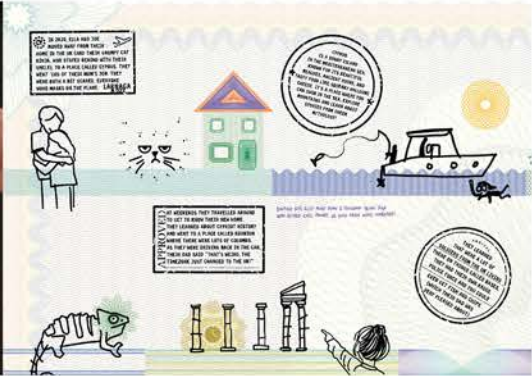


Project Proposal

- Stuff from Unit 2
- What am I taking forward?
- Conditional Working
- Audience
- Testing
- Initial iterations
- Rough plans

Mark Itoh MAGCDA / Jan 2018



Assessment from Unit 2...

"A thoughtful and well-contextualised project with strong conceptual grounding and rigorous experimentation. You demonstrate clear commitment to ethically engaging with colonial histories and to developing a visual language appropriate for younger audiences. For Unit 3, focus on expanding your understanding of contemporary children's publishing, testing the work with diverse families, and refining the narrative and format through iterative collaboration."

What am I taking forward?

- Publication aimed at children
- Engaging parent and child combined learning
- Colonial legacy / global citizen theme, lack of emphasis in UK curriculum
- Subverted passport format (and cartography), using the visual language of the most powerful, political document to educate rather than divide. Changing its form to change its meaning.
- Guilloché security illustrations, stamps, visas, stickers, boarding passes, all restructuring their

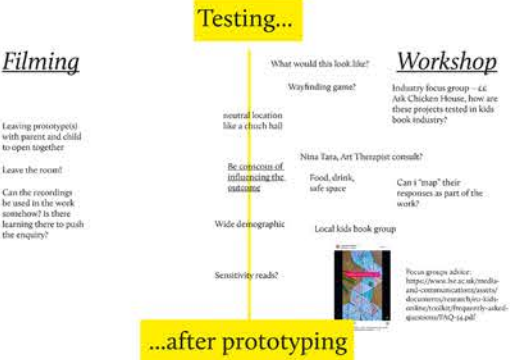
Conditional Working

- Critical contexts – references, reading and practices
- Engage ethically, be cognisant of my demographic position and engage a broad audience
- Professional contexts with: Esther Waller, Publishing Manager, Chicken House Books, Tina Gaisford-Waler, Manager, Hinting Raven Books, Lauren Fulbright, Production Director, What On Earth Books
- Tested at least once – local kids' book group, poss local school contact, parents and kids socially.
- Bring in a new method - riso or silkscreen for authenticity, depending on route chosen. (Are premium production methods necessary?)
- Works practically – regular days on campus, tues and thurs. (Implications for methods)
- Publishable and OPEN SOURCE? An eye on post-MA circulation, ideally scalable to multiple contexts



Audience

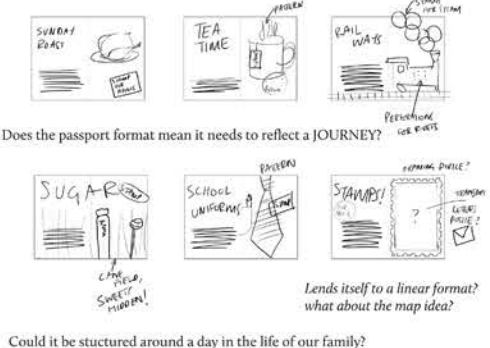
- Children – ages 8-12 approx? (to be informed by Childrens' Publishing client and testing)
- Wide demographic range, work and outcome should be inclusive. (Should I start with British parents and kids to address colonial apathy and British 'exceptionalism' (Sangehra, p.152)?)
- Parents with children in the UK system who believe that their kids are getting a balanced education



Initial Iterations

- 2 routes
- 1 - Everyday Colonial legacy
- 2 - Narrative map

Everyday colonial legacy...



POSSIBLE BOOK INTRODUCTION...

Look around you. What you eat, how you play and the habits you follow every day all have stories hiding inside them.

