LEVEL SIX

carolina costa e silva

# c o n t

## RSA CONTENTS

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Development Stage 20-31

Finalising Stage 40-55

Conclusion 64




# e n t s

## TYPE CONTENTS

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Research Stage 14-19

Development Stage 32-39

Finalising Stage 56-63

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# Research

## Ken Robinson Ted Talk: Do schools kill creativity? (2006):

After lots of research around the long time brief, the topic of education became a prevalent theme. The idea of choosing your history topic that relates to you was exciting and felt like it hit the long time brief well. In the RSA For Long Time, the sponsor for the brief is an organisation which prides on thinking for the long time, not just a few years down the line but over 100 years. They do so by creating podcasts and meditation resources as well as holding seminars that educate the listeners on how to act for the long time.

Education takes us to the future however, the future is so unpredictable that schools have to be flexible to change, but they are not. Children have great capacity for creativity, if kids don't know the answer they'll have a go, children are prepared to be wrong but are taught that they must always be right. Teachers stigmatise mistakes, curriculum are where mistakes are bad.
Thus, the system is educating children out of creativity; Pablo Picasso said "all children are born artists" and that we grow out of creativity.
There has always been a hierarchy for subjects: maths and sciences, then humanities and then finally, arts.
The stereotypical clever people are the best at maths and science however, those people are disconnected from their bodies they feel their brain is their most important aspect.
Creativity is important, a university degree's are not worth anything anymore, everyone has one. There's been an inflation in intelligence. Intelligence is changing: its more diverse, dynamic and distinct.
Women are better at multi-tasking, our corpus-callous is thicker thus, our brain communicates more between the two hemispheres.

If there's any hope for the future then we need to rethink human ecology.



https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity?language=en

# Context

The context behind the idea stemmed from research into a multicultural Britain. The topic of culture is prevalent with the highlighting of Black Lives Matter after the death of George Floyd, racism is an ongoing issue which must be tackled.

In a survey by the Guardian article 4/10 Britons agreed that multicultural Britain has "undermined British culture".

The article states that the Government's politics are encouraging cultural differences at the expense of national cohesion, e.g, Brexit.

Sniderman and Hagendoom state that "encouraging exclusion rather than inclusion", which Cantle (2005, p.p. 9) then elaborate on suggesting that the lack of identification to the wider society will provide fertile soil for rationalisation. Further stating that ethical communities tend to rely on their generation for social, emotional and practical support, thus, maintaining inward looking communities.

Anthony Heath and Neli Demireva (1999); state that they "would expect the second and later generations to have higher integration level", do MCP's inhibit this "normal process" of social and political integration across generations.

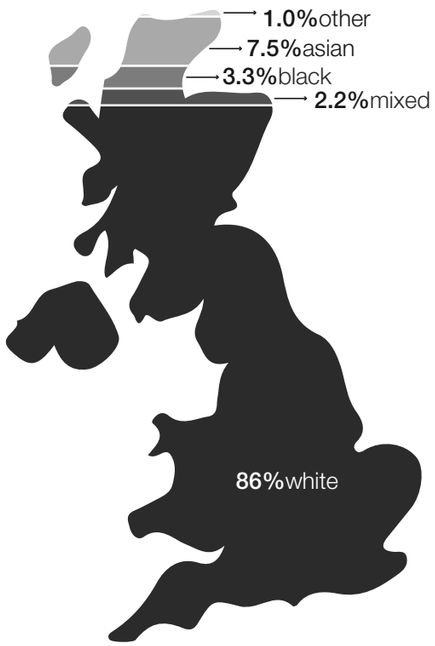
Loopmans (2010); suggests a "combination of generous social security systems and MCPs (multi-cultural policies) to be harmful to the immigrant integration.

Wright and Bloernraad (2012); claims "countries with combination of MCP's with high access to citizenship may have a positive effect on outcomes such as trust.

Gov.uk shows the statistical diversity of Britain is; 86% white,7.5% Asian, 3.3% black, 2.2% mixed and 1.0% other. Of the 86% white; 38.3% are of EU origin and 7.6% are American.

The way to tackle these issues has to be with education that would allow children to learn about other cultures with a non-bias attitude.

Another reasoning behind the development of the concept was an observation during lock down of the use of Zoom/Teams as a teaching method. The use of online learning can be used to our advantage rather a drawback. The blended learning approach can benefit the classroom.








https://www.theguardian.com/commentisfree/2018/sep/17/the-guardian-view-on-multicultural-britain-learning-to-live-together
https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/population-of-england-and-wales/latest

# Evidence

## ENGLISH EDUCATION IS JUST TOO NARROW: A GUARDIAN ARTICLE.

At 14 or 15, they are encouraged to make choices in education in preparation for A-levels or diplomas and subsequent university entry. At this point many will abandon a foreign language, and by 16, large numbers will drop English and/or maths. By year 11, most will focus on a relatively restricted combination of subjects and grades to position themselves for a degree programme. Recent reform, including diplomas and the introduction of a modular structure, applied subjects and the extended project, have gone some way to addressing the perceived narrowness of A-levels, but significant challenges remain.

The Qualification and Curriculum Authority suggested that students need to get a broad view of their country's history beyond the 16th, 19th and 20th centuries, the Telegraph reported.

## BRITISH HISTORY LESSONS TOO NARROW.

A report warns that British schools are devoting too much of their history curriculum to the Tudors and Hitler.

The Qualification and Curriculum Authority suggested that students need to get a broad view of their country's history beyond the 16th, 19th and 20th centuries, the Telegraph reported.



## OVERHAUL ENGLAND'S 'NARROW' A-LEVELS, SAYS TOP SCIENTIST.

His call comes after a leading MP urged an overhaul of both GCSEs and A-levels.
The government says recent reforms have made A-levels more fit for purpose.
However, Cambridge biologist Sir Venki, who took over as Royal Society president in 2015, believes these changes are just "tinkering".

## SECRET TEACHER: THE EMPHASIS ON BRITISH HISTORY IS DEPRIVING STUDENTS OF BALANCE.

A curriculum that teaches one side of the story risks creating a nationalistic generation with little interest in international issues. Some of the blame lies with a curriculum that focuses on British "wins", and the politicians that shape the culture of learning in our schools.

## JOURNAL ARTICLE: HISTORY LESSONS: INEQUALITY, DIVERSITY AND THE NATIONAL CURRICULUM.

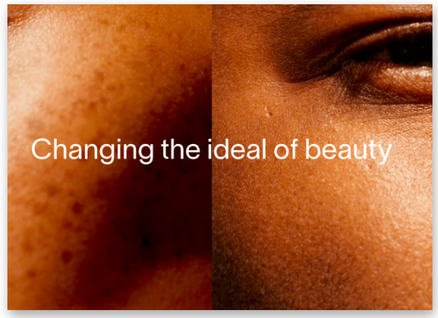
It explores the continued importance of teaching a diverse curriculum at a time when issues of racial and ethnic equality and diversity have been increasingly sidelined in the political discussion around 'British' values and identities, and how these should be taught in schools.

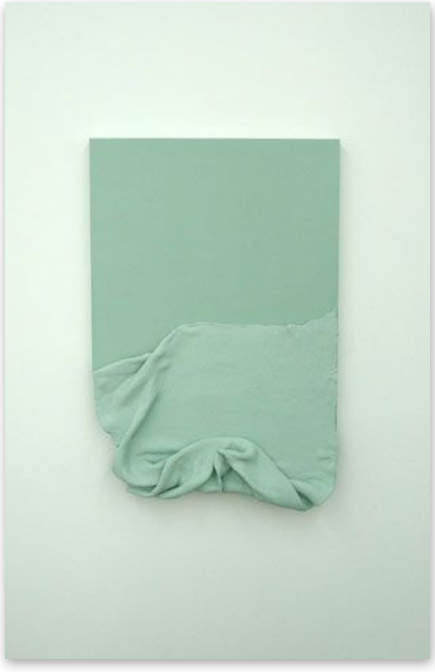


https://www.theguardian.com/education/2009/nov/17/a-levels-degrees-narrow-education-broaden
https://www.upi.com/Science_News/2005/02/04/British-history-lessons-too-narrow/29811107556754/
https://www.bbc.co.uk/news/education-47199896
https://www.theguardian.com/teacher-network/2018/may/26/secret-teacher-history-bias-school-fear-student-future
https://www.tandfonline.com/doi/abs/10.1080/13613324.2017.1294571?forwardService=showFullText&tokenAccess=vpwKRka2m4AjMG8IXH6s&tokenDomain=eprints&doi=10.1080%2F13613324.2017.1294571&doi=10.1080%2F13613324.2017.1294571&journalCode=cree20

# Moodboard

The mood board shows the colour pallet I intend to follow for my projects, the colours vary from subtle tones to some bright oranges and reds which can be used to highlight importance. The fonts are San serif so that the students and teachers can easily read it.



