M, 37.3 M, 37.4 M, 37.5 M, 37.6 M, 37.7 M, 37.8 M, 37.9 M, 38.0 M, 38.1 M, 38.2 M, 38.3 M, 38.4 M, 38.5 M, 38.6 M, 38.7 M, 38.8 M, 38.9 M, 39.0 M, 39.1 M, 39.2 M, 39.3 M, 39.4 M, 39.5 M, 39.6 M, 39.7 M, 39.8 M, 39.9 M, 40.0 M, 40.1 M, 40.2 M, 40.3 M, 40.4 M, 40.5 M, 40.6 M, 40.7 M, 40.8 M, 40.9 M, 41.0 M, 41.1 M, 41.2 M, 41.3 M, 41.4 M, 41.5 M, 41.6 M, 41.7 M, 41.8 M, 41.9 M, 42.0 M, 42.1 M, 42.2 M, 42.3 M, 42.4 M, 42.5 M, 42.6 M, 42.7 M, 42.8 M, 42.9 M, 43.0 M, 43.1 M, 43.2 M, 43.3 M, 43.4 M, 43.5 M, 43.6 M, 43.7 M, 43.8 M, 43.9 M, 44.0 M, 44.1 M, 44.2 M, 44.3 M, 44.4 M, 44.5 M, 44.6 M, 44.7 M, 44.8 M, 44.9 M, 45.0 M, 45.1 M, 45.2 M, 45.3 M, 45.4 M, 45.5 M, 45.6 M, 45.7 M, 45.8 M, 45.9 M, 46.0 M, 46.1 M, 46.2 M, 46.3 M, 46.4 M, 46.5 M, 46.6 M, 46.7 M, 46.8 M, 46.9 M, 47.0 M, 47.1 M, 47.2 M, 47.3 M, 47.4 M, 47.5 M, 47.6 M, 47.7 M, 47.8 M, 47.9 M, 48.0 M, 48.1 M, 48.2 M, 48.3 M, 48.4 M, 48.5 M, 48.6 M, 48.7 M, 48.8 M, 48.9 M, 49.0 M, 49.1 M, 49.2 M, 49.3 M, 49.4 M, 49.5 M, 49.6 M, 49.7 M, 49.8 M, 49.9 M, 50.0 M, 50.1 M, 50.2 M, 50.3 M, 50.4 M, 50.5 M, 50.6 M, 50.7 M, 50.8 M, 50.9 M, 51.0 M, 51.1 M, 51.2 M, 51.3 M, 51.4 M, 51.5 M, 51.6 M, 51.7 M, 51.8 M, 51.9 M, 52.0 M, 52.1 M, 52.2 M, 52.3 M, 52.4 M, 52.5 M, 52.6 M, 52.7 M, 52.8 M, 52.9 M, 53.0 M, 53.1 M, 53.2 M, 53.3 M, 53.4 M, 53.5 M, 53.6 M, 53.7 M, 53.8 M, 53.9 M, 54.0 M, 54.1 M, 54.2 M, 54.3 M, 54.4 M, 54.5 M, 54.6 M, 54.7 M, 54.8 M, 54.9 M, 55.0 M, 55.1 M, 55.2 M, 55.3 M, 55.4 M, 55.5 M, 55.6 M, 55.7 M, 55.8 M, 55.9 M, 56.0 M, 56.1 M, 56.2 M, 56.3 M, 56.4 M, 56.5 M, 56.6 M, 56.7 M, 56.8 M, 56.9 M, 57.0 M, 57.1 M, 57.2 M, 57.3 M, 57.4 M, 57.5 M, 57.6 M, 57.7 M, 57.8 M, 57.9 M, 58.0 M, 58.1 M, 58.2 M, 58.3 M, 58.4 M, 58.5 M, 58.6 M, 58.7 M, 58.8 M, 58.9 M, 59.0 M, 59.1 M, 59.



