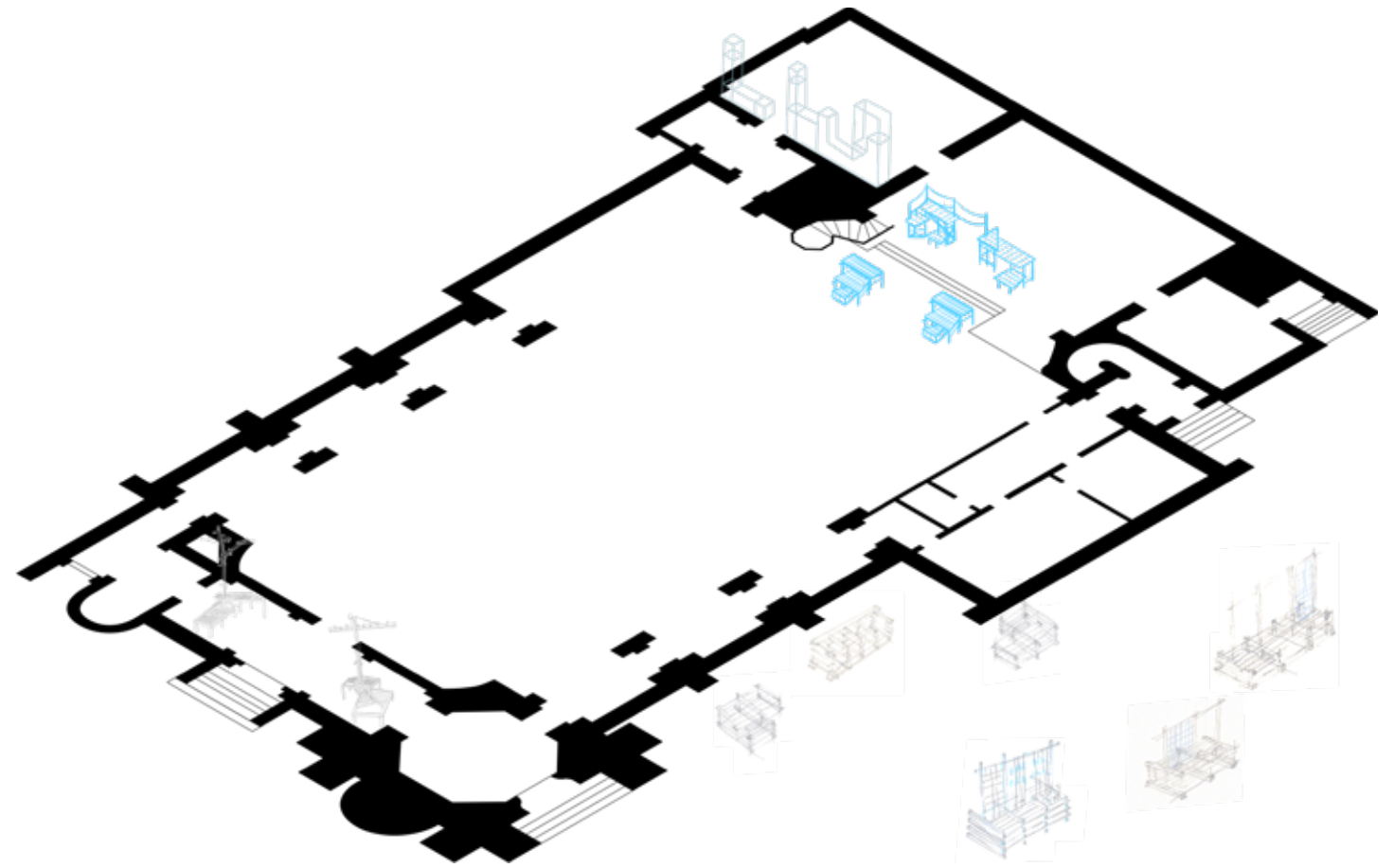




TREASURE BOX

ADAPTABLE STAGE ELEMENTS

AAR4612 EXPERIMENTAL PRACTICE A



GROUP PHOTO



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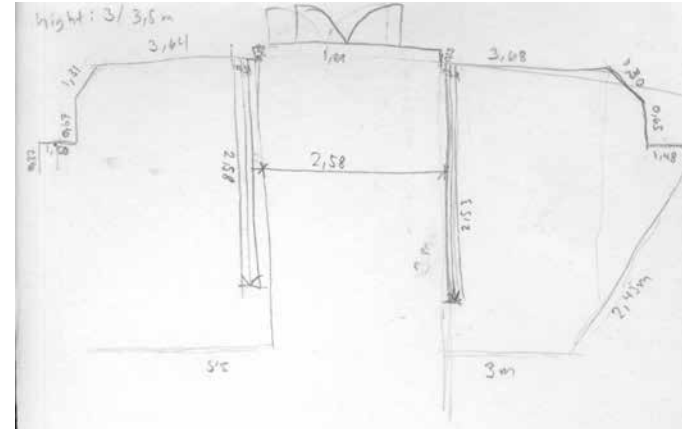
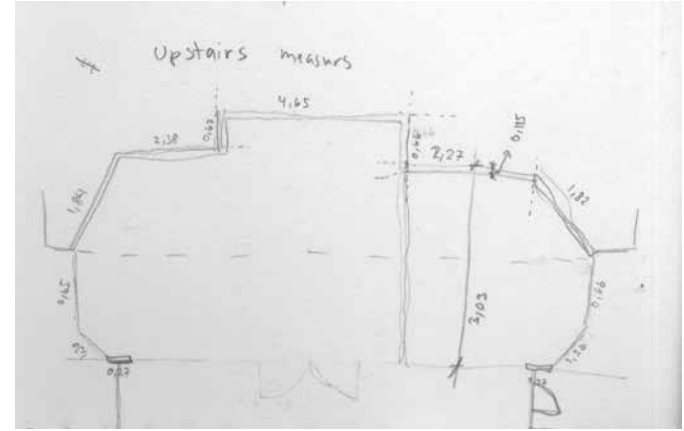


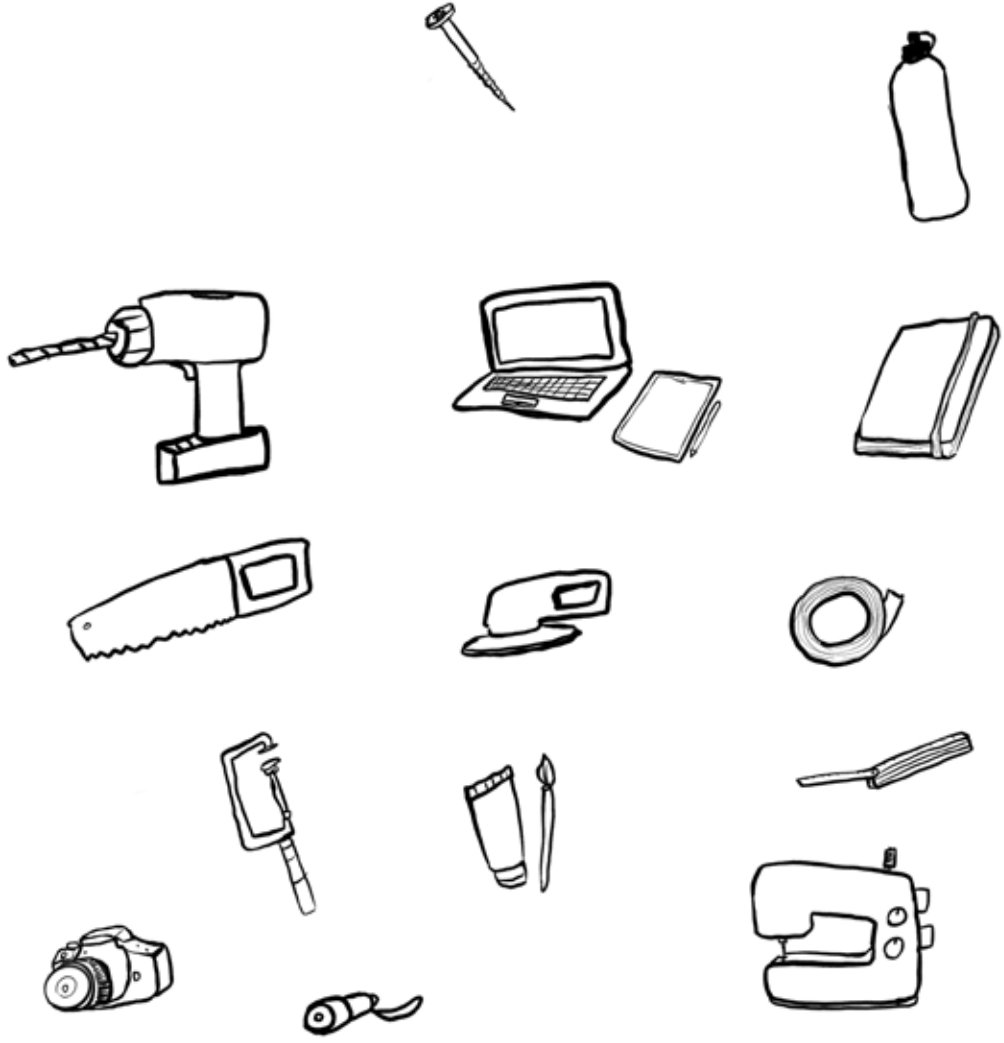
A project designed by the child in us, for children. Enjoying, interpreting and making the space our own. We prepared the material, a full scale model that the children can now make their own, enabling us to discover more their own world. Living, playing, interpreting; this "treasure box" aims to accommodate all these actions, all those we can imagine and the ones we can't.