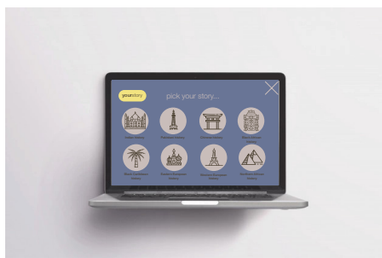


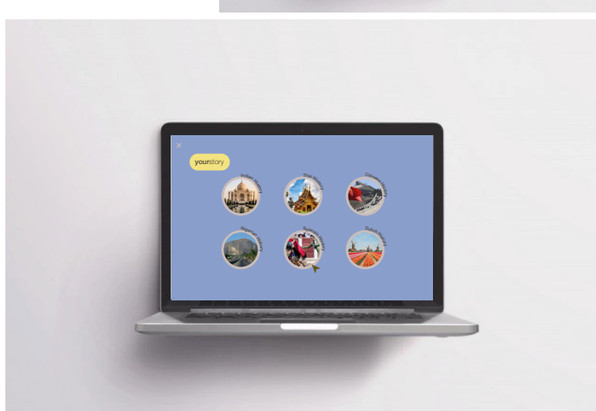
# Initial Ideas

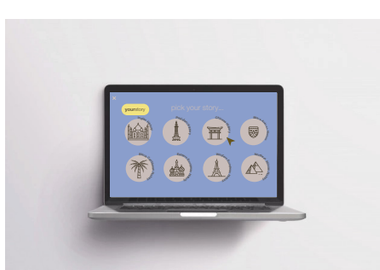
The development of the idea. The initial idea stemmed from choosing which country to study about. However, history in confined to borders and countries change constantly. Geography isn't forever. Thus, the change to themed choices. Additionally, a colour theme change and a blended learning approach was taken.

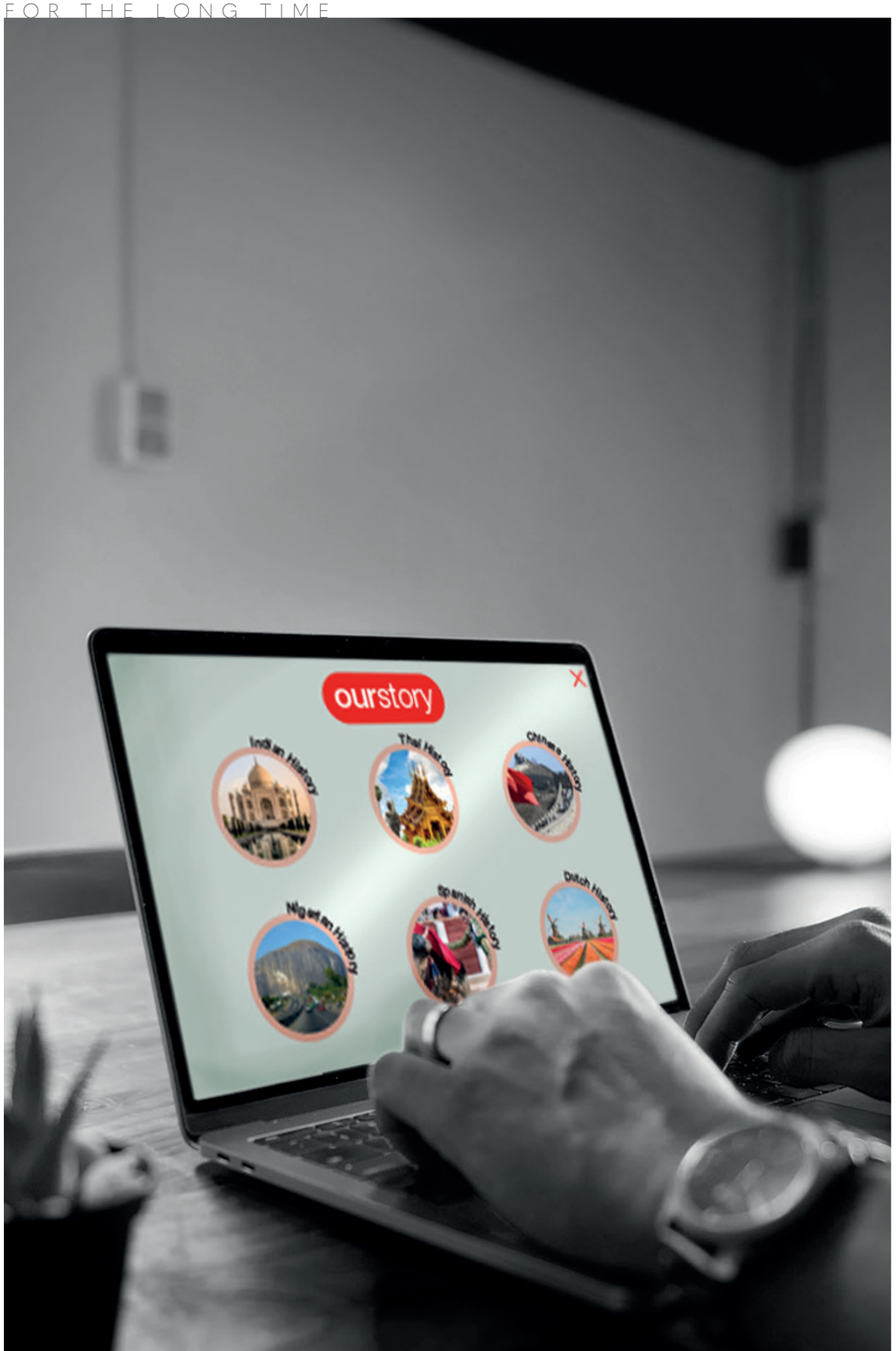
Initially these were the subjects that would rotate each year:
-Nigeria
-Kenya
-Caribbean
-Spain
-France
-India
-Pakistan
-Chinese
-Germany
-Poland
-Russia
-Thailand
-Romania
-Italy
-Holland

These were meant to represent the population of the UK and how the diversity is spread across the continent.









# Research

Initially the research started at looking at the cinnamon trails and the route that explorers and traders would take to bring cinnamon and other spices to the western nations. However, I didn't want to create a history book about spice trails but it did spark the idea for a continuous line book/publication.

Other branches of research came in the form of how cinnamon can be both sweet but also toxic, there were also lots of incident with children chocking during the height of the 2012 cinnamon challenge.

After more research into the word cinnamon I found a book by Neil Gainman, a childhood story about a blind princess that refuses to speak and thus her parents offer a large reward for anyone that can. This helped me come up with the idea to mix Braille and type together so that the book can be inclusive to all.

Additionally, as well as mixing sight and touch, I wanted to add scent to the mix by infusing the paper with cinnamon essence to create a truly multi sensory experience.

Eðlisfræðingurinn
Preconstructively
Characterization
**Literatūrkritikas**
**Rigurosamente**
**Genealogically**

*Dendrochronologica*
*Współzawodniczyła*
*Gesetzmäßigkeiten*
***Intragenerational***
***Makassarstrædet***
***Oorspronkelijke***

*Sur l'île de **Sri Lanka**, seuls les Salagama (Chaleaz) avaient le droit de toucher à la cannelle sur les forêts sauvages et tous ceux qui osaient la toucher, autre que les Salagama du Hikkaduwa, étaient punis de mort.*



https://www.history.com/news/cinnamons-spicy-history

# Developing Canela: An Interview with Miguel Reyes of Commercial Type

Some key quotes from the interview.

MR- Canela is my first solo release and I'm really happy with the results. Commercial Type has helped get the best out of me.

MR-I've been always fascinated with Caslon Old Style and we talked about designing a Caslon version for newspapers. I spent sometime trying to make it work but the idea wasn't clear to myself.

MR: What makes Caslon great is the awkwardness of its texture as text. Caslon, in comparison other typefaces, does not follow the same principals as a system. You'll see the weight in unexpected places. It's all over the place. Yet it works. Same goes for Caslon's proportions. They stand out compared to other typefaces.
Related to Caslon's texture is its crispiness. I've only seen in Matthew Carter's interpretation in Big Caslon based on the largest sizes presumably cut by Williams Caslon I. But I haven't seen many other typefaces capture Caslon's crispiness.

TT- For those who may not know, in what ways is Caslon's weight placement unexpected?

MR- The lowercase is where we can see this precisely in shapes like e, c, b, d, p, q where the weight distribution is asymmetrical is not really systematic as other typefaces. Also the contrast between thick and thin is really something special here and Canela plays with that too.

MR- Canela is neither a serif nor sans serif. The "serifs" in Canela are coming more from the monumentality of stone carving.

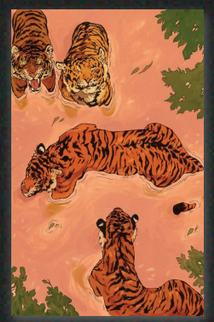
Interview by Thomas Jockin for Type Thursday on medium.com

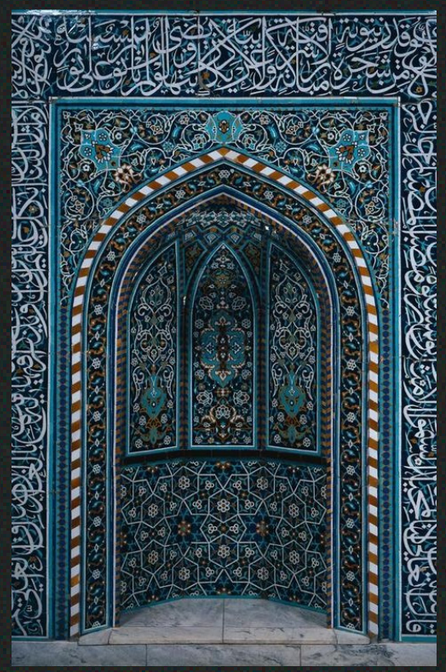


https://medium.com/type-thursday/developing-canela-an-interview-with-miguel-reyes-of-commercial-type-9e3fcbed9114

# Moodboard

The mood board shows the warm and dark themes to link to the middle to far eastern story of Cinnamon. The type paths on the far left show the general idea for what the type paths can look like. The turquoise door frame shows the erratic and full to the brim with patterns and type. Canela type is shown alongside San serif font which creates a nice duo.





# Logistics

After a few knock back of my initial idea, I decided to carry on with it. To ensure that it could support itself I had to research and fully explain the logistics behind it.