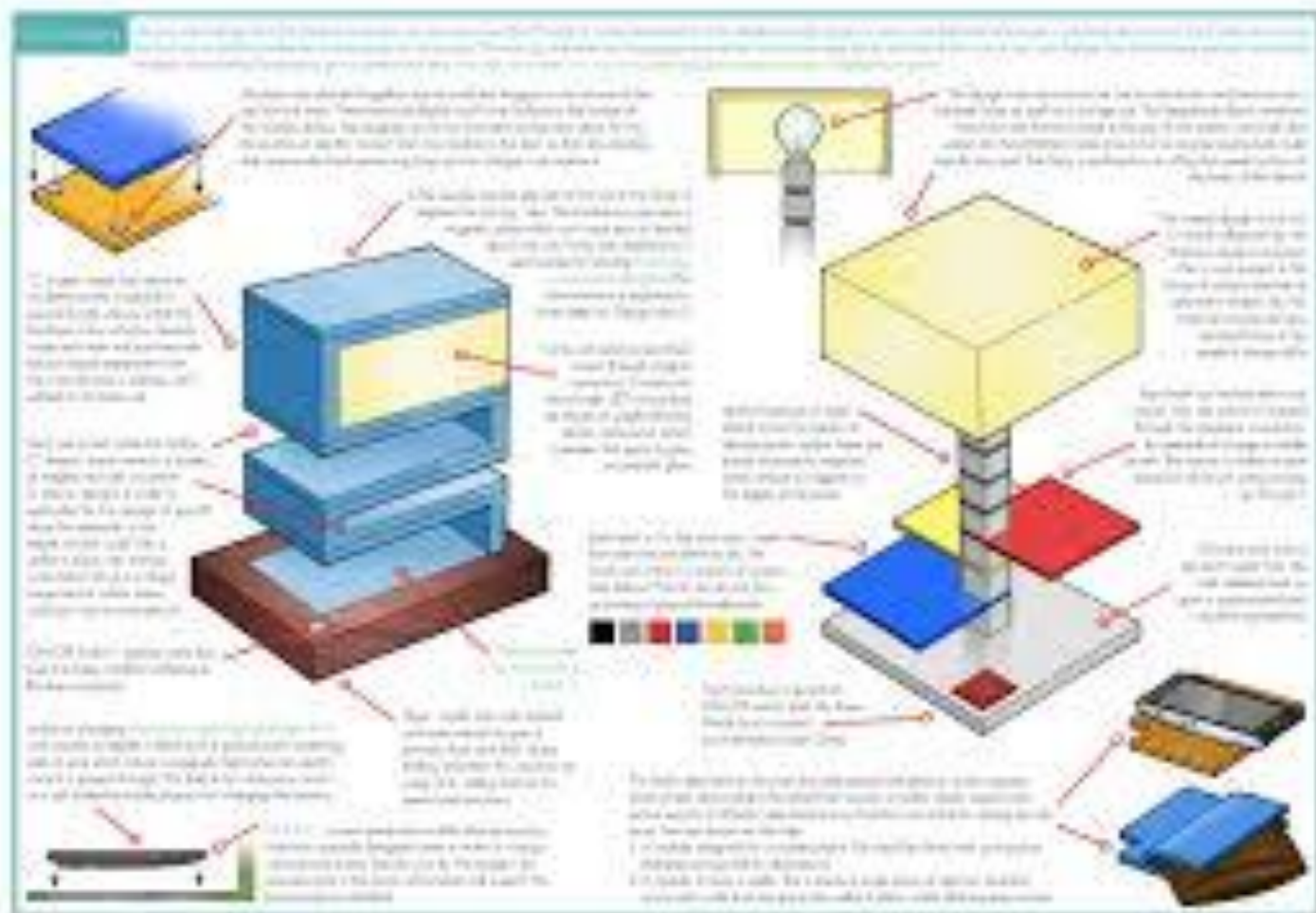
The authors of this preliminary study (2007) (1) found that increasing dietary fiber intake from 10 to 20 g/d reduced the risk of developing colorectal cancer by 25% in a cohort of 10,000 men. This finding is promising, as dietary fiber is a well-known protective factor for colorectal cancer. However, the authors of this study note that the study was preliminary and that further research is needed to confirm these findings. They also note that the study was limited by its observational design and that the results may be confounded by other factors. Therefore, while the findings are promising, they should be interpreted with caution.