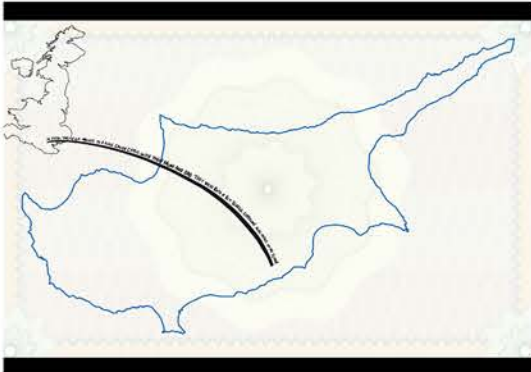
Some of these stories travelled a very long way, crossing oceans and centuries. They can come from a time when Britain ruled a huge empire that reached into many different countries. Some of the things it left behind are familiar and fun, but it's important to be honest, that time also caused real harm. Many people were treated unfairly and their stories matter.

Today, the world is more connected than ever. Food, ideas, music and games travel lightning fast and we all share them. That makes you a global citizen, even if you never leave home. This book is for you, to help you spot surprising connections, ask curious questions and to remind you that being kind and fair to each other is always a good place to start.

Now, let's take a trip together and take a closer look at the everyday things that hide big histories!



Mapping colonial legacy



Rough plans

- Decide on direction today
 - Iterate towards first prototypes in order to show initial stuff to kids book publisher client
 - Engage with chosen production method (Riso? screen printing? publications?)
 - Mine and expand on found references ready for Annotated Bibliography
 - Consider appropriate format for testing for when prototype(s) ready
- AIM: by non-teaching week, prototypes ready for testing, testing organised. (Leaving time before midpoint for findings, adjusting prototypes and further testing if needed)

Takeaways from last week

- *Conceptually, this is a pretty fully formed project. It's really clear in terms of what it is you're trying to do.*
- *You have an audience. Your query is quite clear, which is 'how can we find a way to communicate complex colonial histories to children?'. That's what is driving all of this.*
- *Your next steps are less about finding a question and more about experimenting within those parameters.*
- Passport format over map. Standard passport size too small, A6 too small, A5 too big. Somewhere in between. Look into B format, 129 x 198, standard book trade paperback dimensions.
- Keep foiling and rounded corners. Revisit front cover typography.
- *Content. Illustrations are working really well. The stamps added are starting to align with the passport. Continue to make them by hand and add? Is that part of the reading experience or are they printed? look into intercation with the book.*
- "A day in the life?" Everyday objects idea is good, but could it sit in a temporal box? Research kids 'typical' day for colonial references
- Riso discussed for slightly rougher printing, to consult publications.
- Prototyping - iterate the guilloche and stamp illustrations, see where it takes you.

What's my enquiry?

End of Unit 2:

“Can parents and children engage with colonial legacy together?”

Re-articulated line of enquiry, 15/1/26:

“Can parents and children find out what it means to be a global citizen?”

Re-articulated line of enquiry, 22/1/26:

“How can we find a way to communicate complex colonial histories to children?”

Narrative structure, a day in the life...