## THE SYSTEM FOR OURSTORY:

The people that will be the hardest to convince are the teachers as they like consistency. This new system could be a shock to their system thus creating a  way that the teacher is also supported is important.

Teachers get handouts on how to monitor and teach certain lessons and also have access to the students progression through the videos and game/quiz results.

Gives a lesson on the introduction to all of the themes so that the children will understand what they will learn in each. Then the children will choose their chosen subject.

The subjects will explore themes:
- Ancient history
- The development of the modern world
- Modern history

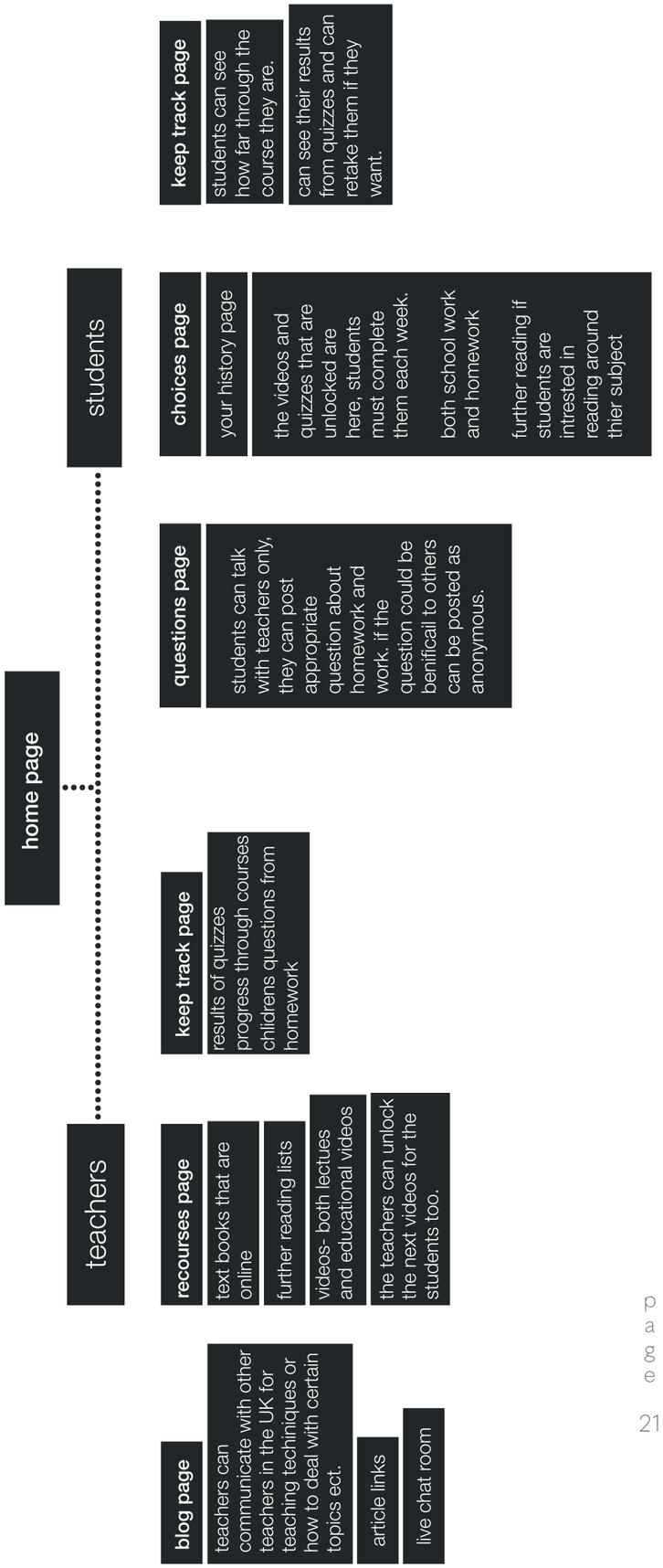
On the website there would be videos in a specific order which would only be unlocked if the teacher had done so.

The children can then use the school computers/iPads to go on the website to watch pre-recorded lectures/documentaries and take part in games to develop their understanding of their period. Also little quizzes.

Some lessons would be the sharing of information between the children to find out about other cultures and countries past.

## WIRE FRAME

The wire frame for the website for the teachers and children to use as part of the organisation and curriculum.
There would be support for both teachers and the students.



## THE CURRICULUM:

The curriculum would be different for each year group however, it would build on the skills needed for higher level history such as GCSE and even A levels. The topics would help drive these skills ensuring there was enough source material and public views for the children to build their opinions and reason them.

-Year 7 would cover easier topics that the teacher can monitor and help, little is needed from the pre-recorded lecture.
-Year 8 would begin to build complex analysis techniques which would require pre-recorded lectures on both content and writing techniques.
-Year 9 would again step up from this and add recorded lectures on source analysis and evaluating opinions as well as evidencing views.
-GCSE would have the most amount of materials and if the children had chosen Chinese History before it would help build their understanding.

Many of KS3 learning would benefit from group learning and collaborating to help ingrain key terms and dates for future needs. This would also build team skills. They would be tasked with homework on the website through quizzes/ reading /watching a video which would help the children write their essays.

## YEAR SEVEN:

Children in year 7 would learn about the Chinese dynasties very briefly as they have less study time for history. This will be the Shang dynasty 1600-1046BC:

-The Shang Dynasty 1600-1046BC: why it ended and what happened to the dynasty?
-What was it like to live in the Shang Dynasty?: How was life in the Shang Dynasty different to today? Who was in charge and who had all the money?
-How did the Shang army win battles?: The army during the Shang Dynasty was powerful and well organised.
-Who did the Shang people pray to?:The people of the Shang Dynasty prayed to lots of gods. What might happen if the gods were angry?
-What jobs did the Shang people do?:In the Shang Dynasty jobs included jade carvers, bronze workers, craftspeople, priests, soldiers and kings. Which would you like to have been?
-Who was Fu Hao?: Fu Hao lived during the Shang Dynasty of ancient China and was the only female head of the army. She was very important and buried with treasures.
-What are oracle bones?: Oracle bones are one of the earliest forms of writing, but who made them, what do they say and why were they made?

Year 7 is focused in the children finding their own response to history, they must try to find evidence for these beliefs. They will start the process of using PEEL, point, evidence, explain and link.

## YEAR EIGHT:

Year 8 would begin to look at one dynasty in more detail. It would cover only 5 of the dynasties that were considered the most important. It would cover interesting sections of history stated below:

-Xia (2205 to 1575 BC) - The first dynasty in China, very little is known about the Xia.
-Shang (1570 to 1045 BC) - The Shang ruled much of the area along the Yellow River. Their last capital city was the great city of Yin.
-Zhou (1045 to 256 BC) - The longest ruling dynasty in the history of China, the Zhou first used the Mandate of Heaven to justify their rule. Much of the land was ruled by feudal lords who were relatives of the Zhou family.
-Qin (221 BC to 206 BC) - The beginning of the Chinese Empire, Shi Huangdi became the first Chinese Emperor. Although this was a short dynasty much was accomplished including the beginning of the Great Wall; standards were set for weights, measures, and money; many roads and canals were built; and a single type of writing was used throughout the country. All of these advancements would be used in future dynasties to make China strong.
-Han (206 BC to 220 AD) - The Han dynasty established the civil service to create a strong and organized government. Paper and porcelain were also invented during this time. The Han also embraced Confucianism, poetry, and literature.

China is such an important country, spearheading some of technologies biggest leaps as well as manufacturing huge amounts of western products. Learning about its culture and history can stop the increasing xenophobia directed at Asia.
Year 8, students will begin to analyse sources to contextualise events and understand the people's beliefs and attitudes.

## YEAR NINE:

Year 9 is the year before choosing GCSEs this means building key analysis skills and help the children be ready for those exams.
China's Qing Dynasty is a large chunk of Chinese History and would make for easy analysis due to the large time scale as well as its proximity to modern day.

-17th to the 20th centuries, China was ruled by the Qing dynasty. It was the last imperial dynasty to rule China as it was replaced by the Republic of China in 1912. During its three-centuries-long reign, the Qing dynasty ruled the fifth largest empire in the world which spanned the entirety of modern-day mainland China, Hainan, Taiwan, Mongolia, outer Manchuria and outer Northwest China. While the dynasty reached its peak in the late 18th century, it then began to fall into decline as a result of international challenges, revolts from within, rapid population growth, disruptions to the economy, issues of corruption, and an unwillingness of the monarchy to adapt to the changing times.

Students in Year 9 are given both written and pictorial sources which will help to understand key questions regarding the reasons for decline within the Qing Dynasty.

## YEAR GCSE'S:

There are already GCSEs for Chinese History, the children would just get to choose if they want to learn about it or not. Additionally, with the base knowledge of China from previous years, (if they chose to do it) would help build on the GCSE course.
The three topics being covered are:

-The Story of China - The Rise of Mao ZeDong
-The Story of China - The first Opium War 1838-1842
-The Story of China - The Taiping Rebellion 1850-1864

A lot of there periods are upsetting and focus on China's dark History but if the students have chosen China before they would get a more holistic view on China's past and for the reason it has become such an influential part of the world today.

https://www.bbc.co.uk/bitesize/topics/z39j2hv
https://www.ducksters.com/history/china/dynasties.php
https://schoolhistory.co.uk/ks3/significant-society-issue-in-world-history/chinas-qing-dynasty/
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https://www.bbc.co.uk/bitesize/clips/zcfdrdm

# Interview

User:
Adam Sturdee, a secondary school history teacher at St Augustine's catholic college, Trowbridge.
Teaches classes all the way through from year 7 till year 13.
Also agrees that the curriculum is outdated and should cover more content that isn't solely based on British perspectives.

