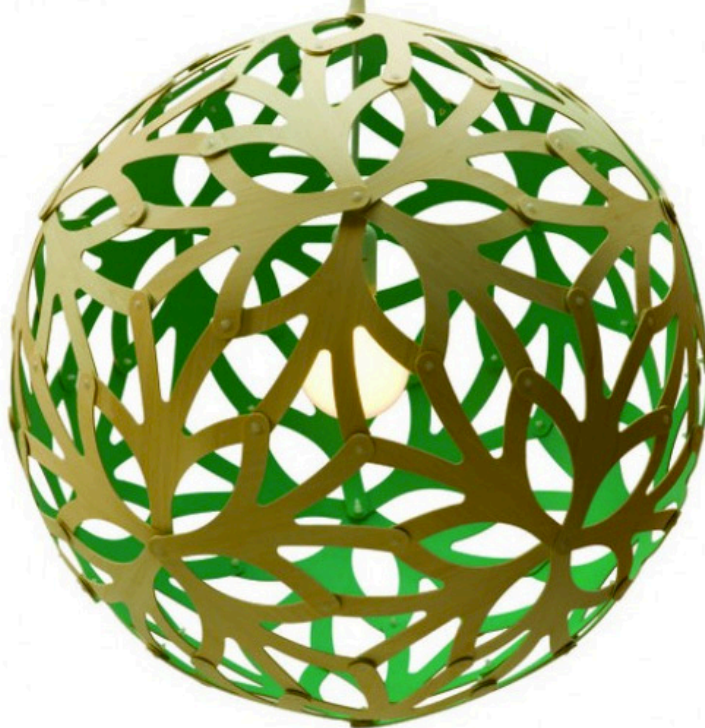


David Trubridge: So Far

An Introduction

Trubridge is a world-wide acclaimed designer known for his iconic range of furniture and lighting. The exhibition 'So Far' tells the story of Trubridge's journey as a designer over the last forty years and showcases his most renowned furniture and lighting design masterpieces.



Artist biography

The Four Decade Journey!

1972



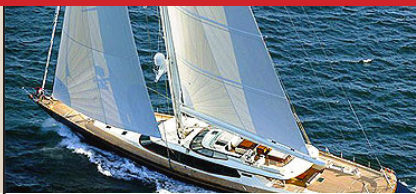
EARLY LIFE

Trubridge graduated from New Castle University in England with a degree in Naval Architecture (boat design)

For the next ten years Trubridge taught himself how to make furniture whilst working part time as a forester.

He made his own designs which were exhibited around Britain.

1981



SEA LIFE

Trubridge dreamt about taking his family on an open ended adventure. They sold everything and began a sea voyage around the world on Trubridge's own yacht 'Hornpipe'.

When they stopped in different ports around the world Trubridge would work and make commissioned furniture pieces for expatriates.

After five years of travelling the Caribbean and Pacific Ocean they settled in the Bay of Islands, New Zealand.

1985



NEW ZEALAND ARRIVAL

Life in New Zealand led to regular sea expeditions exploring the local area. During these travels Trubridge developed a deep love for the Pacific Ocean and his work began to reflect this sea connection. A great example of this is 'Canoe Chair' which now graces the entrance of The New Zealand Embassy in Tokyo.

Later Trubridge and his family moved to Hawke's Bay and Trubridge became the artist in residence at Hawke's Bay Polytechnic. Trubridge built and designed his new family home which led to more work in the field of architecture.

1999



THE BEGINNINGS

Trubridge kept creating beautiful furniture and designs and began to create a name for himself by winning awards. One award even led to a short residency at Kyoto College of Art!

Trubridge curated a national exhibition called Furniture in Context and exhibited 'Body Raft 98'. This was then exhibited in the 2001 Milan Furniture Fair and picked up by the Italian Manufacturer Cappellini. This set in motion the transformation of Trubridge's company from a small scale local business to one of international recognition manufacturing and selling to a world-wide market.