Our challenge was to create a treasure box/theater stage for the children theater group so they can play with, put up impromptu, as well as planned theater performances.

The structure needed to be portable and to fit inside the storage space that we had been given, as well as to be easily maneuvered between the chairs of the main alley in the church.

There were a lot of things to consider. First of all, the age of the children determined how they would interact with the structure. Additionally, their height and weight impacted how much the structure would have to endure. The measurements of the storage space and the choir limited the size we could work with. Lastly, we had to take into account the safety of the children who would use the structure.

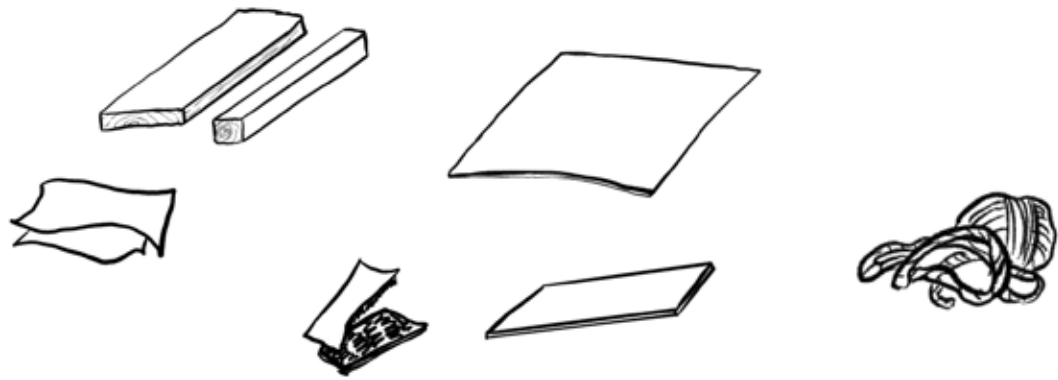




- Drill
- Screws
- Pc and ipad
- Sketchbooks
- Saws
- Sanding machines
- Tape
- Glue
- Rulers
- Clamps
- Paint
- Sewing machines
- Camera
- Flashlights

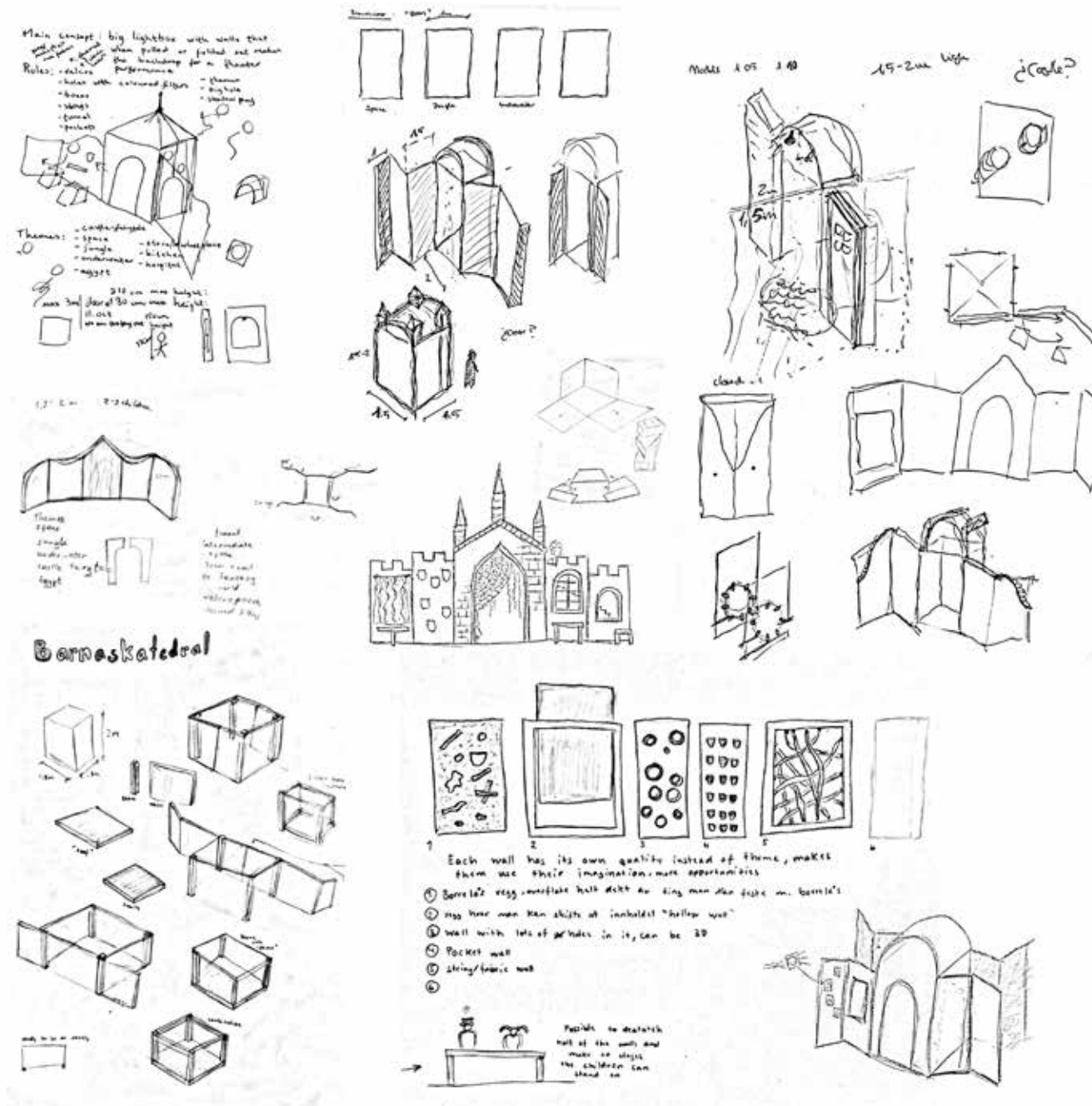
Working on the project from design to construction, we've used a multitude of tools. From screens and paper to electric power tools, the project has been developed and reached its final form.

During this process we have become familiar with the tools and the behavior of the wood. We learned by doing and those tools that we did not know how to use and that could even scare us at first, became our best allies. For all this, numerous attempts of how to cut, join, sand or shape materials were necessary. We learn by making.



- Wood
- Cardboard
- Velcro
- Coloured plastic
- Threads

By using materials we can find, we create sustainably. Our design choices are influenced by what is available: materials sourced from our homes, from Formlab, from REMIDA and from the ARK 1 project. This gives the design its own character, and inspired us to seek out different ways to use and reuse different materials.