"It's extremely ambitious and I love that ... we have to be ambitious"

"The problem is that the education system moves so slowly"

This helped me to gain insight into how this new system would work in replacement of the old outdated education curriculum.
Gained helpful insight on what he thought of the old system and if the integration of technology into the school system can materialise. Also gave me helpful pointers towards the important issues that needed to be corrected.

# Themes

These are original drawings by me for each category for the themes tiles. The themes have been chosen as they represent parts of our modern culture, their influence has been carried through to modern day. They address the reasons for inequalities in the world today. The education of these themes would allow the next generation to be more open and understanding with different cultures.

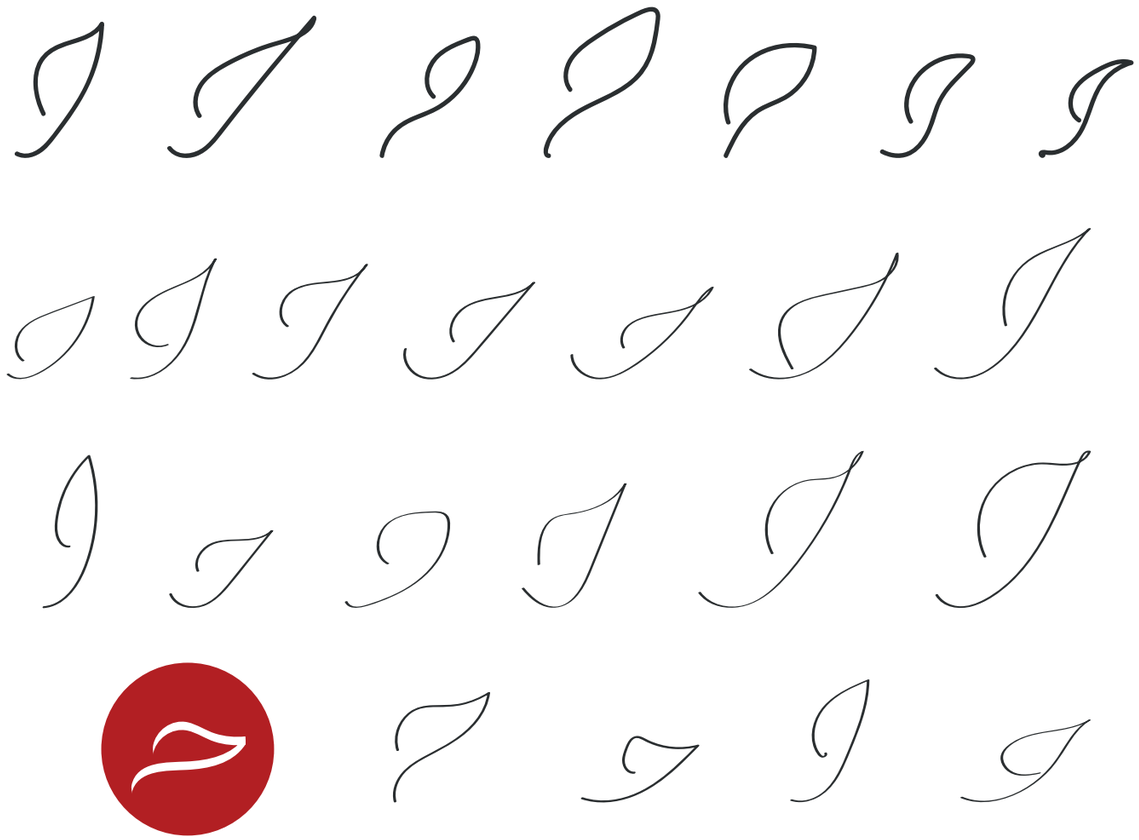
The themes for the choices are:
-Ancient Egypt
-Ancient Greeks
-The Rise of Feminism
-Ancient Polynesia
-Exploration and Inquisition
-Slavery and its Abolition
-World Wars
-Chinese Dynasties

The colour pallet is bright that matches the style of online learning applications. The vibrant colours are attractive and help with the identity of the organisation.

# Logo Design

The test runs for the final logo design of our story. I wanted to show a leaf as a symbol of knowledge but I didn't want it to fully resemble it.

The idea about our story is that the label 'history' focuses not only on a male dominated opinion of world events but also through British imperialism eyes. Our story highlights the merging of cultures to create our modern world.



ourstory

ourstory

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# Plan

I have split the story into what I think the pages will be and where there is a visual that summarises the paragraphs.

"Cinnamon" by Neil Gainman
Pages doubled: one for the normal text one for the Braille.

Page one:
Cinnamon was a princess, a long time ago, in a small hot country, where everything was very old. Her eyes were pearls, which gave her great beauty, but meant she was blind. Her world was the colour of pearls: pale white and pink, and softly glowing. Cinnamon did not talk.

Page two:
Her father and her mother -- the Rajah and Rani -- offered a room in the palace, a field of stunted mango trees, a portrait of the Rani's aunt executed on hardwood in enamels, and a green parrot, to any person who could get Cinnamon to talk.

Page three:
The mountains ringed the country on one side, the jungle on the other; and few and far came the people to try to teach Cinnamon to speak. But come they did: and they stayed in the room in the palace, and cultivated the field of mango trees, and fed the parrot, and admired the portrait of the Rani's aunt (who was quite a celebrated beauty in her day, although she was now old and crabbed and pinched with age and disappointment), and, eventually, they went away, frustrated, and cursing the silent little girl.

Page four:
One day a tiger came to the palace. He was huge and fierce, a nightmare in black and orange, and he moved like a god through the world; which is how tigers move. The people were afraid. "There is nothing to be frightened of," said the Rajah. "Very few tigers are man-eaters." "But I am," said the tiger. The people were much amazed at this, although it did nothing whatsoever to quell their fear. "You might be lying," said the Rajah. "I might be," said the tiger. "But I'm not. Now: I am here to teach the girl-cub to talk." The Rajah consulted with the Rani, and, despite the urgings of the Rani's aunt, who was of the opinion that the tiger should be driven out from the city with brooms and sharp sticks, the tiger was shown to the room in the palace, and given the enamel painting, and the deeds to the mango field, and he would also have been given the parrot, had it not squawked and flown to the rafters, where it stayed and refused to come down.

Page five:
Cinnamon was shown into the tiger's room. "There was a young lady from Riga," squawked the parrot, from high in the rafters, "who went for a ride on a tiger. They came back from the ride with the lady inside and a smile on the face of the tiger." (Although, in the interests of historical and literary accuracy, I am obliged to point out here that the parrot actually quoted another poem, much older, and a little longer, with, ultimately, a similar message.) "There," said the Rani's aunt. "Even the bird knows."

Page five:
"Leave me with the girl," said the tiger. And, reluctantly, the Rajah and the Rani and the Rani's aunt and the palace staff left the beast with Cinnamon. She pushed her fingers into its fur, and felt its hot breath on her face. The tiger put Cinnamon's hand into his. "Pain," said the tiger, and it extended one needle-sharp claw into Cinnamon's palm. It pierced her soft brown skin, and a bead of bright blood welled up. Cinnamon whimpered.

Page six:
"Fear," said the tiger, and it began to roar, starting so quietly you could scarcely hear it, working its way up to a purr, then a quiet roar, like a distant volcano, then to a roar so loud that the palace walls shook. Cinnamon trembled.

Page seven:
"Love," said the tiger, and with its rough red tongue it licked the blood from Cinnamon's palm, and licked her soft brown face. "Love?" Whispered Cinnamon, in a voice wild and dark from disuse. And the tiger opened its mouth and grinned like a hungry god; which is how tigers grin.

Page eight:
The moon was full that night. It was bright morning when the child and the tiger walked out of the room together. Cymbals crashed, and bright birds sang, and Cinnamon and the tiger walked towards the Rani and the Rajah, who sat at one end of the throne room, being fanned with palm fronds by elderly retainers.

Page nine:
The Rani's aunt sat in a corner of the room, drinking tea disapprovingly. "Can she talk yet?" Asked the Rani. "Why don't you ask her?" Growled the tiger. "Can you talk?" The Rajah asked Cinnamon. The girl nodded "Hah!" Cackled the Rani's aunt. "She can no more talk than she can lick her own backbone!" "Hush," said the Rajah to the Rani's aunt. "I can talk," said Cinnamon. "I think I always could." "Then why didn't you?" Asked her mother. "She's not talking now," muttered the Rani's aunt, wagging one stick-like finger. "That tiger is throwing his voice."

Page ten:
"Can no-one get that woman to stop talking?" Asked the Rajah of the room. "Easier to stop 'em than start 'em," said the tiger, and he dealt with the matter. And Cinnamon said, "Why not? Because I had nothing to say." "And now?" Asked her father.

Page eleven:
"And now the tiger has told me of the jungle, of the chattering of the monkeys and the smell of the dawn and the taste of the moonlight and the noise a lake full of flamingoes makes when it takes to the air," she said. "And what I have to say is this: I am going with the tiger." "You cannot do this thing," said the Rajah. "I forbid it." "It is difficult," said Cinnamon, "to forbid a tiger anything it wants." And the Rajah and the Rani, after giving the matter a little consideration, agreed that this was so. "And besides," said the Rani, "she'll certainly be happier there." "But what about the room in the palace? And the mango grove? And the parrot? And the picture of the Rani's late aunt?" Asked the Rajah, who felt that there was a place for practicality in the world. "Give them to the people," said the tiger.