A day in my life

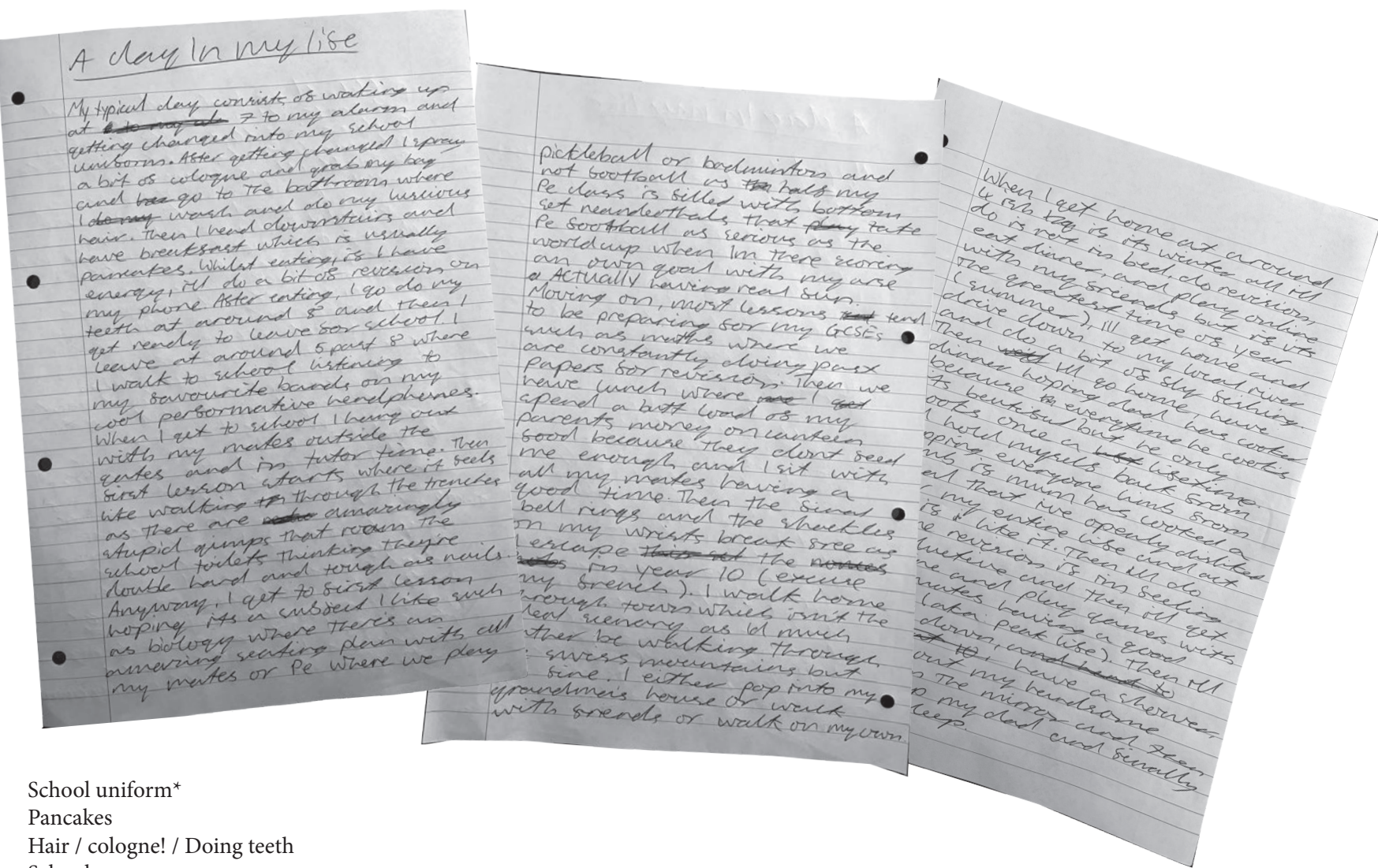
On a typical Friday, I usually wake up at around 7 am and out of bed at 10-15 past. After I wake up I change into my school uniform that is a skirt with tights a shirt, tie and jumper then go downstairs and eat breakfast for breakfast I usually like to have a small breakfast or none as I don't like to eat breakfast in the morning. When I do have breakfast I have Fred eggs, pancakes or a croissant. After I have breakfast I head upstairs and brush my teeth then I go to my room and sit down at my vanity and get ready. Before I do my make up I do little skincare as I find it helps with my rough skin on my cheeks but I use a kids moisturiser and a serum not much just simple. I usually don't do much make up but I do wear some and that includes: mascara, highlighter, little blush and lip oil. After I do that I do my hair but I don't normally do anything with my hair apart from the obvious brushing with my hair brush from the company Wet Brush!

I normally get picked up by my friend at around 10 past 8 to walk to school and it's a 10-15 minutes. Once we get to school we meet up with our friends then head to our tutor bases. Once we have a 15 minute tutor time we head to our first lesson. My first lesson on a Friday is geography and I have geography for one hour. Then I head to my second lesson also for an hour that is science! After science I have another 15 minute tutor time then a 15 minute break. After break I have computing again for an hour then English. After I have English I have my lunch that is a 45 minute lunch to eat and run around before last lesson that was maths for me! Then I walk home again after around 15 minutes. Normally when I walk home I listen to music as my friend doesn't always walk with me as sometimes she goes to her mum's! My music taste includes of an artist called Billie Eilish! I love her so much as she is my favorite and she has amazing music! My favorite song of hers is either bittersweet or CHIRIO!