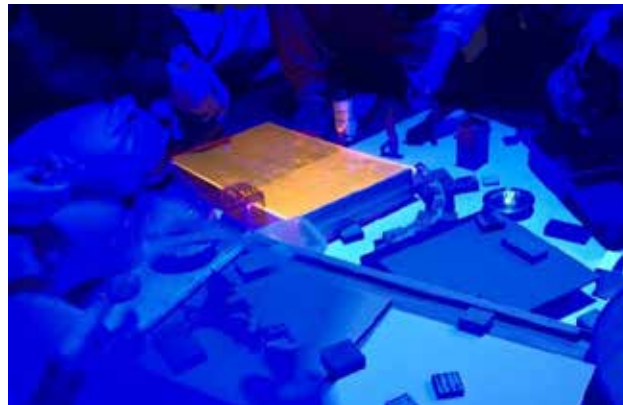
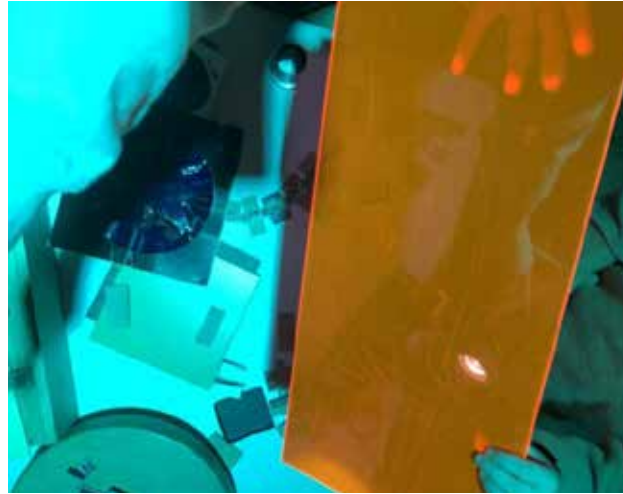


What is a treasure box ?

We started off with a lot of questions because the task was unclear. We had some ideas including a rubik's-cube-box system, as well as an origami folding system.

We prepared the workshop in Remida. How will the children play? How do they like to interact with each other?

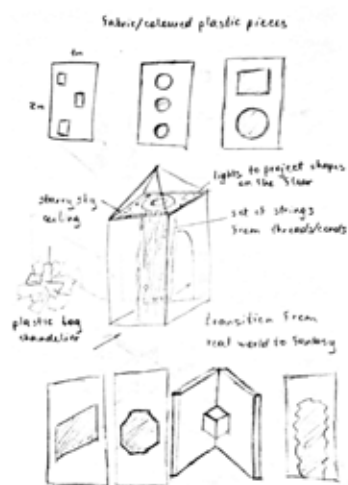
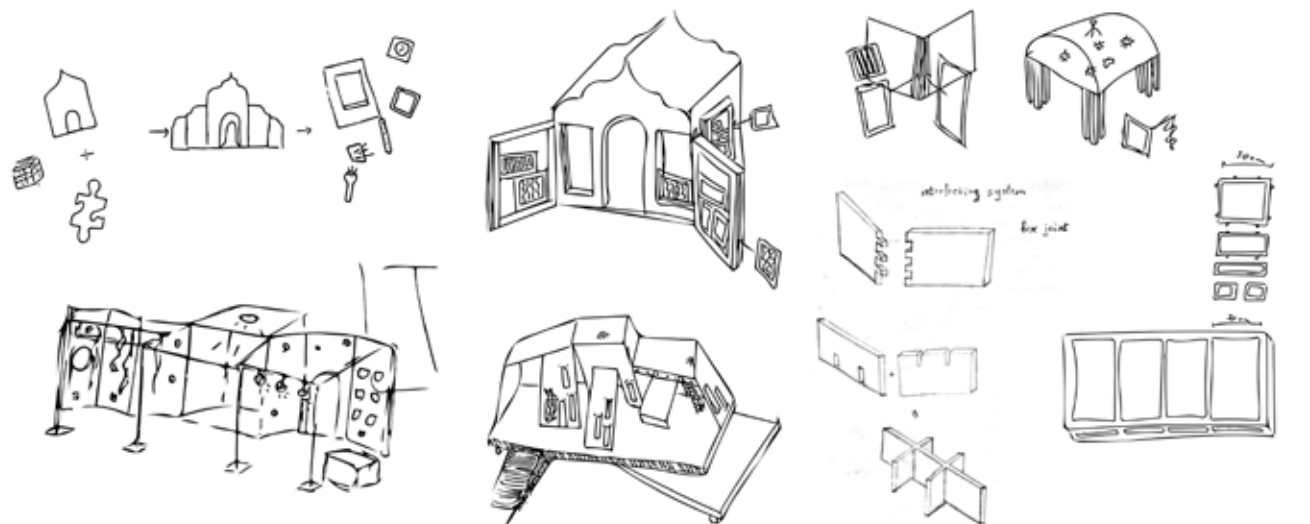
We prepared some painted cubes, and hidden treasures for them to interact with.



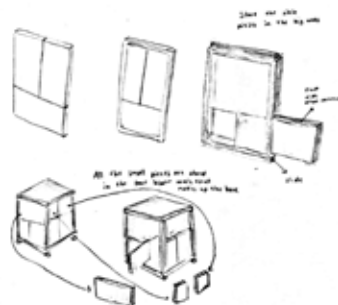
REFLECTIONS AFTER WORKING WITH THE CHILDREN

After interacting with the children, we drew some conclusions ; and other factors came into play that we hadn't thought of. The children like to hide and find things, using different types of boxes of different colors and shapes. They create their own game. For our future design we should not define everything so clearly (as we did with the first blocks). We should leave freedom for the children to create their own space. We will pay attention to places to hide small treasures, to lights and shadows, reflections, spaces through which they can access from one place to another, windows, textures... and so on.

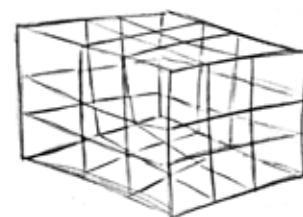




- light → dense, when with ability
children 1990, recovery 1998 } no self, or small mind
- many self, strong + fixed, small mind can be taken away
life badly influence, work within
- 8 dimensions
key 1 self, 9 power, but rest of mind is phant



- Different with different qualities
 - ↳ fabric, light
- Different sizes
- Different systems
- Implications for different scenarios
 - ↳ kitchen



TREASURE BOX
module system



Right somewhere
to start but really
when not in my dream
might be in the box with
the string