Page twelve:
And so an announcement was made to the people of the city that they were now the proud owners of a parrot, a portrait, and a mango grove, and that the Princess Cinnamon could speak, but would be leaving them for a while to further her education. A crowd gathered in the town square, and soon the door of the palace opened, and the tiger and the child came out.

Page thirteen:
The tiger walked slowly through the crowd with the little girl on his back, holding tightly to his fur, and soon they both were swallowed by the jungle; which is how a tiger leaves. So, in the end, nobody was eaten, save only the Rani's elderly aunt, who was gradually replaced in the popular mind by the portrait of her, which hung in the town square, and was thus forever beautiful and young.

"Leave me with the girl," said the tiger. And, reluctantly, the Rajah and the Rani and the Rani's aunt and the palace staff left the beast with Cinnamon. She pushed her fingers into its fur, and felt its hot breath on her face. The tiger put Cinnamon's hand into his. "Pain," said the tiger, and it extended one needle-sharp claw into Cinnamon's palm. It pierced her soft brown skin, and a bead of bright blood welled up. Cinnamon whimpered.

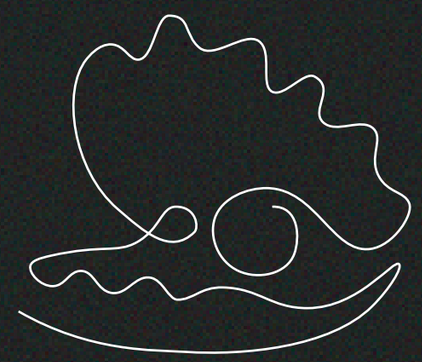
The mountains ringed the country on one side, the jungle on the other; and few people came to the cinnamon to speak. But they stayed and in the Palace, did: room cultivated the field of mango in the fed the and, and admired trees, and the parrot, trait of the Rani's the portrait was quite a celebrated (whoever she was in her day, although she was now old and bloated and pinched albeit disappointed and crabbed and disappointment), eventually, they went with frustrated, and cursing the silent little girl. and, away,

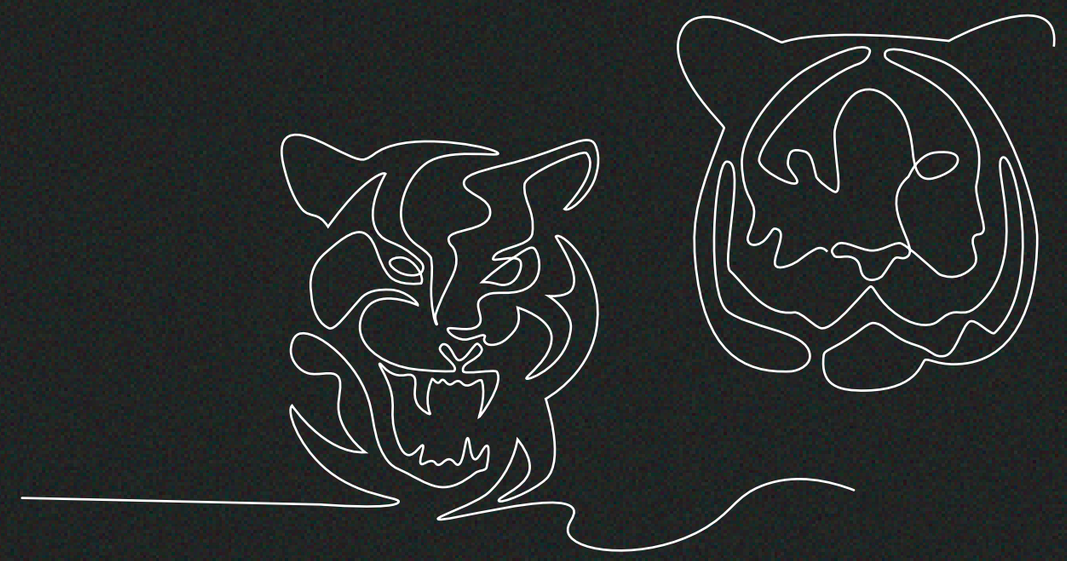


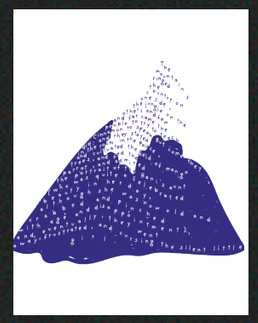
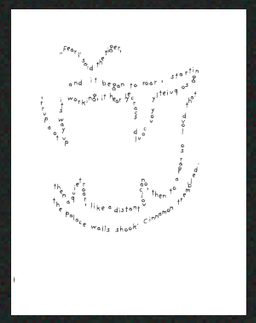
# Type Paths

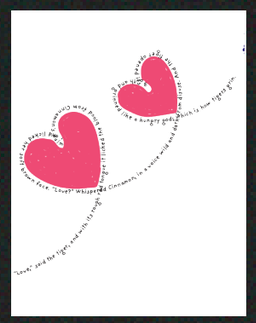
Here are the variations for the type paths which the book can have. I experimented with type in the shapes, and sometimes with background. As well as it becoming the shape through its the manipulation through individually moving each letter. The text set over an image allows the message which the text is trying to embody clearer.

Below are the specific type paths which the type can be put on to. This would allow for the continuous line element. These were drawn using the pen tool. All that's left to do is put the book together.







# Experiments

Here are the developments of the initial ideas, it shows the intertwining of type paths and type images.

The clam represents the opalescent eyes that cinnamon had due to being blind.

The mountain is mentioned a few times in the story in that paragraph and its where the tiger lives. The type is shaped into the mountain rather than following a type path.

The mango's are one of the prizes for anyone who is able to get Cinnamon to talk.

The tiger stripes are an interesting way to represent the tiger, the shape I created it in made me think about creating a circular book.

Then the continuation of the tiger face to show that the tiger has arrived at the palace.

The scratches represent the pain that the tiger inflicts on to the princess.

The tiger then roars and calls it fear.

Then the love hearts represent the tiger showing what cinnamon what love is by licking her hand where he had initially hurt her.

The full moon is mentioned when Cinnamon finally leaves her room and shows her parents that she can speak.

They then contemplate why she never spoke before then over a tea. The great aunt annoys the tiger.

The tea is split to show that the great aunt is no longer alive due to her annoying the tiger.

The princess decides to follow the tiger to the jungle and continue her learning with him.
Therefore, the last two pages show her departure into the wild.

Here are the initial stages of the experimentation process, initially I thought that writing it by hand would create a layering of textures of Braille and the indentation of natural handwriting.

However, I also wanted to see what a printed out version would look like.

Overall, the overall feel of the book was very childlike and would definitely appeal to the target audience. But in terms of hitting the brief and creating an interesting typographical publication, it fell flat.

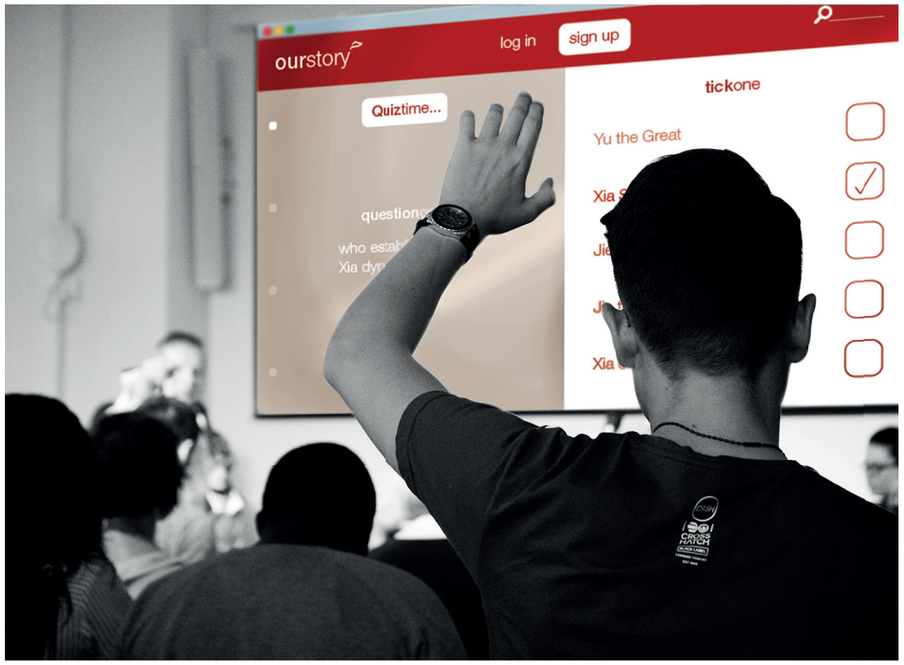
# Visuals

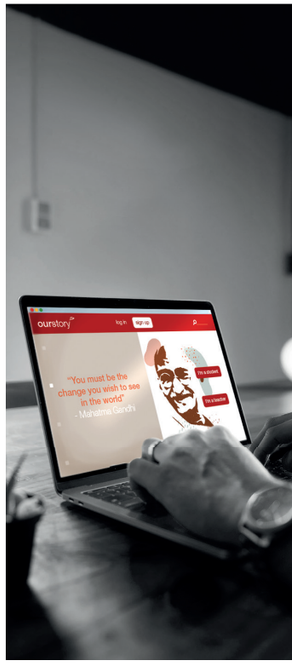
## THE FREEDOM TO CHOOSE.

An organisation that puts the children first. Multicultural Britain has experienced a rift between cultures, to tackle the issue at its core we must educate children to help them understand the importance of different cultures and their contributions to modern Britain.

Here are the initial visuals for the pitch presentation. Below are screens that will be a part of the final website design.