2011-



DAVID TRUBRIDGE THE COMPANY

In September 2011 the company opened the doors at its new location in Hawke's Bay where you will still find David Trubridge working in his studio. All products are manufactured from this location. Although digital technology is now a key process in furniture design Trubridge still holds true to his firm belief in craftsmanship and continues to play a vital role in the design creation and execution of all his products.

Trubridge is an acclaimed designer having won many prestigious awards and his work is celebrated around the world.

Trubridge and Sustainability

Trubridge has a passion for nature and the environment which was intensified by his time at sea. Trubridge and his company's ethos includes not wasting precious resources or damaging the environment. They are dedicated to using sustainable materials, leaving wood as natural as possible and only treating it with nontoxic oils. In 2004 Trubridge was selected for the Antarctica Arts Fellowship program where he spent several weeks in the remote ecologically delicate location. This heightened his mission to be environmentally sensitive within his business. All



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ART + MUSEUM

The 'Seed System'

Trubridge designs have this environmental focus as well as using minimal amounts of materials. The 'seed system' is used to ship designs to customers. This is where the product comes flat packed and the customer has to assemble their own light or furniture piece. The everyday operation of Trubridge's company upholds this sustainable message as well as recycling in day-to-day business and using 100 per cent hydroelectricity. Trubridge firmly believes in creating items that will pass the test of time rather than a gimmick that's hot now but fades the next week.