9. full length with, and
with length can be changed,
if it with can be changed

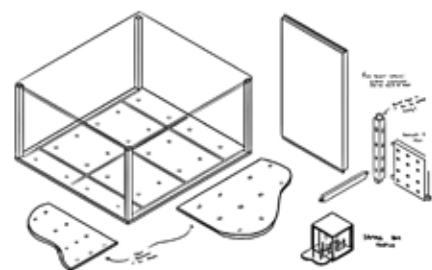
How we imagine it used

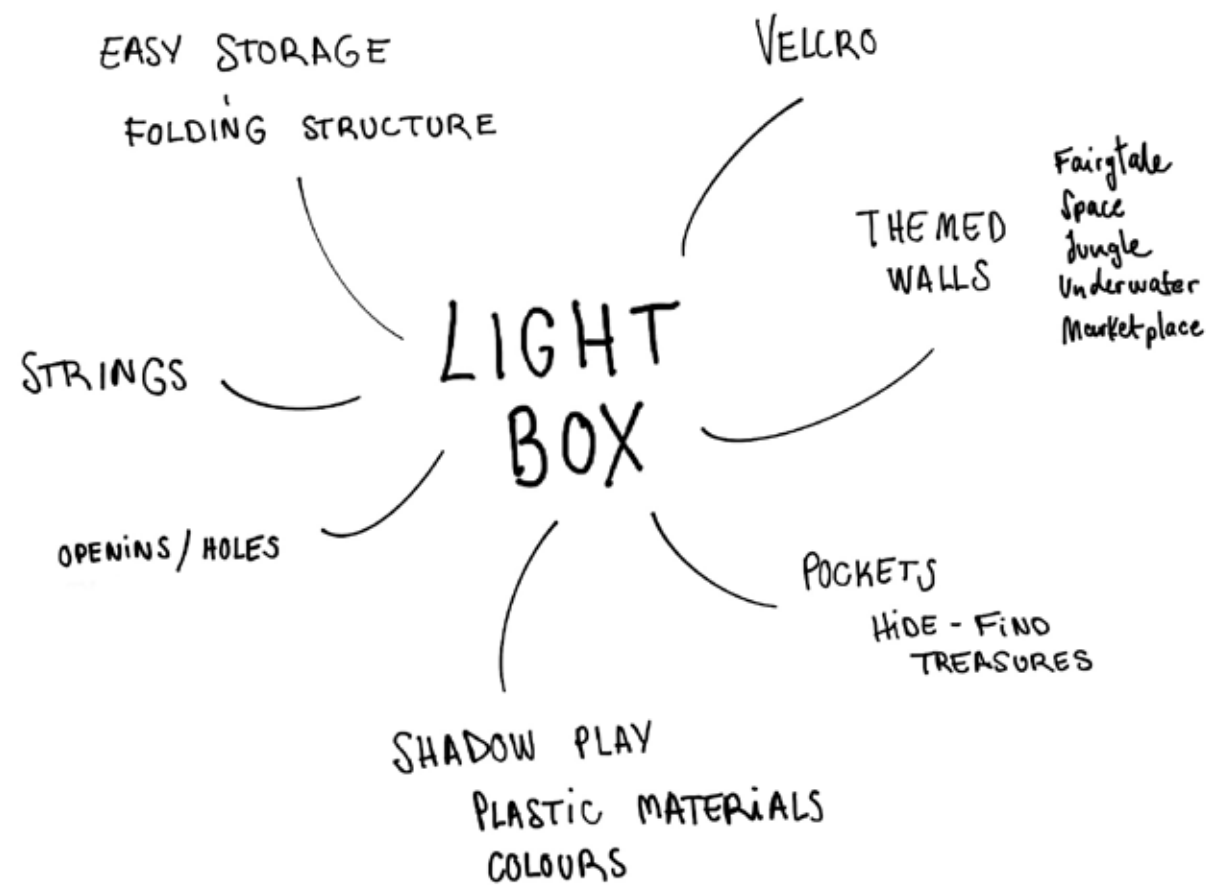


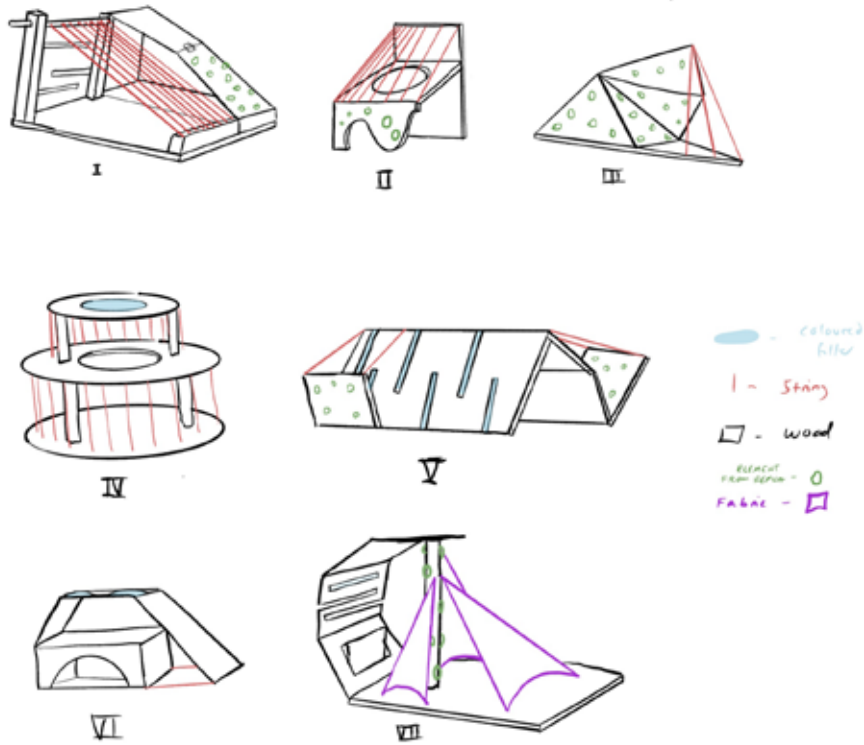
The study also sets the
the subject for the
beginning of the workshop

The photos place the response on a national military strategy on a world scale.

The wild ones can play with the tamest ones, and change the party that we must be







Exploding the box

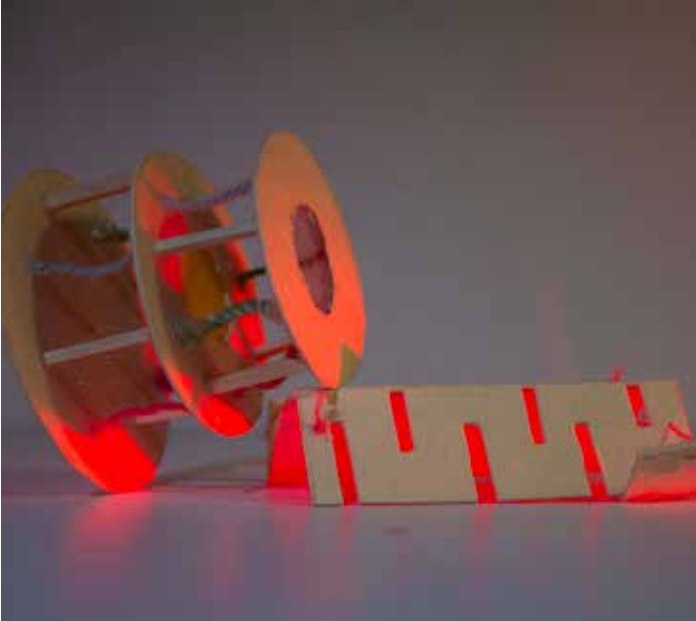
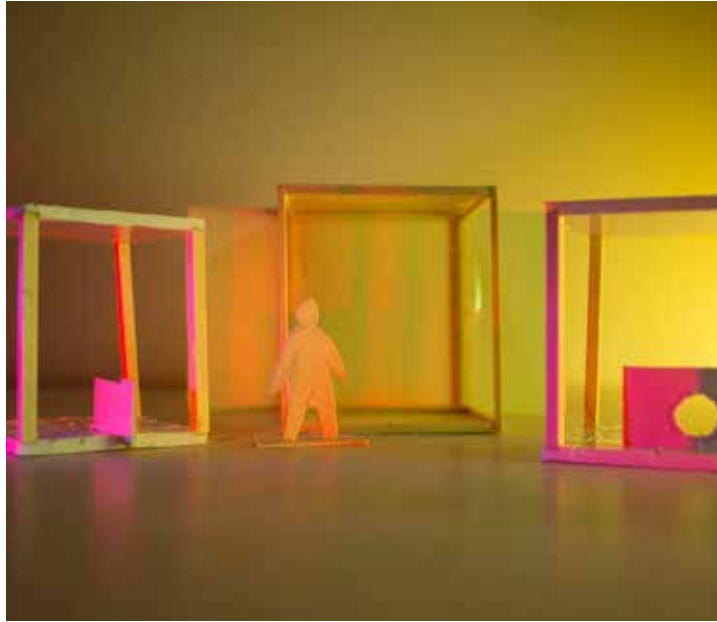
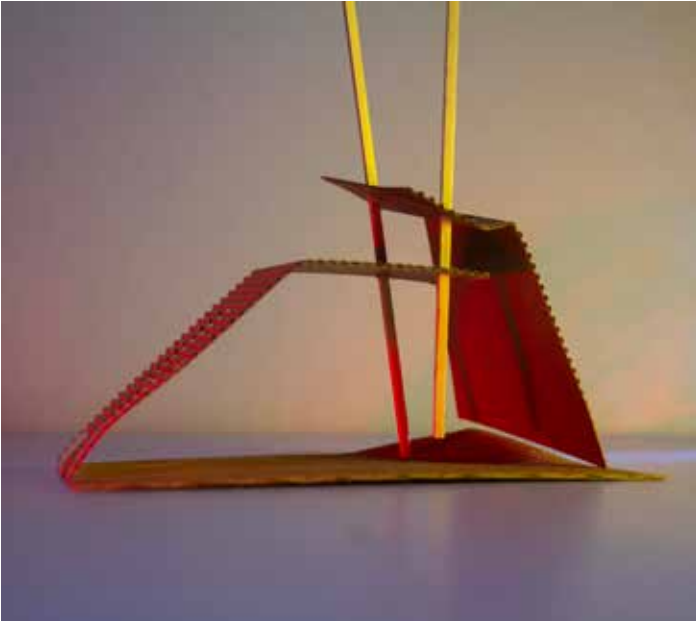
Feeling like we were a bit stuck in our ideas of a box, we then realised we had to "think outside the box" a little, coming up with a series of designs that were not constrained inside a box shape.