To humanise the screens I placed them in the location that they would be used in for classroom purposes.



# Feedback

## THE PITCH

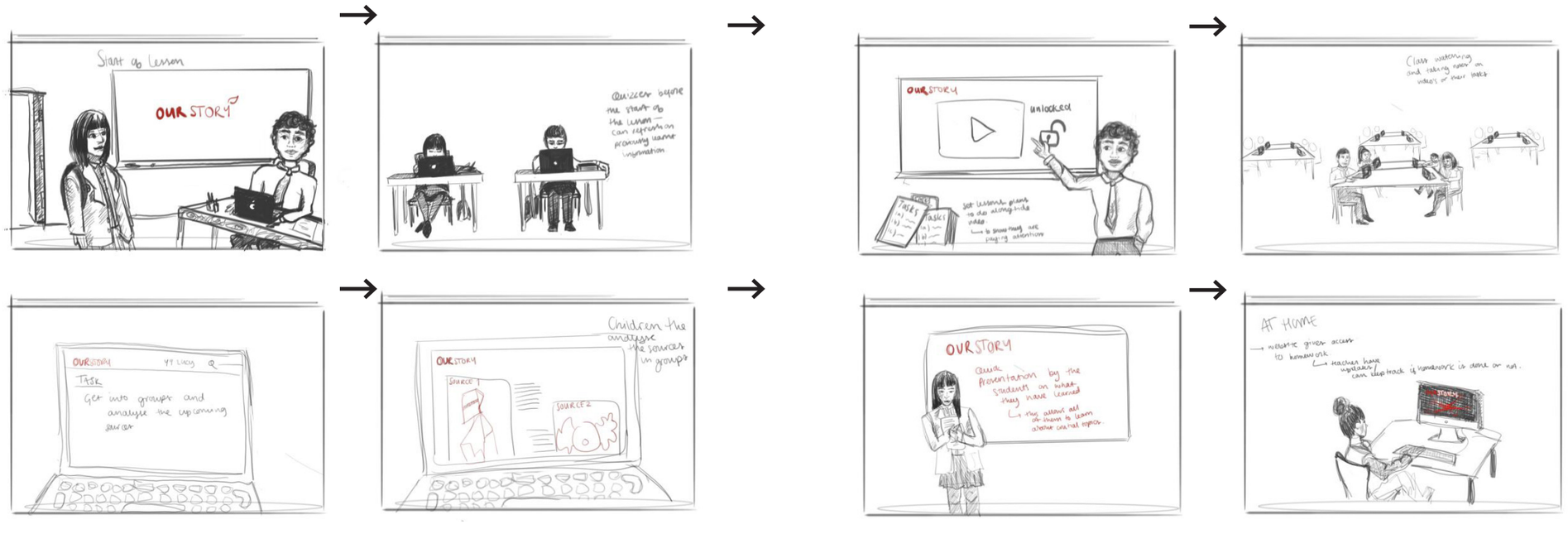
After completing my pitch Marion and Pali gave me feedback not only on my idea but on my presentational skills.
Although it was well laid out it had the branding on every slide which meant that there wasn't a big reveal.

The presentation lacked the aims and objectives of the idea and the user journey which would have all solidified its project logic. It also had far too much text which couldn't be read by the audience in time.

## OURSTORY

In terms of the idea, they liked the initial stance and the research that backed it up, it was well informed, however, the fire that sparked the creation was missing and its themes fell back into the category of the old educational system.
Additionally, Pali felt like the logo needed to be more leaf life and wanted me to 'go in for the kill'.
The user journey is also integral to creating a concise story that any investor can understand.

Below is the initial ideas for a user journey, how it would work in the classroom.



# User Journey

## BEN

This is Ben. Ben gets bored easily during history class. But luckily for Ben there's a new history curriculum around! Ben has never been a fan of learning about all the very British wars and politics, he understands the need to learn about history to stop it from repeating itself but the British stand point is really forced on students.

Ourstory provided Ben with 8 interesting and controversial topics that he can choose from. He has recently watched Moana with his little sister, whilst he would never admit it, he actually quite enjoyed it! His dad is also originally from Papa New Guinean so it was really thought provoking to see how their ancestors lived. Once he saw that Ancient Polynesia was on the syllabus he decided to choose it.

Ben learns loads both online and in lesson, if he has any questions he can put them on the chat room function where other students and teachers from other schools can reply with any information that might be helpful. The videos and text articles by Ourstory are informative and interesting but Ben really loves the group lessons where one person per theme creates a little group and everyone can discusses their topics and Ben can teach everyone about his subject and he can learn about others.

Ben has learned all about the Polynesia voyagers and has understood how the little colonies in Australasia/Oceania got populated and the exciting culture they have. As well as this Ben has learned about the other topics such as Carol's choice, Iraq War, which he wouldn't normally like but Carol has told him all about the Iraqi's perspective on the war. Ben is thinking about choosing that topic next year.

Ben now LOVES history and can not wait to chose another enthralling topic next year.
He gets a great grade, which is now based on recall from the quizzes as well as their written work in analysis of sources in class and from their presentations to their class mates which is peer graded. The students have realized that history isn't just about dates but understanding where others went wrong so we don't do it again.

## CAROL

Carol likes history and has enjoyed studying the British perspective as she was born in the UK. She is intrigued by the new history system put in place by Ourstory. When given the choice she decided to look at the Iraq war, she thinks she already knows about it from her parents.

Carol begins the course and learns about the American and British perspectives but also the Iraqi's perspective more so. She learns that they Iraqi's never saw the war coming and had reservations about the Americans as they were seen as the bombers from above. On top of that she learned about the mistakes that America did in the aftermath of the war. She realizes that history has lots of perspectives not just the Britain's opinions.

Through the Ourstory website she watched appropriate videos on the issue as well as news articles and has learned loads about the Iraqi's point of view. She has been able to educate her parents on the mater too and they are surprised they had never heard about the Iraqi's view, they recognize that the British wouldn't paint themselves in a bad light and feel bad for prejudging the reason for the war.

Carol becomes more open minded and gets that history should be told from a holistic point of view as certain views can create tensions between countries. History is about the world not just one nation, everyone has history and has made mistakes which we all have to learn from.



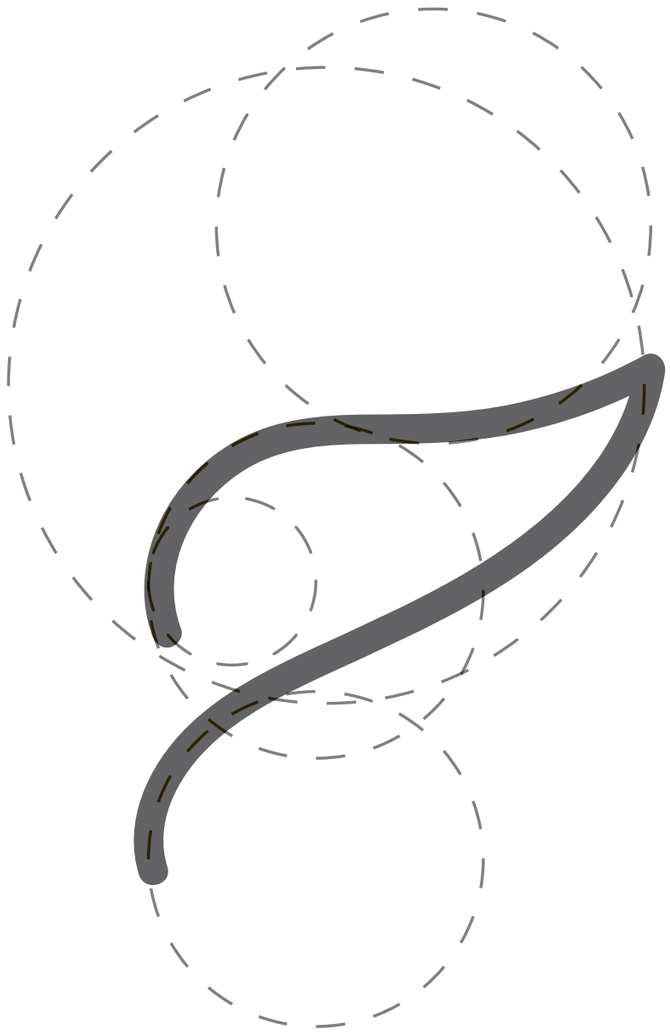
## SAM

Sam doesn't like school very much, all the subjects are boring and he is forced to learn about things he doesn't want to learn about. When he hears about Ourstory he is sceptical, he's sure the website is just going to have boring subjects that the teachers have picked.

When he sees all the subjects he is very surprised, he is very intrigued by 'El Chapo's' image on one of the topics, after choosing this topic he began to learn about the austerity in South America caused by the brutal leaders and the disregard for their people. But he sees how drug lords provide the fake sense of protection and prosperity. People are so desperate that they would turn to a life of crime.

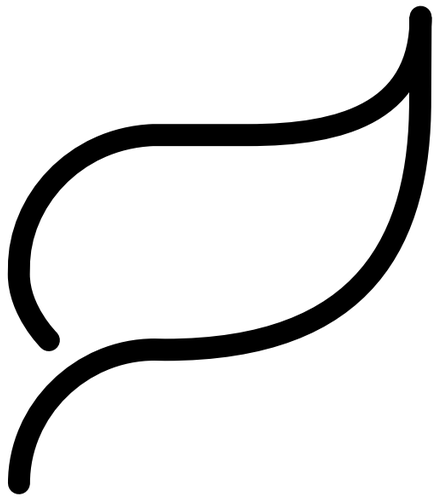
Sam realizes how lucky he is to live a democracy and to be given free education and healthcare. Most importantly he realizes that he's so lucky that he doesn't live in fear. Sam's mindset to life has changed just from one subject making him question his beliefs. History is now his favourite subject.

