



# P'ZAZ!

Continued

All that glisters is not gold!!!



## Jewellery product ideas

- ✿ Necklaces
- ✿ Bracelets
- ✿ Chains
- ✿ Chokers
- ✿ Dog tags
- ✿ Identity bracelets
- ✿ Cufflinks
- ✿ Hat pins
- ✿ Earrings
- ✿ Body piercings
- ✿ Tie slides
- ✿ Rings
- ✿ Neckchains
- ✿ Brooches – for shoes, hats, bags, clothes, belts, purses, wallets
- ✿ Charms – for bags, mobiles, necks, wrists, rings, necklaces, chains, bangles, bracelets, anklets, toe rings, nail rings
- ✿ Naval accessories – belly chains, banana bells, hair accessories.



The main aim of P'zaz is to develop pupil:

- ✿ understanding of design based decision making
- ✿ ability in creating and using a mood board to generate ideas
- ✿ skills in modelling
- ✿ lateral thinking techniques
- ✿ experience in using simple sketching techniques
- ✿ experience of CAD and CAM



## P'zaz process

Pupils draw a grid of several squares. A simple shape outline is drawn several times. Each shape is developed further by adding more shapes inside the outline. Colour and texture is then added to identify component parts for layers.

The chosen design is then developed further. Modelling is an important part of the process at this point to allow pupils to experiment with different combinations of materials.



Sketches/digital images of alternatives modelled will record their ideas as they develop.

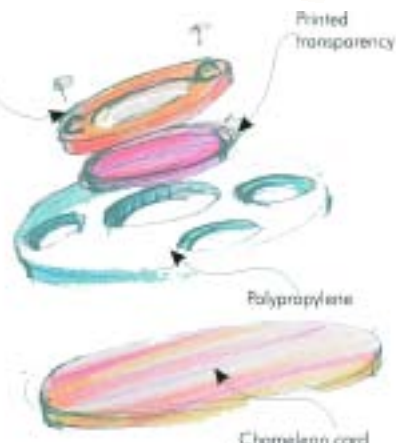
↑ Inspiration - Andy Warhols' Flower print

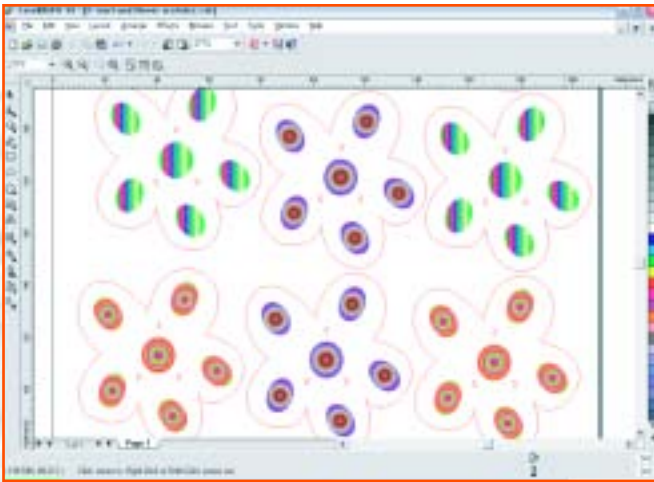
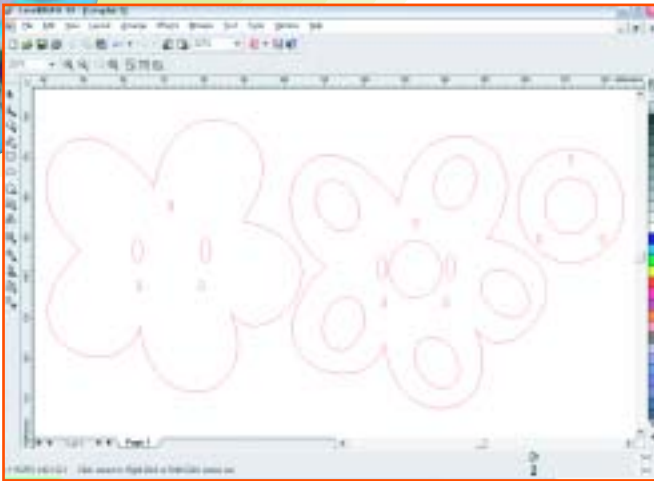