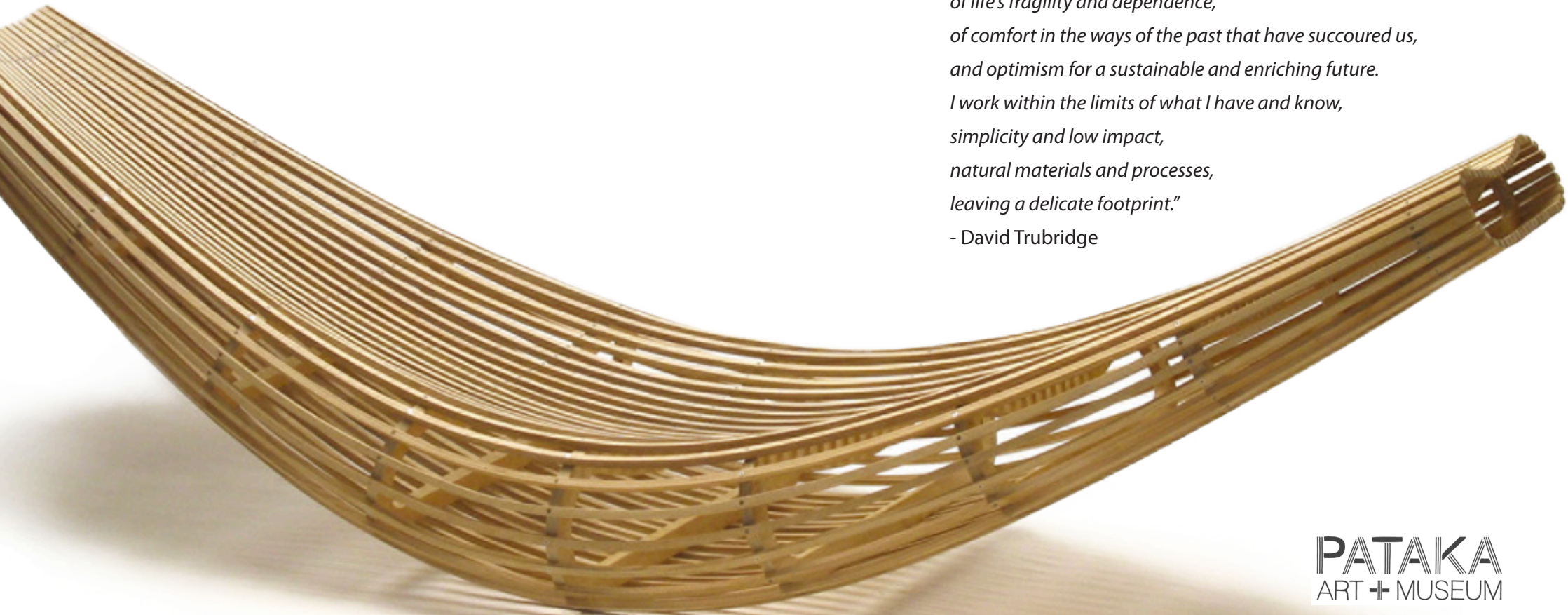
Longevity and Kitsets

Trubridge believes that the kitsets give people more input and attachment to their lights and furniture because they played a part in making it happen. A study done by Ikea showed that people were more reluctant to throw away a piece of furniture they made from a kitset than something they had just bought ready made. Trubridge's philosophies of sustainability and design for longevity fit well within the seed system he created.

David Trubridge's written philosophy

*"My ideas come from wild places,
edges of turbulence and renewal,
where seas break on beaches and headlands,
where land and air meet on mountain ridges.
I make forms of elemental simplicity,
as the erosion of air and water on wood and stone,
forms that speak of humanity's survival on earth,
of life's fragility and dependence,
of comfort in the ways of the past that have succoured us,
and optimism for a sustainable and enriching future.
I work within the limits of what I have and know,
simplicity and low impact,
natural materials and processes,
leaving a delicate footprint."*

- David Trubridge



Design Process

Trubridge's works are narratives from nature. His furniture and lights use patterns and forms from natural organic shapes. He has strong roots in art, craft and design believing that all three have equal balance in his work. Trubridge says his own artistic voice comes from what he can see and feel around him and that for true originality ideas must come from you and your own experiences. Jamie Howse an intern with Trubridge stated 'Every piece is beautifully organic, crafted with heart and soul, but perhaps most importantly, with mind.'



Pre and Post Visit Activities.

Materials Inquiry

Overview- Discuss materials and how items around the classroom have been constructed.

- Why has that particular material been used for that item? (e.g. glass for window, wood for table)
- Does the material help aid the object's purpose?
- How has that item been put together (e.g. hinges, latch, handle, screws, glue)
- Compare same items made in different materials and talk about advantages and disadvantages (e.g. plastic, wooden and metal ruler)

Activity- To make a sculpture for Titahi Bay (or your local area) that is exposed to many weather elements. Students must think of what materials will last against the harsh weather conditions. Students then will explore different materials to make the sculpture- card, clay, sticks, paper, tinfoil, ice, plastic.

Sustainability Inquiry

Overview- Discuss sustainability and what it means for a consumer item to be sustainable

- What is sustainability?
- How can people be sustainable in their every day life?
- As a class look at items that have multiple lives (e.g. bags made from lolly wrappers, lights made from bottles) - This is a great opportunity to look at cultural items too such as the coconut –coconuts are used for food, the hair is used to make rope and the shell is used as a drinking cup and also can be turned into a star map for navigation.

Activity- Second life! Turning a used item into something beautiful. Students bring in used items and repurpose them giving them a new life! For example collect old cereal boxes and see if you can create a David Trubridge inspired sculpture or light.

Design Inquiry

- What is design?
- Look at furniture companies such as Nood and Ikea.
- Explore the ideas of function and form.

Activity Strongest Tower! See who can construct the strongest structure using only paper and masking tape. Test it with a variety of weights.

For older students here are some more abstract ideas put forth by David Trubridge to ponder:

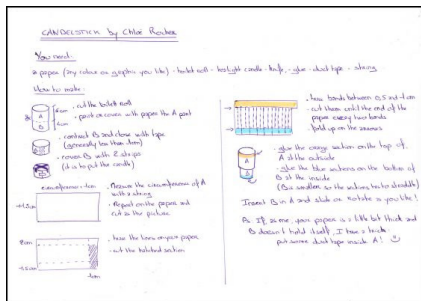
- 1) Why will a fish trap always be necessary?... but a supermarket trolley become redundant?
- 2) Rock in the cradle of our childhood...in the forest of our ancestors

Paper craft and Origami

Trubridge's work reminds me of the beautiful Japanese craft of 'origami' meaning 'paper folding'. This would be a great time to research some origami for beginners and get students folding paper into different shapes. Have fun and be experimental in creating weird and crazy sculptures.

