

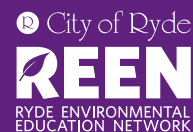
 City of Ryde



Sustainable Waste 2 Art Prize

Educational Resource Guide

A resource for school teachers, aligned with the Australian Curriculum and NSW Syllabus Curriculum, to facilitate creative, inspiring and educational activities.





Artwork by
Antoinette



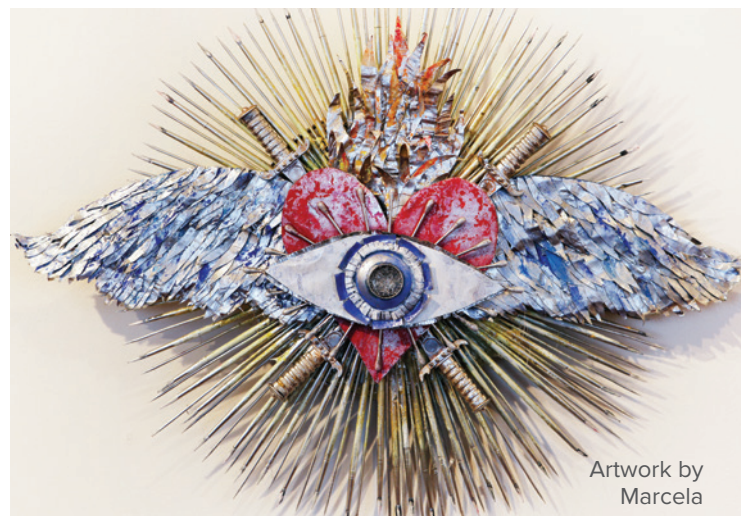
Artwork by
Nichola



Artwork by
Luke



Artwork by
Gladesville Public School



Artwork by
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Artwork by
Charlotte



Artwork by
Layla



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Artwork by
Mi Ok

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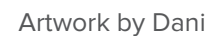
Artwork by Kiki



Head to myryde.info/SWAP for more details about this year's competition.

About the guide

This guide is separated into three age groups 6 – 9 years, 10 – 13 years and 14 – 17 years. Each section consists of art projects suited to each age group that are aligned with the Australian Curriculum and NSW Syllabus Curriculum.





Why turn waste into art?

Our diverse, fragile and beautiful world is in ecological crisis. The scientific evidence is clear that humans have caused significant problems for our environment.

Landfill sites are reaching capacity as we produce more and more rubbish. Plastic waste in waterways and oceans is killing our wildlife and micro-plastics are contaminating our food chain.

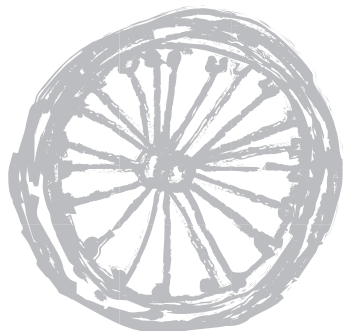
Polluting greenhouse gases are increasing in the atmosphere, which is causing global warming and accelerating climate change.

We need creative solutions to solve these complex problems. We must find ways to reimagine and repurpose waste materials through giving them new life, value and purpose. SWAP is a chance to learn about waste recovery and sustainable living through making art.

It is easy to feel powerless when you think about environmental challenges. What can we, as individuals, do? LOTS!

Each day, we all make decisions and take actions that make a difference to the world around us, be that positive or negative. The ideas in this resource guide offer possibilities and small suggestions to help you enact positive change. Through taking these steps, we can collectively send powerful messages to our families and friends, neighbours, communities, governments and nations about sustainable living.

LET'S START NOW. TOGETHER!



Artwork in progress by Sara

Avoid, refuse, reduce, reuse, repurpose, recycle

AVOID

Ask yourself if you really do need it. Buy less and when you do buy, make it the best quality you can afford. Come prepared with your own reusable bags, drink bottles, coffee cups, straws and cutlery.

REFUSE

Choose products that have no/little packaging. Make a 'No Junk Mail' sign for your letterbox. Refuse plastic bags and plastic straws at the shops. Say no to the plastic gimmicks the supermarkets give away. Buy stainless steel reusable containers to bring to takeaway restaurants to minimise plastics. Walk or use public transport wherever possible.