↑ Experiment - different combinations of materials



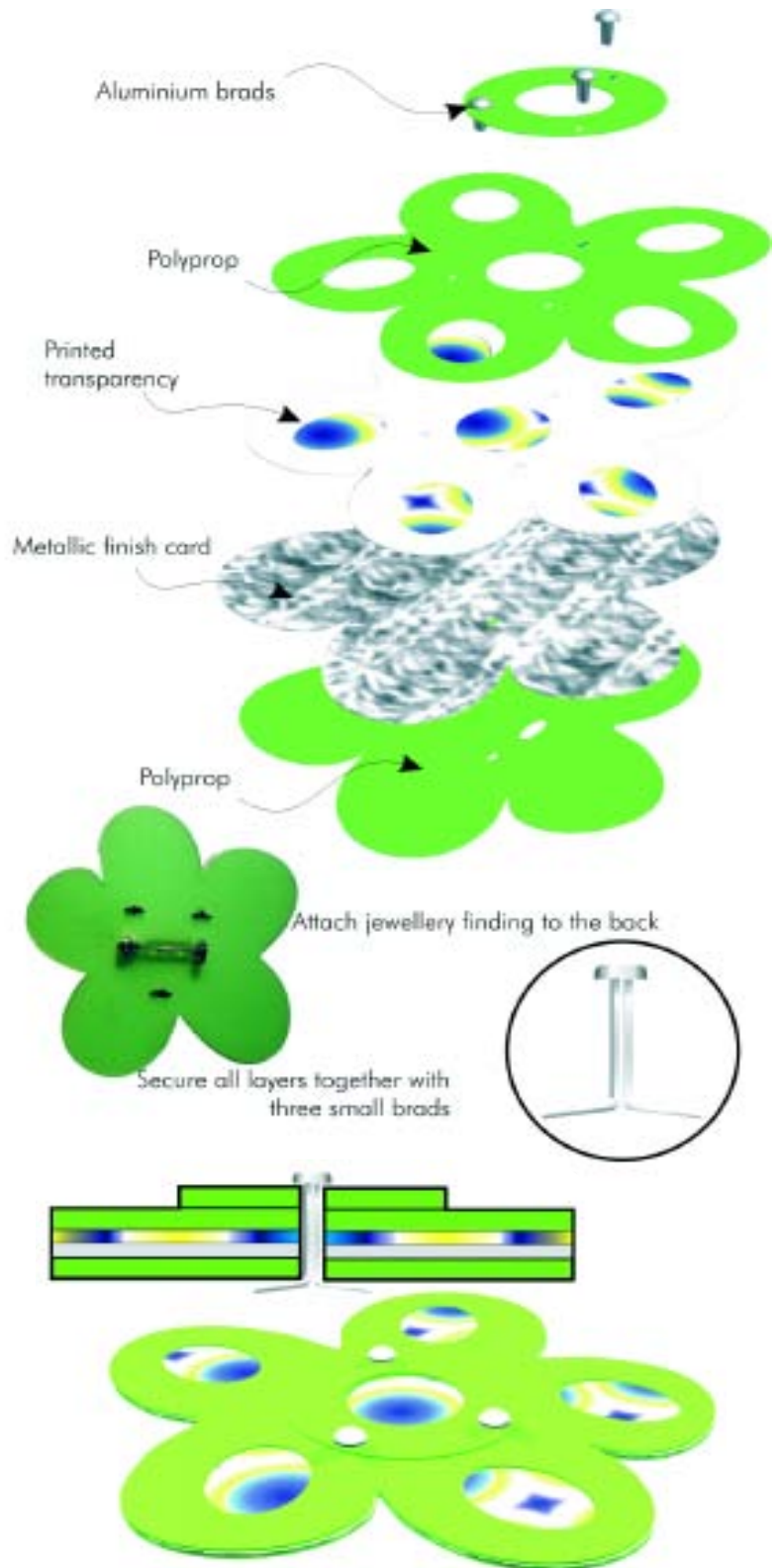
Sketch - ↑ ideas as they develop





➤ Designs developed in graphic packages

The chosen design can be traced, re-drawn or scanned into a graphics package to develop component part templates. The size and placement of fastenings need to be considered. A pre drawn template can be developed that determines the placement of findings to allow pupils to work within defined parameters. The completed component parts of the product can now either be printed and used as templates to manufacture by hand or transferred using the appropriate file type to a laser cutter, router or milling machine. Further graphics may be designed on screen and printed onto acetate. This gives very interesting effects when laid over the top of metallic/special effects card. The separate layers can be joined using small fasteners and adhesives to create compelling 3D products.



## Sources of inspiration

### Moodboards

Inspiration can be taken from anywhere and anything. There are many sources of inspiration for pupils to use as stimulus for ideas. These can be words, pictures, music, objects, and films and can be collected at the start of the project and added to during the development stages. It is important that the source of inspiration is referred to at all stages of designing to make sure the original stimulus or intention is not forgotten.

Continued overleaf →



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Using mood boards or image boards are a way of collating visual stimulus which will inform and clarify pupils design thinking. Images can be examples of products and product detail, swatches of colour and texture, interesting shapes and forms. Visual material can be derived from anything that is pertinent to pupil's concepts. Examples could be based on a design movement, culture, style, designer, sport, nature, mechanisms, geometry, the built environment and many more.


There is a significant difference between mood boards and image boards. An image board is a way of forming a picture of the user. It is a collage of sketches and pictures that show the lifestyle of an imaginary or real person. It should include pictures of the style of clothes the person wears, where and how they live, their favourite music, restaurant and shop, the car they drive, job they do, hobbies and interests.

Mood boards are similar to image boards but they are not just about the user. They can be a collection of colours, textures and cut outs that suggest a mood or theme. They help to establish product identity.



**Imageboards**  taken with kind permission from 'Design Modelling: Visualising Ideas in 2D and 3D' Bairstow, Barber, Kenny 2005



**Moodboards**  taken with kind permission from 'Design Modelling: Visualising Ideas in 2D and 3D' Bairstow, Barber, Kenny 2005

## How to use sources of inspiration to generate ideas

The more visually exciting a collage is the more likely it is to fuel and spark further ideas. Using simple devices such as emphasising lines, adding colour, ringing detail, creating windows or highlighting notes on collages will allow the pupil to start to interpret the information.

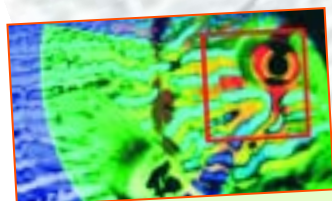


### Sketching full and partial forms.

Sketching images in full or partially taken from the collage can allow the pupil to become acquainted with the subjects form.

### Reducing and enlarging images

By using hand drawing techniques or a photocopier pupils can begin to extract abstract forms from the collage.



### Framing parts of an image

By drawing a frame or placing a frame cut in card around parts not necessarily identifiable would result in more lateral design ideas.



With many thanks to **Chris Canavan** of Foremarke Hall School, Derbyshire for developing the P'ZAZ idea.

Mini fasteners, anodised card, prismatic card, smart images and polypropylene are all available from Teaching Resources.