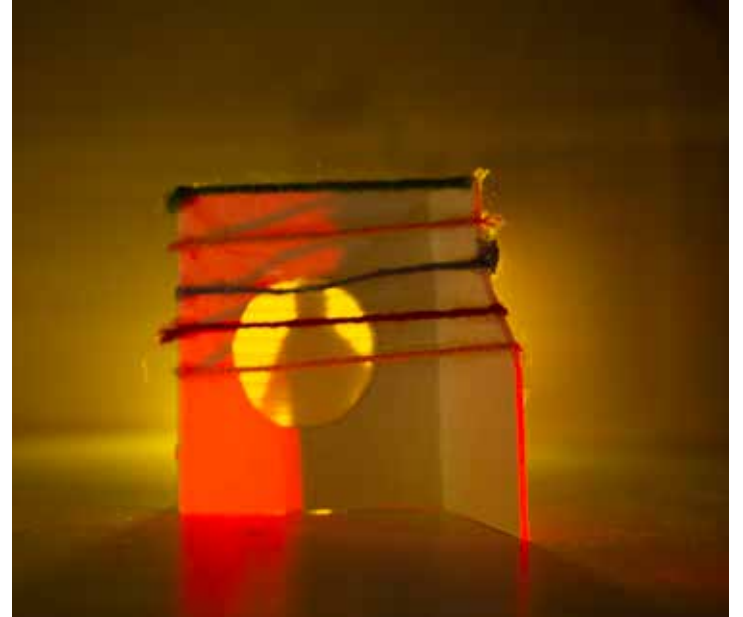
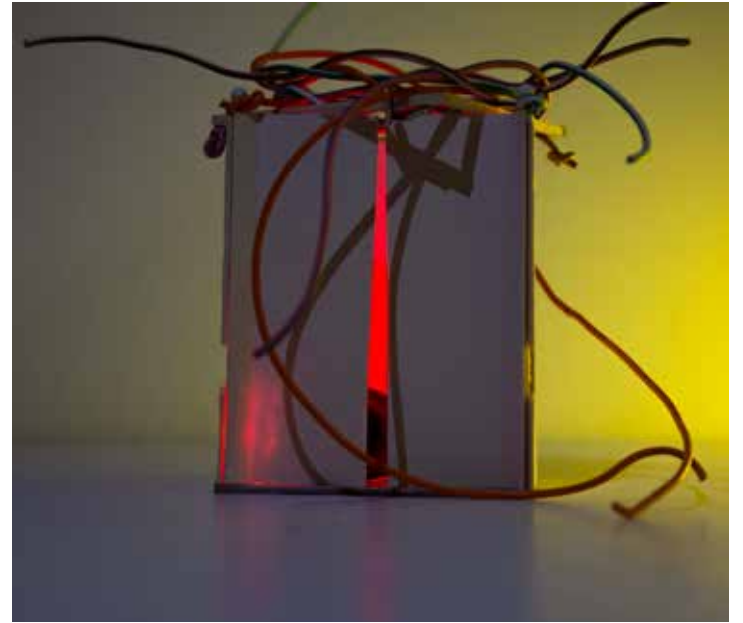


The treasure box as separate pieces that can be played with one by one, where you can flip each piece to give it a new use. The separate pieces can also come together to create a stage/scenery as the model photos show.

At this point we were sketching and planning the exhibition at the same time, and had to

decide what we wanted so we could build a 1:1 model for the midterm the following week. We tried out a lot of sketchmodels and decided on one of them to start making the full scale model on the following Monday.







We had the opportunity to share our work with different people; this was very enriching. It is important to get different points of view and to know the strengths and weaknesses of our project. It turned out to be a very attractive project that caught attention at first sight. The children and adults wanted to play with it, climb, weave and play with the shadows.

The interior created a really cozy space where they wanted

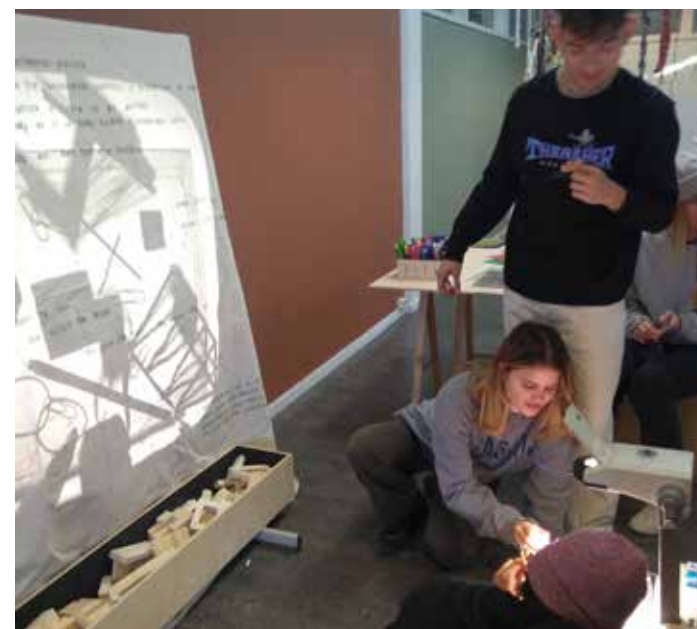
to be. At the same time, this midterm review helped us to learn more about the work of our colleagues and to create a possible link between all of them. In this way our project would become part of the rest and vice versa.

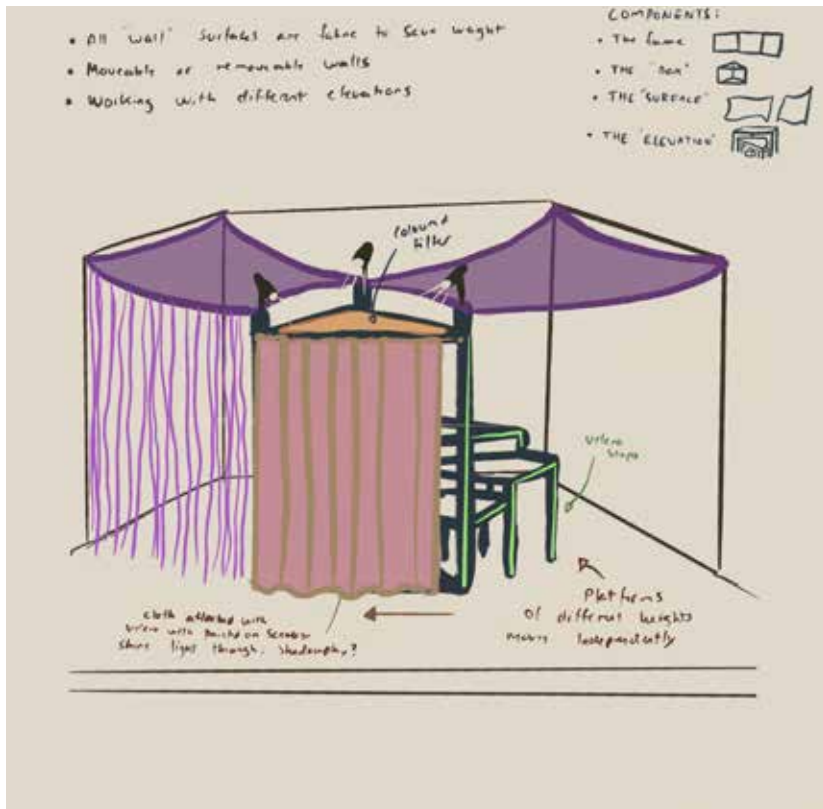
Building this prototype allowed us to relate to the structure, materials and construction. The construction of a 1:1 model was key to the progress of the project. At the end, we had an

interesting talk about circularity and all that it entails. We went out of expectations and created by thinking and experimenting. It is very interesting to see how people interact for the first time with a totally unknown model and how they discover the treasures it contains.