**Research Question**

### Design Idea 6

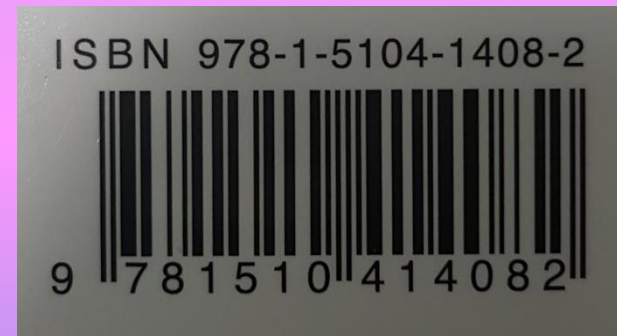
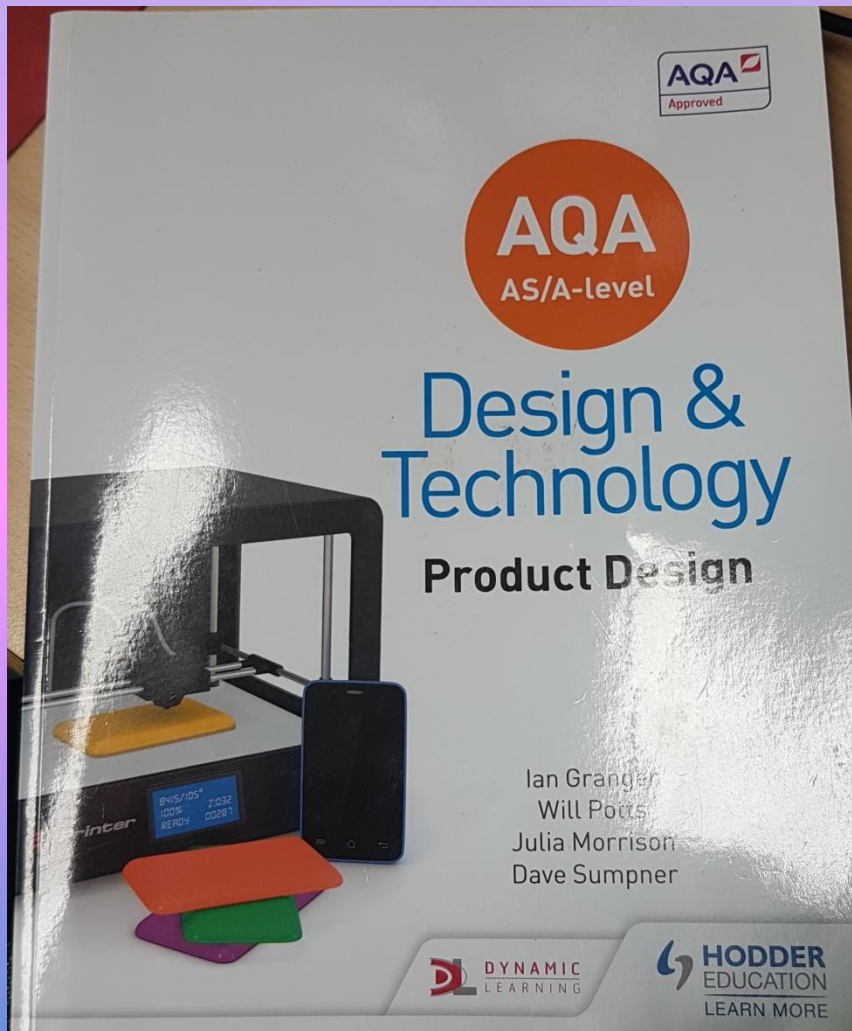








# Textbook



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