This helpful link below shows how people have made David Trubridge inspired artwork with directions.

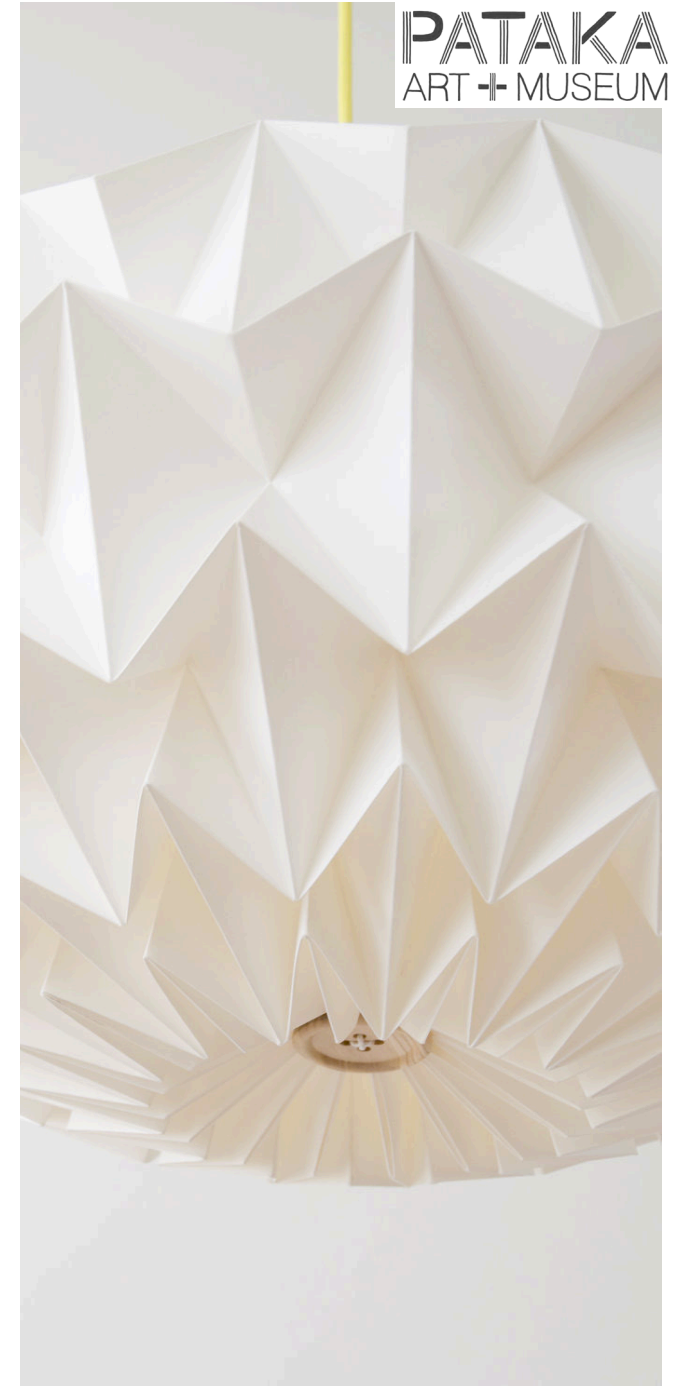
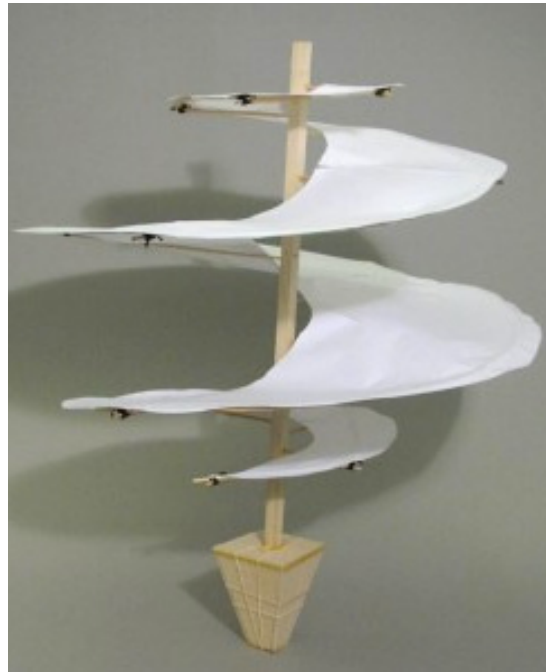
<http://www.davidtrubridge.com/Designs/free-design/>