Finally, we had to take into account everything we had learned and reflect on how the final project should be. We wanted to include certain aspects that we had taken into account for the prototype we had built for the midterm review, but we definitely wanted to change certain things.

We wanted to give the project the idea of a forest, to have a connection with nature and to make our project multipurpose. So we defined certain vertical elements that would serve as structure and support for the textiles. Varying the heights as needed, we created the sensation of an undefined forest that could be used for textiles or not.

The study of how the children performed their plays in the church was key to the realization of the final project. We were very struck by the lights and colors, as well as the play of shadows. So we incorporated elements that we knew would work. The only thing left to do was to make it happen.



We learnt from our sketching workshop with the children that their play is undefined. They make their own rules and the rules change as they go. Therefore we made a decision to make the structures as versatile as possible to allow for their play to unfold and change naturally.

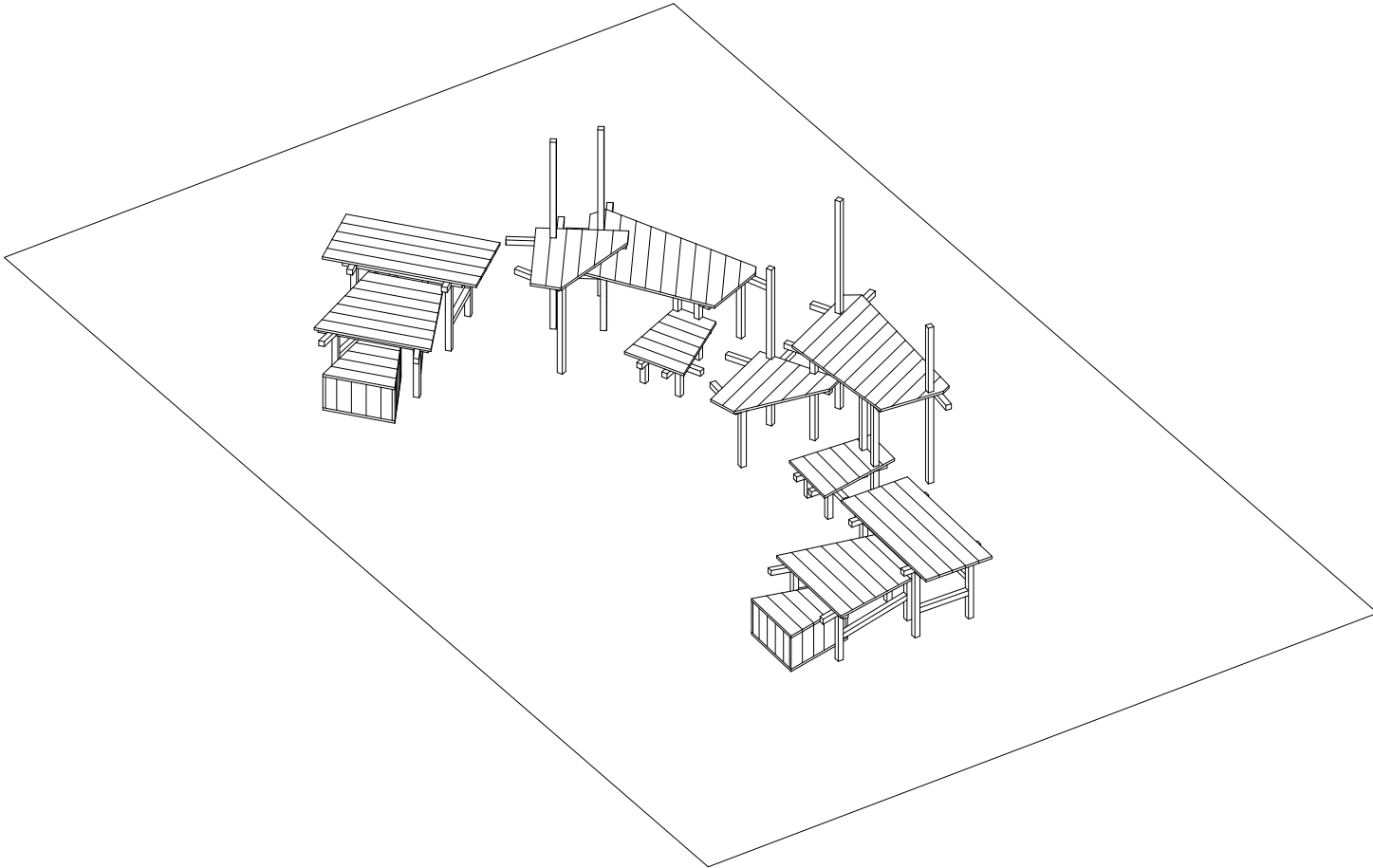


We used, as always, recycled materials. We were faced with a real structure, a model that we have to build. For many of us, this was the first thing we would build with our own hands. Therefore, the design had to go beyond form, it had to be functional. To speed up and make the construction

process easier, we made a 3D model of the design, making a detailed list of the materials with their dimensions and the necessary cuts. We also made certain decisions at the time of design. Regarding the structure of the platforms, we decided to establish the boards on a frame that will be anchored to the

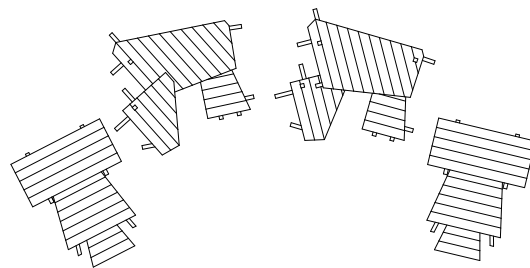
columns, so the design of the frame had to be perpendicular to the columns. This proved to be a real challenge for us since the figures were not rectangular. We finally came up with a system, which we used throughout the project.





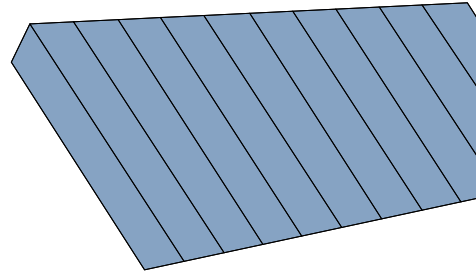
Main structures

In order to decide on the final project, it was necessary to take all the previous approaches and make design decisions. We wanted something light, not so massive that it could be easily transported and stored. One of the important factors was that finally the treasure box would not be for 5 year olds, but for 7-13 year olds. After visiting how they made their plays we saw that they already had a fabric system with an infrastructure, so we had to focus the project in another direction. We thought of making different platforms so they could perform and they could change as many times as they wanted. By not making really defined figures, we left room for imagination and creativity, creating infinite scenarios.

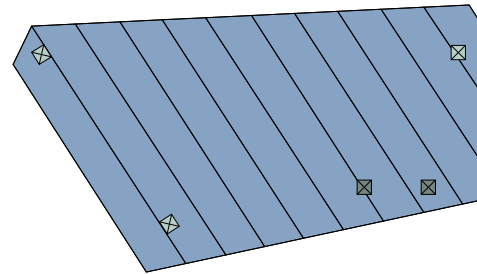


We learn by creating, we learn by experimenting. That is how our "treasure box" reaches its final form. The result of work, learning, research and numerous attempts. Different platforms at different levels, taking into account the standardized heights so that they can be used for many different purposes. A platform, a table, a chair, a bed, a tunnel, everything we can imagine. The project consists of two fixed structures with their respective platforms and two other mobile structures with storage for fabrics and materials for the theater. In addition to the structure, creating an environment is necessary to induce the spectator in the play and the children in their performances. We designed a system of changing lights that create the perfect ambiance for every occasion. In addition to interchangeable fabrics that give us creative freedom.