# New Logo



Before the logo was hand drawn and was just chosen from a bunch of hand drawn logos which I wanted them to look like a leaf but not completely like it.

Now the leaf works of the circles and grid to create a geometric logo that was more leaf like.



# New Themes

I wanted the Iraq war to be covered but in a holistic way so that the children would learn about both the English and Iraqi perspective.

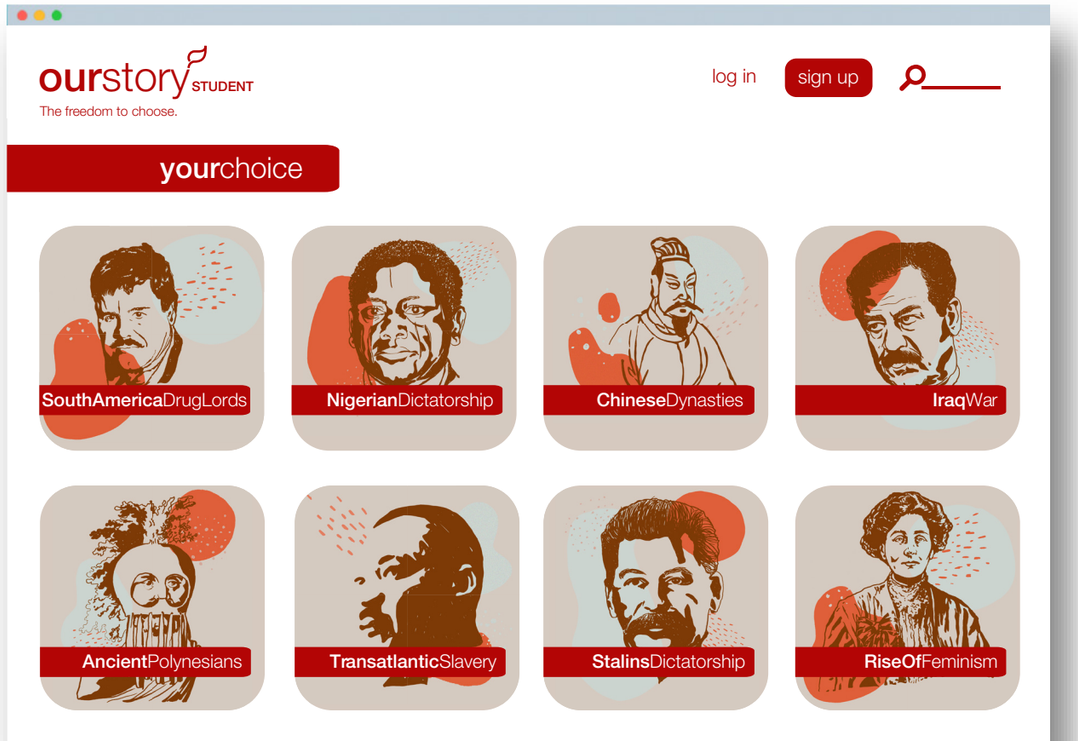
The Nigerian dictatorship shows the austerity that occurs in Africa and in other nations and shows how other cultures deal with it.

The Stalin dictatorship was the start of communism for Russia and similarly to Nigeria it allows the children to understand why Russia is the way it is today.

South America and its drug lords is an important topic to learn about, understanding why people turned to this life and its brutal consequences.

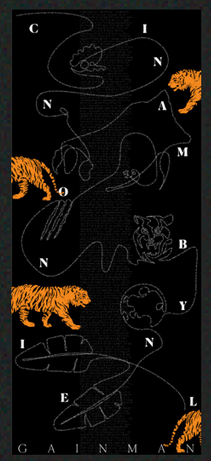
As a response to the feedback given to me after the pitch, I decided to change a few of the more boring themes.
To make it more exciting i have chosen some controversial themes to cover which would show the true nature of every continent.
I would keep ancient Polynesia, Chinese dynasties and rise of feminism but slavery and abolition would be changed to transatlantic slavery which would cover all accounts of slavery and the mistreatment of slaves worldwide.

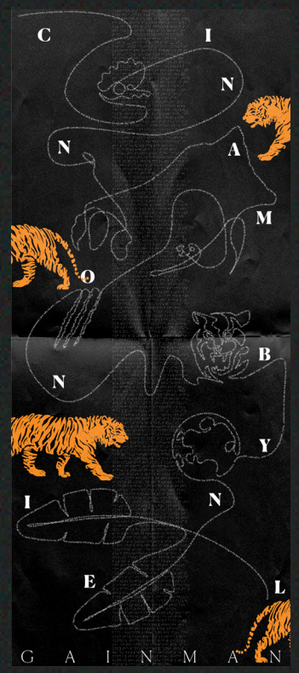
With these topics the children would become more aware of the issues in the world today.

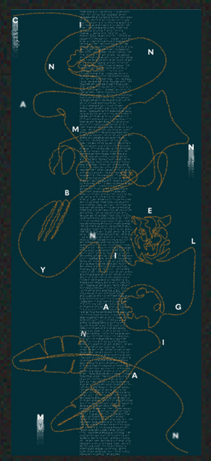


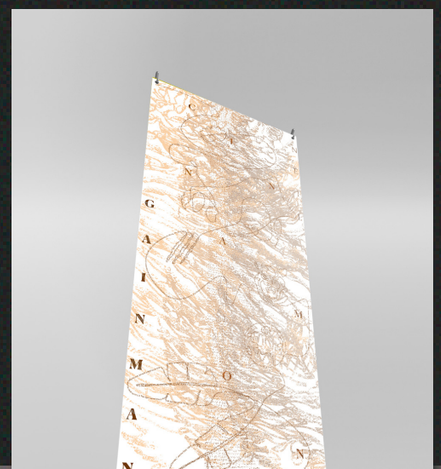
# Final Visuals

Some redone mock ups for the new themes page overall, the system wouldn't change just the addition of the new themes.







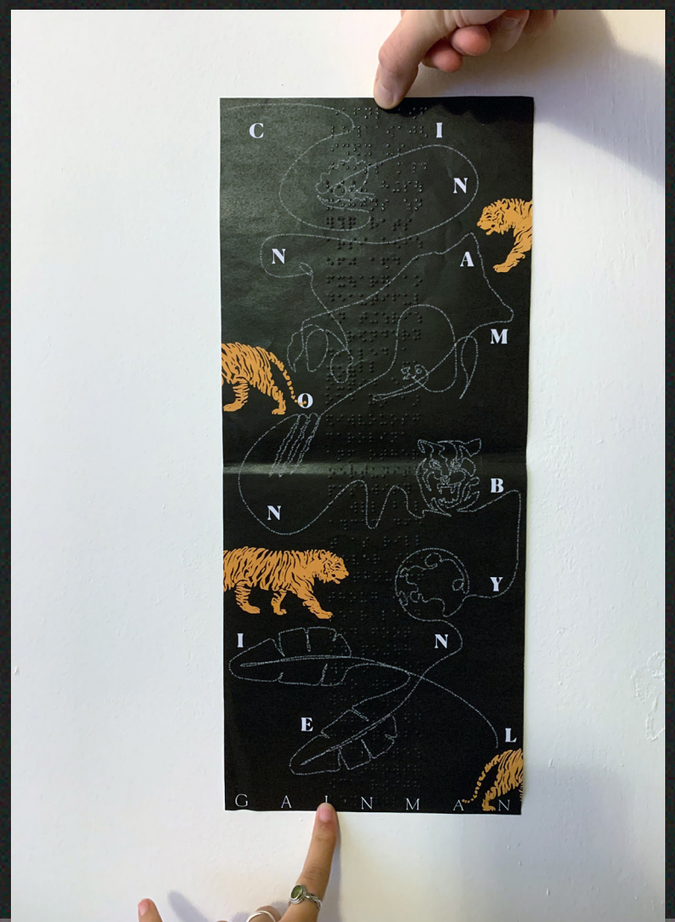


# Change

After looking at the book for a while I thought it wasn't the right project for a children's book, exploring typography needs to be more exciting than the initial book. The new idea also came about due to the fact that a book wouldn't allow for the Braille on both sides and would end up confusing the blind children. The circle shape would also ensure that finding the start of the Braille line would be a challenge.

All of this would be resolved by this  banner. It makes the one line of text manageable, as it now all fits on the banner and creates an interesting visual language with the us of the one line drawings still. It also embodies the path, which can link to the story as its a young coming of age for the young girl who finally speaks, and decides to go and explore the jungle.

I kept to the colour theme from before but limited it greatly, and I began to test out different approaches to the banner. For example the tiger on the black is much more subtle to the age range its appealing to but maintains the sophistication for the parents.