Once I get home I have a snack but that depends on what I am feeling! After that it's about 4 o'clock then so I change then eat some dinner after chilling until around 5. After dinner at around 6 o'clock I go to a place called trampolining for an hour 6:15 pm to 7:15 pm! Trampolining is one of my favorite sports as it's just so fun to jump up and down and do flips! Once I get home from trampolining I have nothing to do unless I have homework so if I have homework I usually do maths as I get it every week. The I like to watch Traitors or the Junior Great British Bake Off with my mum! Then around 9-10 pm I head to bed!

Some of the things I eat for dinner include: veggie chicken, veggie sausages as I am a vegetarian! Or I have pasta and many other things. I also wear perfume and I have a few options to choose from: Eilish number 1, Eilish number 2, vanilla bath and body works or spring so sweet! My favorite is the Eilish number 1 perfume!

- School uniform*
- Pancakes
- Make up / hair
- School
- English (what are they learning?)
- Science
- Computing
- Music - Billie Eilish
- Trampolining
- Homework
- TV
- Dinner - veggie, pasta
- Perfume
- Vanilla bath



- School uniform*
- Pancakes
- Hair / cologne! / Doing teeth
- School
- Listening to Music, headphones
- Biology
- PE
- Walking to school
- Pickleball
- Badminton*
- Fly fishing

Need to add detail –
transport to school,
be more specific e.g.
ingredients in food

DO YOU EVER ASK...



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Some of these stories travelled a very long way, crossing oceans and centuries. They can come from a time when Britain ruled a huge empire that reached into many different countries.

Some of the things it left behind are familiar and fun, but it's important to be honest, that time also caused real harm. Many people were treated unfairly and their stories matter.

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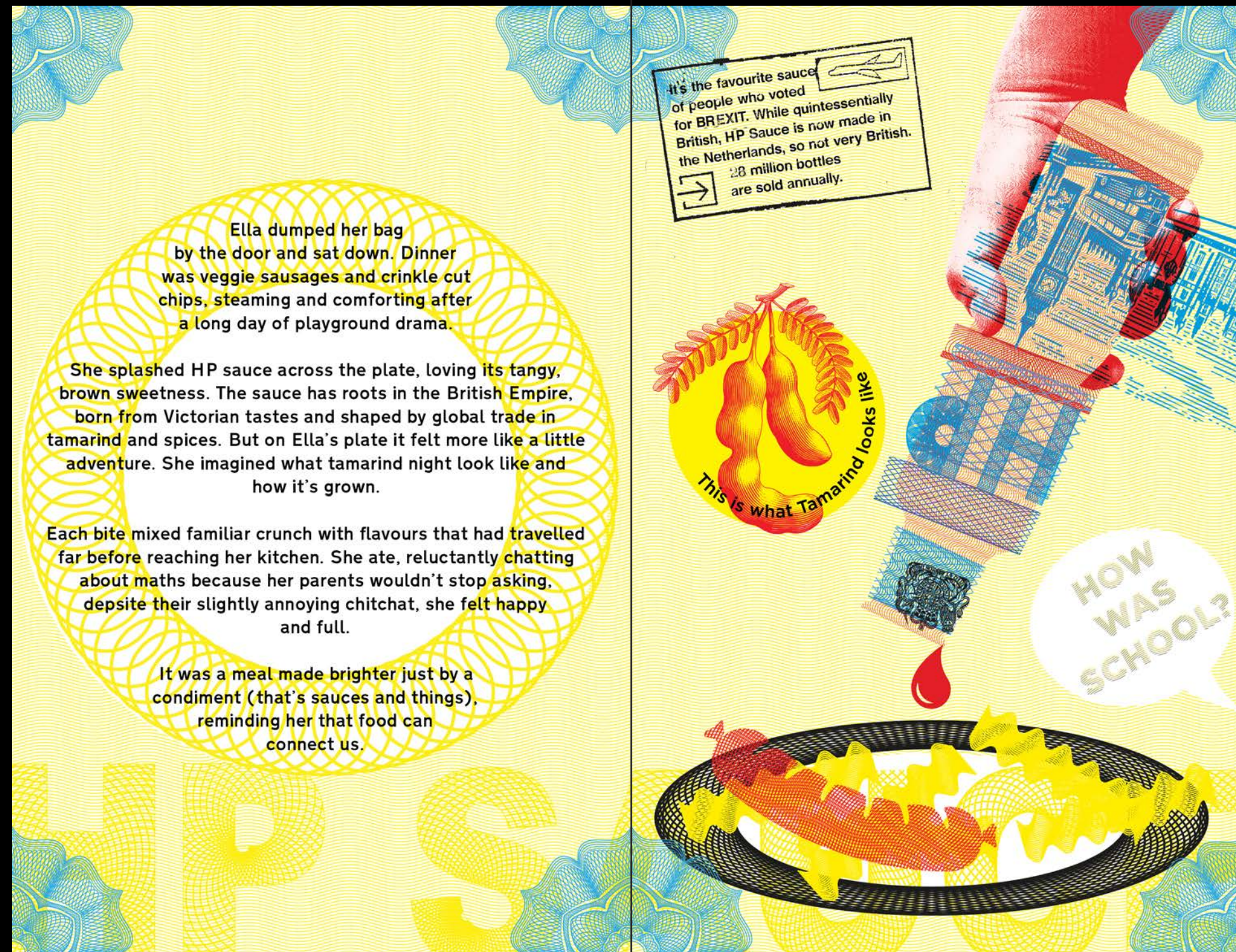
Now, let's take a trip with a kid called Ella through her day and take a closer look at the everyday things she does that hide huge histories!