REDUCE

Buy less by planning ahead and making lists. Try to grow your own food: sprouts and herbs can be grown on every kitchen bench. Buy in bulk and decant into smaller portions. Embrace the 'Nude Food' movement and use beeswax wraps at school and on picnics. Reduce your consumption of products by making your own natural cosmetics and cleaners.

REUSE

Choose items that can be used more than once rather than single-use products. Collect glass coffee jars with airtight lids for bulk food storage. Turn old clothes into bags, patchwork or rags. Buy from second-hand shops, garage sales or re-use centre shops. Turn food scraps into worm food and leftovers into delicious snacks.



REPURPOSE

Make artworks for SWAP using repurposed items. Turn old saucepans and teacups into plant pots. Stack old books into a coffee table. Reuse cardboard rolls for sowing seeds. Use tins for holding pencils. Cover school books with used gift wrapping paper. Repurpose an upside funnel into a candlestick holder. Turn old spoons into herb and plant labels.

REPAIR

Turn a lost earring into a necklace pendant. Fix clothing by adding different buttons from a second-hand store. Patch bike tyres and learn some basic mechanics for scooters. Use colourful tape to artfully join cracked plastic containers and baskets. Fix a ripped book by illustrating and authoring a new creative ending.

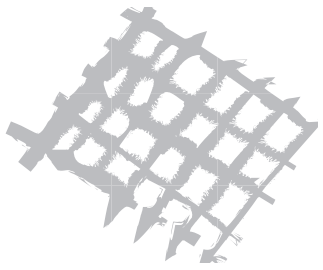
RECYCLE

Put your paper, cans, bottles and containers in your recycling bin. Utilise REDcycle stations in supermarkets for soft plastic wrappings. Take batteries, mobile phones and clothing to local drop off points. To see City of Ryde drop off stations visit www.ryde.nsw.gov.au/dropoffstations.

Remember, no matter what your age, your (pocket) money is your vote. By choosing sustainable places to shop, you are sending a powerful message that our environment matters and you choose action.

Your voice is even more powerful! Writing letters and emails, asking for alternatives at the shops and requesting information and help from the community demonstrates your commitment to change.





Materials to gather

Recovered waste and recycled materials for art are cheap or free, unique and full of potential!

City of Ryde has a fantastic website full of ideas including a comprehensive list of where to recycle and source items, lists of local charity shops, links to reuse centres such as 'The Bower' and 'Reverse Garbage' as well as free workshops to help you get started on your exciting recycling journey.

www.ryde.nsw.gov.au/waste



Gathering materials helps connect the community

Most people are usually delighted to help others and all you need to do is ask politely. Knowing that their excess goods or waste will be rescued and repurposed is a powerful motivator. Remember, if you don't ask, you won't know. Give it a try!

- Ask your favourite cafe/restaurant/newsagent/interior designer/florist if they will collect loose parts for your school such as bottle tops, old magazines, fabric swatches or scraps of paper.
- Ask your school or centre to put out buckets in their foyer for easy collection and sorting from community donations.
- Friends and family love to help – they just need to be told WHAT you want.
- Why not ask your local sporting club, hobby class or scout group to help you collect too.
- Try to look for open-ended materials. These are items that can be used in a multitude of ways such as fabric, paper, ribbons or wire.
- Loose parts are collections of items that can be designed, combined or taken apart in multiple ways such as letterbox numbers, old screws, wood offcuts or recycled lids.

Items that can be found around your home:

- Corks
- Bottle tops
- Glass jars
- Milk cartons
- Cardboard boxes
- Egg cartons
- Paper
- Catalogues/junk mail
- Magazines
- Newspapers.

Items that can be found around your community:

- Treasures from kerbside clean-up piles
- Fabric scraps and samples
- Broken toys and puzzles
- Torn books
- Old jewellery, especially beads
- Buttons
- Coat hangers from dry cleaners
- Artificial flowers
- Unusual packaging
- Old signage/posters.

Guide to using recovered, recycled and waste materials

Using recovered, recycled and waste materials is exciting, makes unique art and allows you to express your individuality whilst simultaneously sending a powerful environmental message.

Here are some tips when working with recovered waste and recycled materials:

- Take only what you need. Share the love and leave some for others to use.
- Choose items that inspire you. Sometimes pieces leap out to you and you can already imagine a use in art. Use them!
- Use non-toxic substances and adhesives wherever possible. Less is more. You can always add additional layers if required.