Problem Solving Challenges

Divide class into small groups (3 students)

1. Each group has an egg and they have to work out/design a parachute so that when the egg falls from a high ledge it doesn't crack.
2. Each group has one piece of A4 paper and one pair of scissors. They have to try and cut the paper in different ways to make the paper as long as possible. The winning group is able to make their A4 paper stretch the longest distance.



Go for a Walk

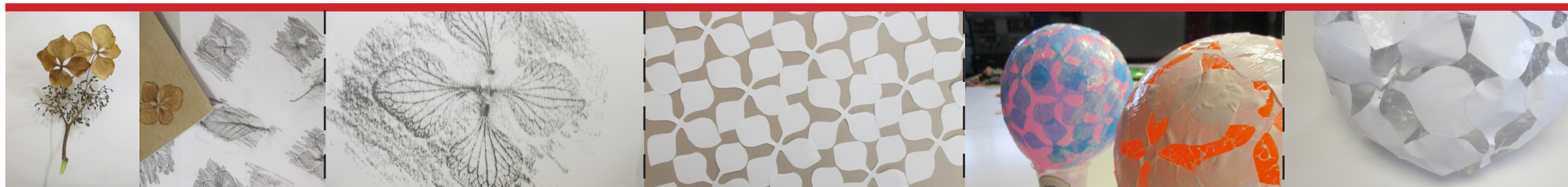
Here is a David Trubridge Sculpture Activity you could try at school.

The key learning objectives:

- Exploring a tessellating pattern
- Exploring sculptural practice by apply 2D shapes to a 3D form.

Materials:

- Balloons
- Wall paper paste
- A3 white paper
- Coloured paper



STEP 1

Go for a walk in the garden around your school. Look at nature. Play a shape eye-spy game with students trying to identify some key strong shapes and patterns.

Using an A3 paper folded and divided into squares, get students to take rubbings of different surfaces and objects around the school garden (e.g. tree bark, leaves, gravel)

STEP 2

Back in the classroom students choose their favourite rubbing to work with. An optional extra step would be to enlarge the children's rubbing on a photocopier.

Using tracing paper get students to trace the outline of the shape - not worrying about the details. This is a great opportunity to learn about silhouettes. Cut out this shape many times to make a pile of shapes. This can be easily done by laying paper under the shapes the children are cutting out.

STEP 3

After students have cut out a pile of their shapes see if they can experiment laying the shapes in different patterns. Get out coloured card to be the back board for this experimentation. This is where a strong cross curriculum link to math can happen. Explore other tessellating patterns to expand students' understanding. Bring in vocabulary such as negative space, rotation and repetition. These will be key concepts for the next stage.

STEP 4

When students are happy with their pattern stick the shapes onto a round balloon using wall paper paste. Make sure students think about leaving negative space and holes you can peep inside when it is dried.

STEP 5

Let the balloon dry. If possible it would be best to leave the balloon to deflate by itself. This way it will slowly pull away from the paper instead of popping sharply and maybe collapsing your sculpture. At the end remove the balloon and look at your amazing hollow sculpture. You could try experimenting with lighting. Put torches inside the sculpture and turn off the lights in the classroom. What shadows do you make?

Reference

- David Trubridge website. Retrived from <http://www.davidtrubridge.com/>
- Trubridge, D. (2000). David Trubridge: So Far. Nelson, New Zealand: Craig Potten Publishing.