1. Started with drawing a shape we thought looked interesting for the platform, did not take anything else into consideration except the size of the platform.

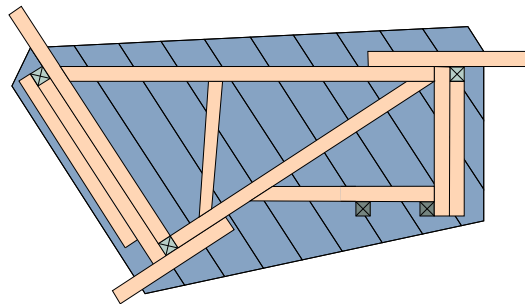


2. Placed columns to support the platform, and placed them according to the planks so we wouldn't have to cut a hole in the middle of the plank for them to go through.

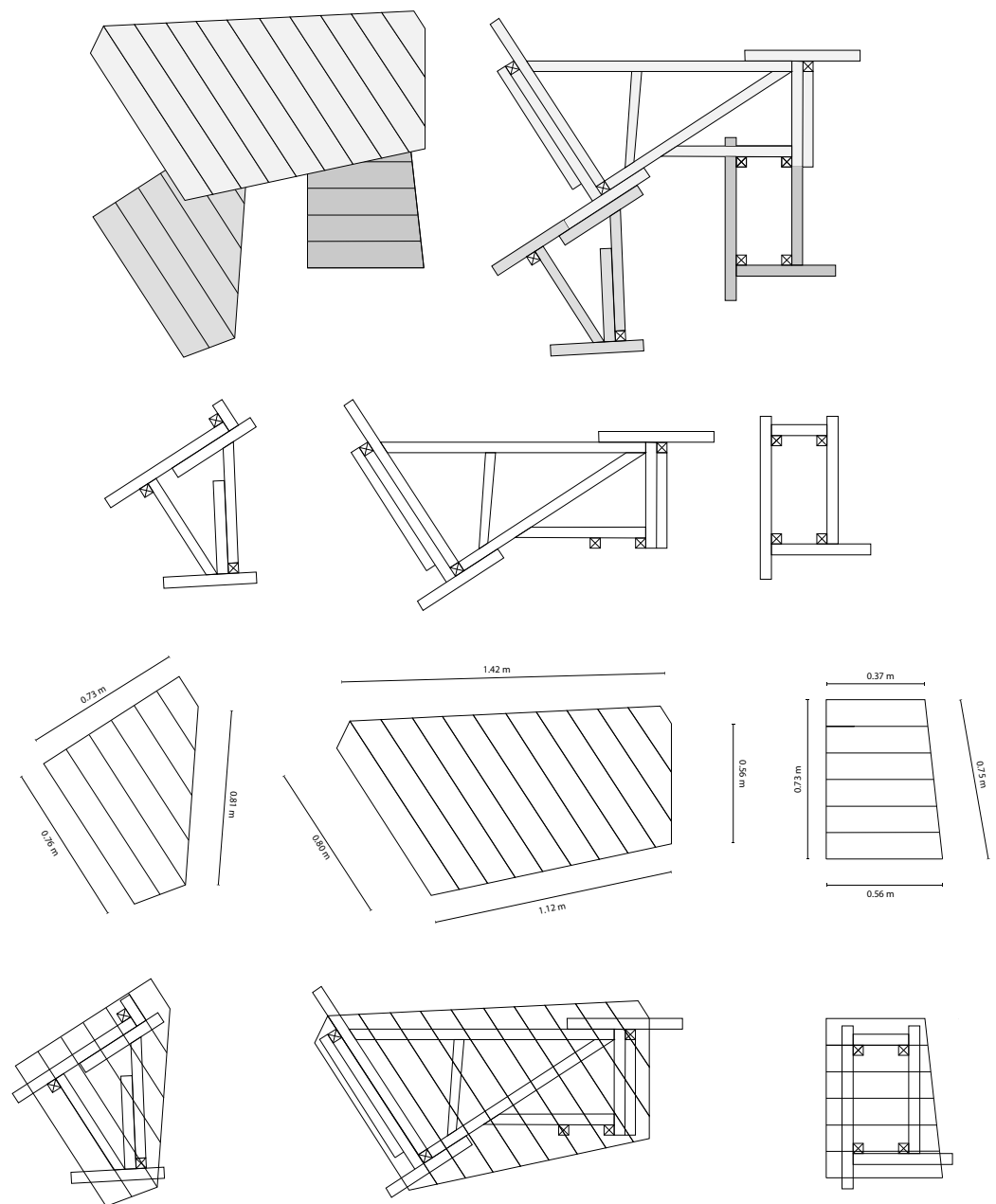


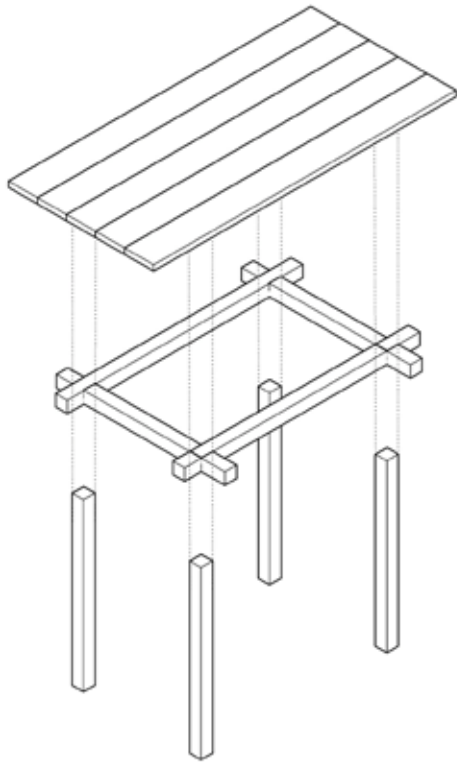
- Columns that does not go through platform
- Columns that goes through platform

3. Connected the columns with beams to support the platform. In this system they are always connected perpendicular to the columns, and the beams overlap each other so they can be extended and stick out of the platform.