Safety considerations:

- Be aware of asthma and allergies within the classroom. These can be caused by allergens in waste items such as egg cartons or nut cereal boxes.
- Keep an eye out for waste items that might break easily or have sharp edges. Consider wearing protective gloves and safety glasses when working with these types of materials.
- Most donated plastics can easily be washed in hot soapy water. If not, politely decline!
- Ventilation is essential. Glue fumes can build up quickly.
- Consider skin rashes from strong glues and use appropriate tools and personal protective equipment.
- When in doubt, ask management and refer to any school or centre policies.

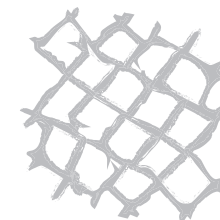
Construction and adhesives:

Modern glues allow us to easily and quickly join items together. However, they can also contribute to excess gases, chemical and water pollution in our world. Use as little as you can and, if possible, experiment with natural alternatives.

It's always better to find a creative solution to attaching rather than to use chemicals. It might end up as part of the features in your artwork design!



Artwork by Maxine



Punch or drill holes and attach with one of the following ideas:

- Weave it
- Tie it
- Sew it
- Use a post and rail technique with housing or mortise joints
- Nail it
- Twist it with old wire.

Take a moment to assess suitability:

- Is the item you're using still fit for its original purpose? Consider if it's better to use something else rather than 'breaking' a functional object to make your artwork.
- Donated magazines may have content or images that are inappropriate. It's worth a quick check before using.
- Respect is required when using images or content that may relate to Aboriginal or Torres Strait Islander people. Unless you identify as a person of First Nations descent, it is better left out.
- Consider cultural and religious aspects pertinent to your community.
- Art is there to challenge but not to accidentally offend. SWAP is an inclusive event for all.
- When in doubt, leave it out or reach out to your community for an opportunity for an exchange of cross cultural education.

Resources and inspiration

City of Ryde is committed to working towards zero waste within the community with a focus on sustainability and diverting waste from landfill. Council provides numerous free services and workshops for residents to encourage community participation in this important goal.

Children and young people are supported in their learning of environmental awareness through free educational programs delivered in schools and holiday workshops including making art from waste in the lead up to the SWAP exhibition.

To find out more, visit www.ryde.nsw.gov.au/EnvironmentandWaste.

RYDE ENVIRONMENTAL EDUCATION NETWORK (REEN)

Established in 2007, the Ryde Environmental Education Network (REEN) is for school teachers and educators within the City of Ryde. REEN provides schools and centres with ideas, resources and learning opportunities to embed sustainability and environmental awareness throughout their curriculums.

Participation within REEN meetings is acknowledged by the NSW Education Standards Authority (NESA). It contributes 1.5 hours of registered professional development to support accreditation against the Australian Professional Standards for Teachers.

Find out more about REEN and other environmental resources for school at www.ryde.nsw.gov.au/resources.

‘THE CREATIVE TEACHER’ – MICHELLE ROBINSON

‘The Creative Teacher’ is the brainchild of Michelle Robinson, an artist and NESA registered teacher with twenty years of teaching experience encompassing early childhood, primary, high school, university, adults and the aging.

‘The Creative Teacher’ promotes unique and creative art-making workshops and classes using open-ended recycled and natural materials to make sustainable art. Michelle has previously taught at SWAP community workshops as well as similar programs for local schools, centres, community groups and tertiary institutions.

Bringing together her passion for education, art and the environment, she has authored this document to inspire teachers and children to see the possibilities in turning waste into art and to strive towards a waste-free world.

Visit www.thecreativeteacher.com.au to learn more.



Artwork by Jack

Continue your research and increase your knowledge with the help of these environmental support groups, grant opportunities and training providers:

NSW EARLY CHILDHOOD ENVIRONMENTAL EDUCATION NETWORK

Bringing together interested people and organisations to promote the paramount importance of integrating environmentally sustainable education into all facets of young children's lives in NSW.

www.eceen.org.au

AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION

Australia's peak professional body for environmental educators.

www.aeee.org.au and www.aaeensw.org.au/networks

COOL AUSTRALIA

Cool Australia partners with organisations to create high quality educational content and online professional development courses about contemporary issues.

www.coolaustralia.org

ECO SCHOOLS

The Eco Schools grants program funds environmental management projects that promote learning opportunities for students, teachers and the community.

www.environment.nsw.gov.au/grants/schools.htm

If you're looking for inspiration from other young people, research the following change-makers:

YASH GUPTA

A Philanthropist and business founder who recycled spectacles at aged fourteen.