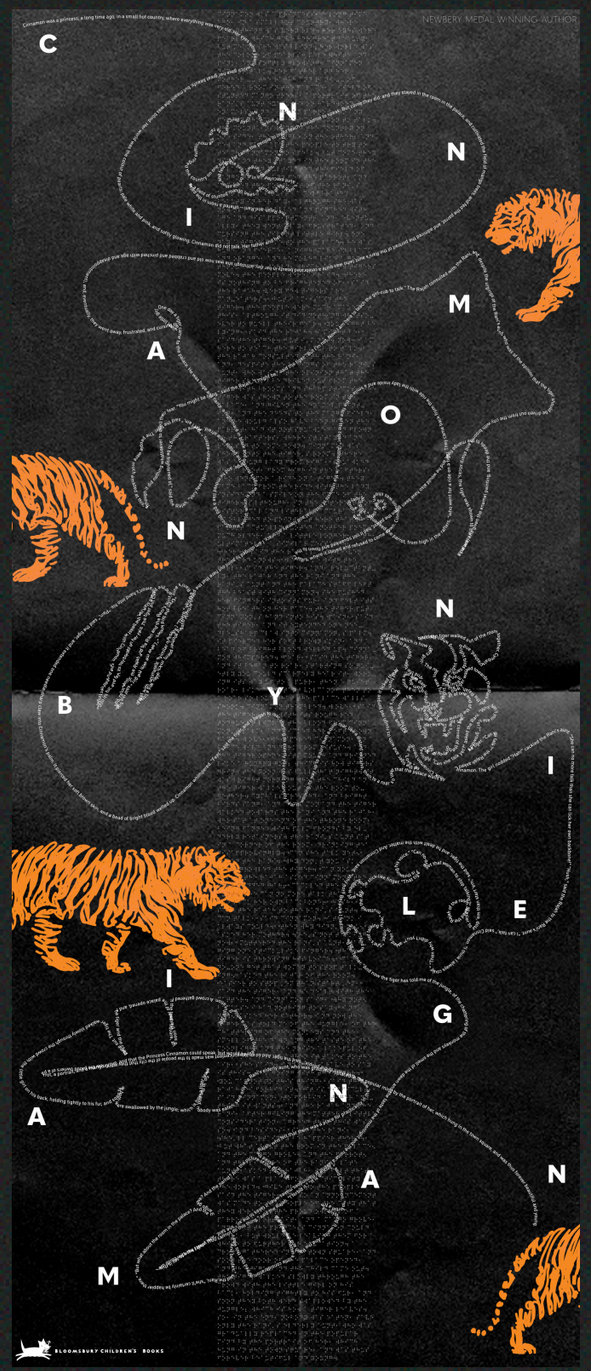



# Experiments

I attempted to create a scaled down version of the final publication that would allow the children and adults can read and those who are blind can also enjoy.

The Braille works well but most visibly on the darker coloured ones. Lighter pressure works better for the Braille impressions.

The darker variations are the better ones and are the ones I would be more likely to expand on.




# New Visuals

I finalised the visuals by changing the Canela font to Quasimodo, a San serif font that worked better for the purpose of a children's book.

Adding the Publishers logo and the achievements by the author maintains the feeling of a book publication but the banner allows for a fresh take on literature.

I felt the black worked best for the publication as the type paths stood out most and the layering of Braille and imagery worked well together on the darker colour.

The title of the book is following the type path too so the reader must follow it to interpret the title of the book.

I placed it in the  corridor for the mock up as an advertising method as well as posing as the larger version of the final book.

Overall, I think that the reading experience for this publication is like no other and forces the reader to follow interesting type paths and imagery integrated together to keep it fun for all the family.

I would love to have made the banner in real life and had it smell of cinnamon by infusing it in a airtight box for a few days, however, due to covid that has been possible, but I will likely test it out in January.

# conclusion

The RSA; For the Long Time theme was a complicated brief to undertake, it required vast amounts of research into long timism, and what constitutes to long term design. Ultimately, although a physical implementation would work, a speculative piece of design to create a method to counter-act short term thinking. It would hopefully, make students reflect on their stance on certain topics that would be covered in the Ourstory programme.

After a few setbacks and lecturers advising me to think of a new idea, I decided to stick with it as I felt the idea was a the best way to tackle the issues of a multi-cultural Britain.

Personally, I think that the design would in fact help to reduce prejudice and aid the change of an outdated education system, which many teachers already oppose. From the interview with my history teacher, he explained that the education system is still based of the Victorian standard. This forward thinking teaching method of blended learning guide for the students and teachers. Alongside this, the organisation would aim to tackle the issues of racism through addressing the history that was told through one window. The aim of this history is to show all the wrong doings not by skimming through the British mistakes. History is taught so that we don't repeat mistakes. However, when most of the mistakes are not taught we cannot learn.

To expand on the idea, I would need to contact some educational charities or organisations that would elaborate on what is expected from a educational system. The website could be mocked up in Adobe spark. To forward the idea even further it can explore more themes and even have add on courses of certain individuals whose history wasn't told and can teach the children inspirational skills.

In terms of the LO's for this unit and hitting the initial brief i think I have created a well thought out well researched idea that would withstand the test of time and can really impact peoples beliefs for the better.

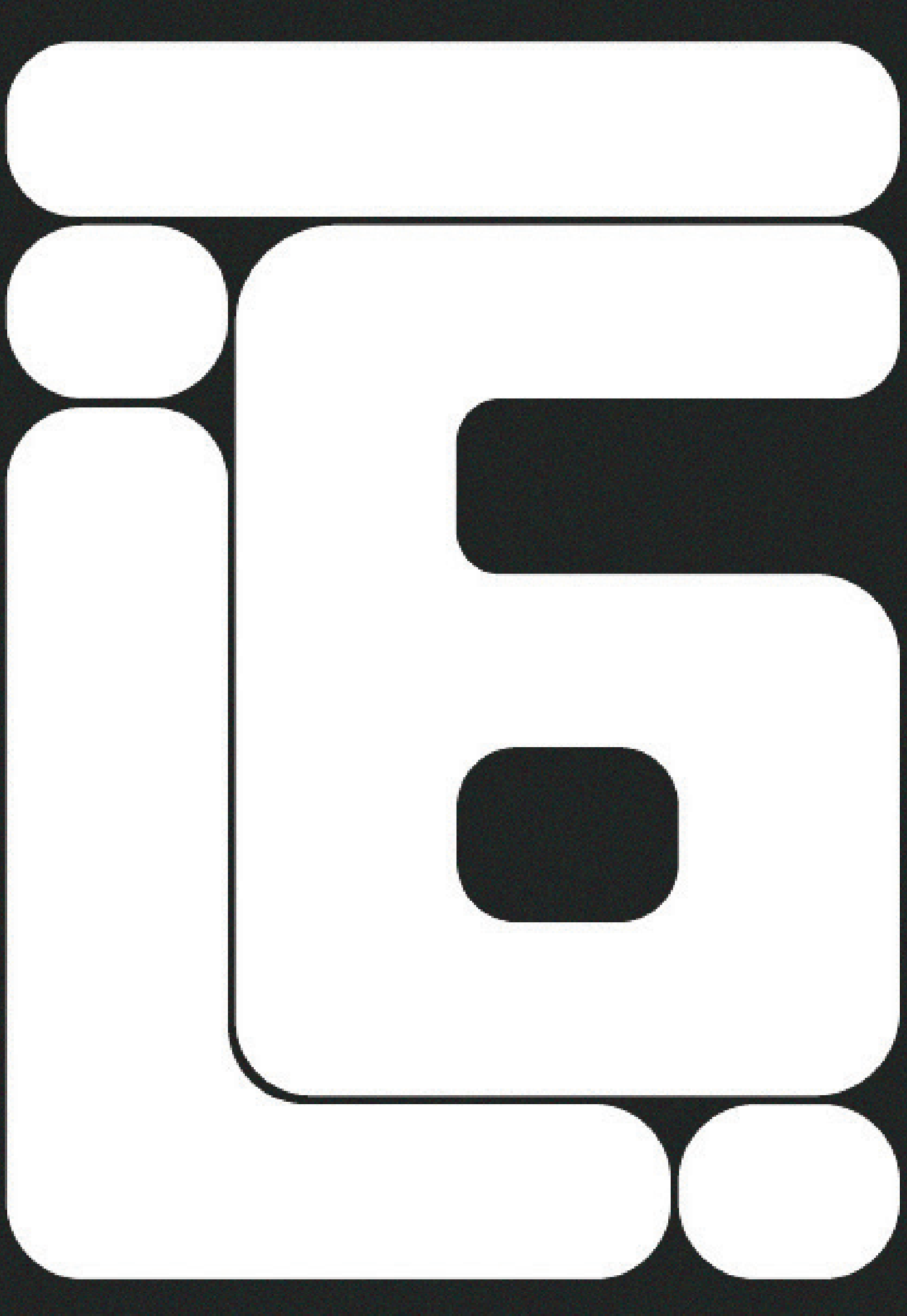




For the Type brief, the choice of font had to be quick and essentially, based of instinct. I chose Canela due to the language and the instant recognition of a Spanish word. As the brief was so broad, my research also started quite broad, I knew I wanted it to link to cinnamon in some way, when I stumbled upon Cinnamon by Neil Gainman it was a perfect opportunity to create a multi sensory book that was inclusive for all.

I wanted to create something for the target audience and set out making a children's book with images that were made up of the words that their parents would read to them. Through lots of experimentation I finalised the visuals for each page and used type paths to create the visuals using the type. The overall appearance of the book did feel childlike and unique. However, I felt this wasn't the right brief for a user centred design but rather an opportunity to have fun with type.

Therefore, I continued to use the basis of the initial idea, and I wanted to create a multi sensory experience when the banner was used. Additionally, the book didn't allow for the Braille aspect to work properly as there would have been overlapping Braille.

The banner embodies the type path better and also allows for the Braille to be used properly.

The brief was a nice change compared to the RSA, it allowed for more freedom and not necessarily focused on the user. I enjoyed the change of pace, however it was difficult to balance the two units alongside the independent study. Overall, I think I hit the LO's well and my work shows that I did enjoy the unit. I would have loved to take my design further by really bringing it to life and making the smell and visuals attract people. Unfortunately, due to covid I was unable to stay long enough to bring the vision to reality.