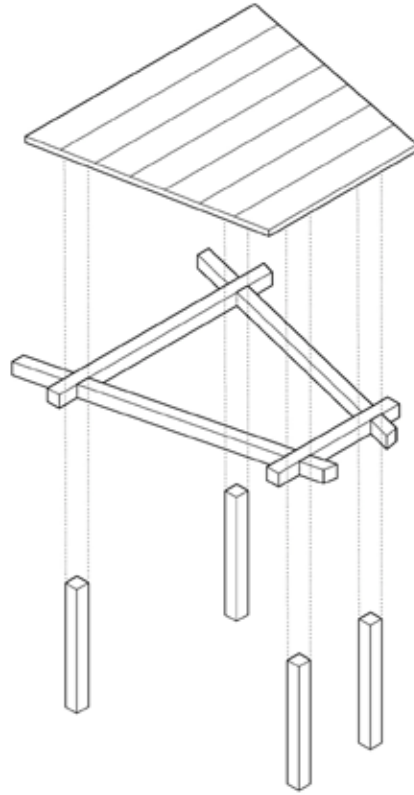


Construction principle - seen from underneath

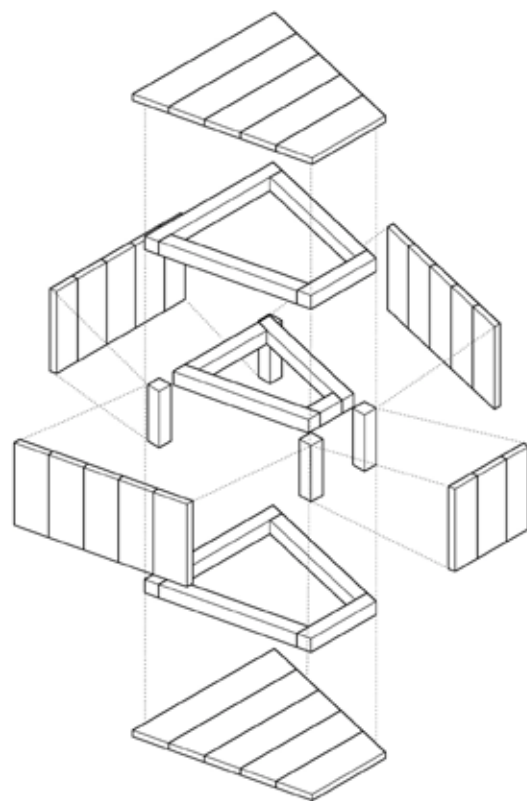




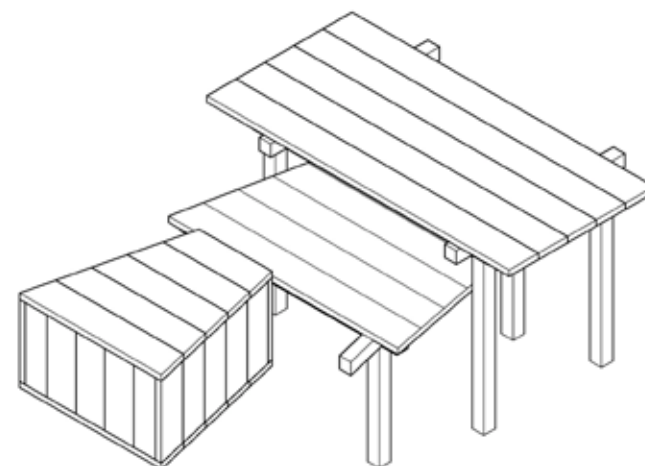
Large "table"



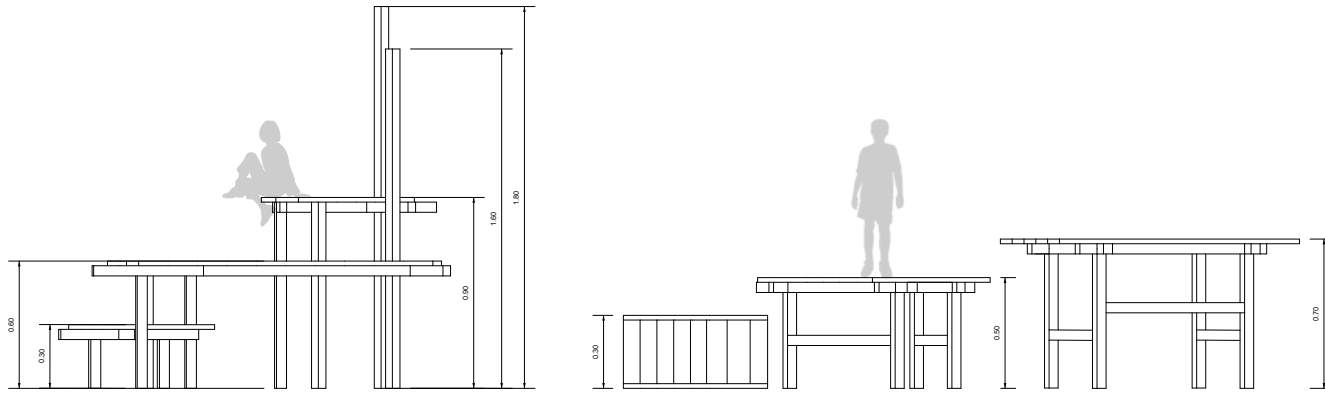
Medium "table"



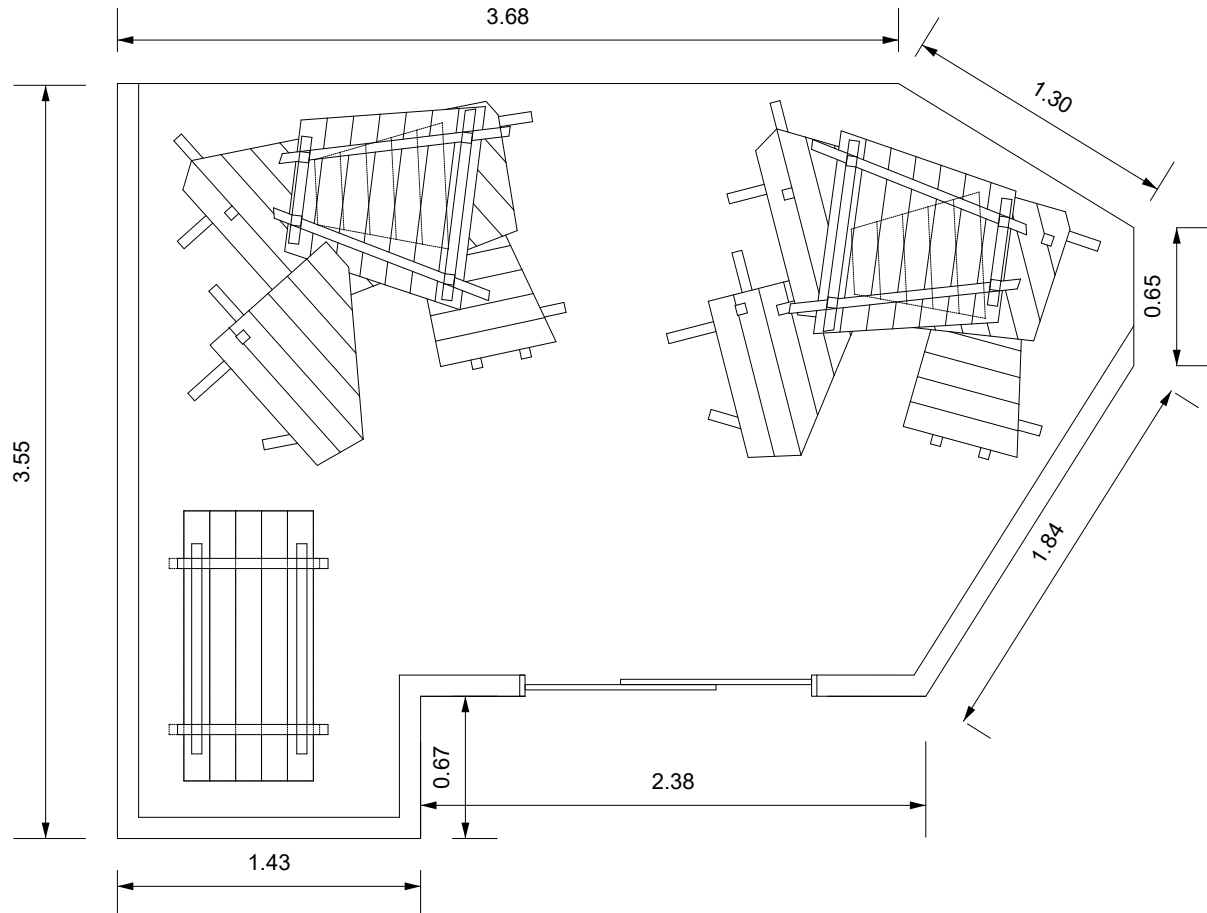
Box



Tables with the box



Elevation displaying heights



"TREASURE BOX"

Process, experimentation, play, fun, creativity.

Our project concludes with not just one, but infinite scenarios. Although technically it does not conclude, because it is and will always be in constant evolution. This is one of the aspects we wanted to achieve. Children will be able to use it regardless of time, place and situation. The fabrics and the mobile structures provide the flexibility we need. The result is the union of many ideas, many mistakes and many successes. A project that we did not know how it was going to start or how it was going to end.

This project for children, carries a part of the child that each one of us carries inside.









Overall, this project taught us on many different topics. Firstly, the main topic was about circularity and how to implement it in architecture. We realised how we could make a new project happen based on materials reused from previous structures built.

Besides, the main enrichment of this project was to have the opportunity to work with and for the community of Lademoen. Through our time at the church and at Remida, during the workshops with the children, the CREDO dinners and the final installation of the project, we had the opportunity to engage with locals, with their experiences and their needs.

Working on this project has also provided us with many basic construction skills that most of us did not have before. Therefore we feel more empowered in our abilities to build such a structure, as well as having learned about understanding and fixing stability issues.

We also discovered that all our experiences throughout the semester in the end contributed to our final project. We learned about the process, having fun through it, rethinking and adapting to find better solutions. Finally, we were met with a new input most of us had not thought of before: combining fabrics and every kind of art that can be done with it, with architecture.