AUTUMN DE FOREST

A self-taught artist who began exhibiting artworks at age eleven.

CASSANDRA LIN

An environmental activist from age ten.

KATIE STAGLIANO

Began a community garden to feed local families in need at age nine.

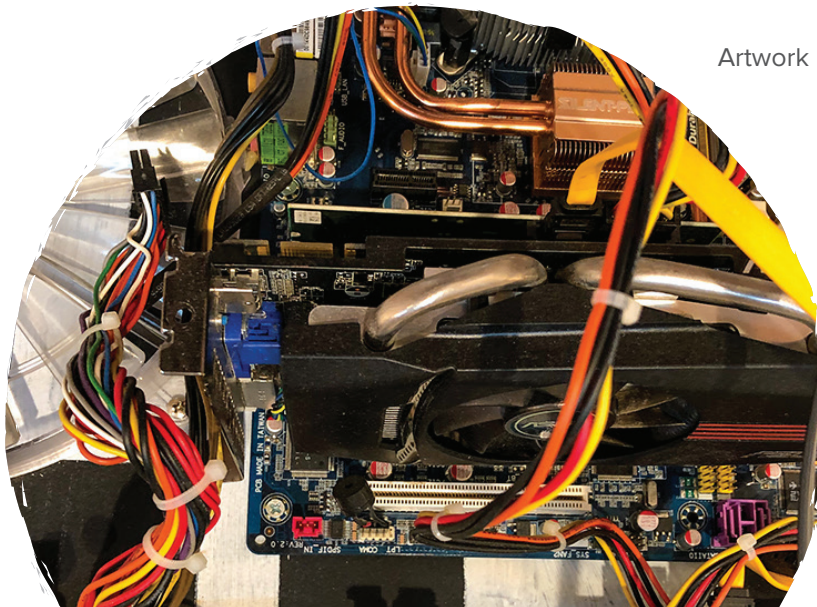
MAYA PENN

Created a line of eco-friendly clothes at age thirteen.

WILLIAM KAMKWAMBA

Educated himself as a child and made sustainable energy for his village.

Making a difference doesn't always mean making huge changes that gain media attention. It is daily acts that are repeated over a lifetime which become a way of being and a sustainable lifestyle. Children and young people can absolutely make a positive difference regardless of your circumstances.



Artwork by Emily

*“Only if we understand,
will we care.
Only if we care,
will we help.
Only if we help,
shall all be saved.”*

– Jane Goodall, Primatologist.

6 – 9 years

Australian Curriculum (ACARA) and NSW Syllabus (NESA) Alignment for Sustainable Waste 2 Art Prize (SWAP) Educational Resource Plans.

- **HANGING LOOSE – Individual artwork plan**
- **MAKE THE WORLD COME ALIVE – Individual artwork plan**
- **FROM PLASTIC TO FANTASTIC – Whole class artwork plan**

General capabilities: Literacy, numeracy, personal and social capacity, critical and creative thinking, ethical understanding.

Cross-curriculum priority: Sustainability.

Australian Curriculum (ACARA) Foundation to Year 3 – Visual Arts

- Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)
- Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)
- Create and display artworks to communicate ideas to an audience (ACAVAM108)
- Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)
- Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)
- Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113).

NSW Syllabus (NESA) Visual Arts Syllabus outcomes:

VAS1.1, VAS1.2, VAS1.3, VAS1.4, VAS2.1, VAS2.2, VAS2.3, VAS2.4

Additional Learning Area Integration:

- **ACARA:** English, Mathematics, Science, Humanities and Social Sciences.
www.australiancurriculum.edu.au
- **NESA:** English, Mathematics, Science, Technologies, HSIE.
www.educationstandards.nsw.edu.au/wps/portal/nesa/home



Artwork by Caren

Hanging Loose

Individual artwork plan for 6 – 9 year olds.

Visual Arts Focus: Mobile.

Duration: Teacher led discussion – 10 minutes
Planning – 20 minutes
Gathering resources – 15 minutes
Making art – 2 hours
(Can be split over a number of lessons).

A mobile is a suspended, sculptural artwork where different elements are hung from a central frame. Mobiles are often made in a way that is flexible, using string or wire, so they can easily move in the wind.