WHEEL'S

THAT

ROLL FROM!

EVERYDAY THINGS FROM
AROUND THE WORLD
→ THAT CONNECT US!



Ella dumped her bag by the door and sat down. Dinner was veggie sausages and crinkle cut chips, steaming and comforting after a long day of playground drama.

She splashed HP sauce across the plate, loving its tangy, brown sweetness. The sauce has roots in the British Empire, born from Victorian tastes and shaped by global trade in tamarind and spices. But on Ella's plate it felt more like a little adventure. She imagined what tamarind night look like and how it's grown.

Each bite mixed familiar crunch with flavours that had travelled far before reaching her kitchen. She ate, reluctantly chatting about maths because her parents wouldn't stop asking, deposite their slightly annoying chitchat, she felt happy and full.

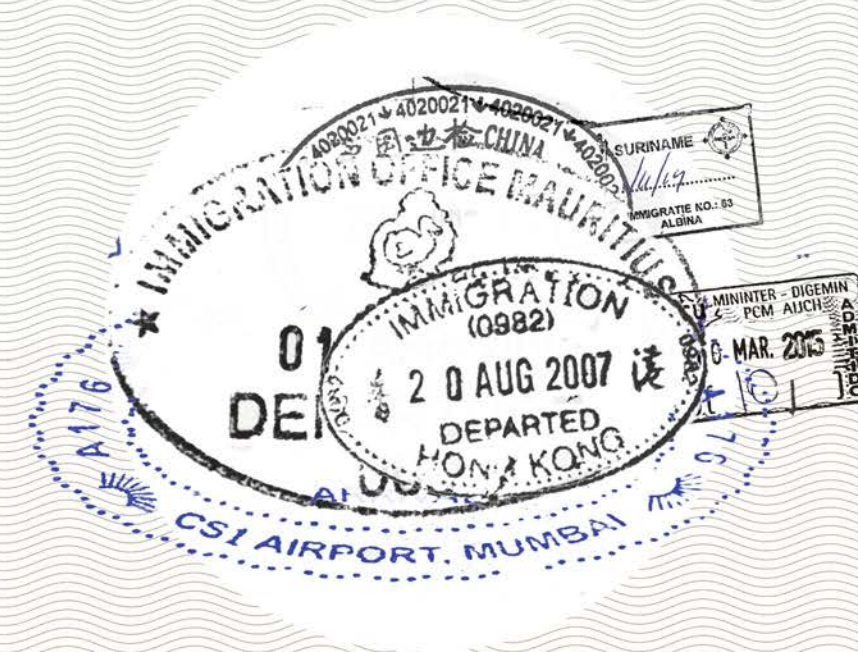
It was a meal made brighter just by a condiment (that's sauces and things), reminding her that food can connect us.

It's the favourite sauce of people who voted for BREXIT. While quintessentially British, HP Sauce is now made in the Netherlands, so not very British. 28 million bottles are sold annually.



HOW WAS SCHOOL?





Chicken House

Esther Waller

Publishing Manager, Chicken House Books.

PRESENTATION 4/2/26

- Concept, colonialism's viability
- Tone of Voice, text length
- Age group
- Production
- Advice on testing