Environmentally, loose parts can be a problem. Objects such as bottle tops and used pens end up in landfill so turning them into art helps to bring awareness to this important issue.

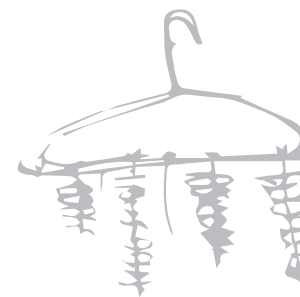
SUGGESTED MATERIALS

To make the frame:

- Broken chair or table legs
- Reclaimed timber
- Coat hangers
- An old bicycle wheel.

To hang items from the frame:

- Old stockings
- Recycled yarn
- Strips of fabric cut from worn out clothing
- Soft plastic packaging cut into strips
- Broken toys
- Used up pens and coloured ink markers
- Hard plastic scraps
- Small artworks made from fabric or paper waste.



STEPS

1. Start by thinking about what kind of frame you would like to use to make your mobile. You can either find an object that can act as a frame, such as a bicycle wheel or picture frame, or find various straight sturdy items, such as broken chair legs. You can bind them together with yarn or strips of fabric.
2. The next step is to think about what you want to hang off your mobile. Maybe you would like to suspend lots of the same type of item from your mobile, such as dried out coloured ink markers or pens? Using the same item type can help give your artwork a consistent look. Perhaps you want a variety of items that have a theme in common, such as waste from the kitchen. This could help you share a particular environmental message. If you're feeling extra creative, you can even make small artworks to hang off your mobile sculpture!

Once you've planned your frame and what you want to hang from it, it is time to design how you're going to hang these items.

Some things to think about:

- How far down from the frame do you want things to hang?
 - How much movement do you want to have? If you want lots, think about using something very flexible like old knitting wool. If you want less movement you might prefer wire or even cardboard.
 - How visible do you want the hanging threads to be? Do you want the colour and texture to stand out or fade into the background?
3. Once you have all of your components, it is time to get making! Remember, it's okay if your plan for your artwork changes as you make it. Take time to look at your artwork and revisit your design ideas wherever needed.
 4. A mobile needs to hang from the ceiling so add a hook or hanging string to the top of your mobile so it can be displayed once you're finished.

Make the World Come Alive

Individual artwork plan for 6 – 9 year olds.

Visual Arts Focus: Diorama.

Duration: Teacher led discussion – 10 minutes
Planning – 20 minutes
Gathering resources – 10 minutes
Making art – 2 hours
(Can be split over a number of lessons).

Dioramas are small three-dimensional (3D) models that depict a scene, creating a miniature world. They are often made up of many small components and are enclosed in a case or a box.

Australia is losing many of our native animals to extinction due to deforestation and climate change. In this project, use a diorama to create the ideal natural environment for a native animal, bird, fish or insect.

To do this, you might like to think about the following questions:

- Where do they prefer to live?
- What do they like to eat?
- Is there any other wildlife that they normally live near?

SUGGESTED MATERIALS

- An old cardboard box (such as a large shoe box or a printing paper box) to make your diorama inside
- Materials to hang items with such as salvaged fishing wire, yarn or ribbon
- Old magazines, newspapers and wallpaper samples
- Small waste items such as straws or corks.

STEPS

1. Pick a native animal, bird, fish or insect you would like to build a world for and begin researching! Once you understand a bit more about your creature, start to design your diorama. Think about the kind of waste items and reclaimed materials you could use to depict different components.
2. Dioramas are all about creating perspective. Think about how different elements in your design could be situated in your diorama. What might you be able to hang from the ceiling? What would be better standing up at the front? Where an element is positioned in the diorama will impact how you attach it.
3. Create a background for your diorama by using recycled magazine pages and other reclaimed materials to create landscape, colour and texture.
4. Do you have any items to hang? Tie them up and attach them to the ceiling of your diorama box using removable tape or sticky tack. Once you are happy with the positioning, use a metal skewer to create a hole. Fasten the hanging items securely in place using packing tape on the outside of the box.
5. Look inside your diorama world. What other creations are needed? Think about how you can make different artwork elements stand up in the foreground. Small cardboard strips folded into triangles or small boxes work well to give support.
6. Look at the outside of your diorama. Find large scraps of recycled material or paper to very neatly wrap up your diorama. This could be plain to draw the viewer's eye into your work, or something brighter that it's an extension of your created world. Consider making a label that goes on the outside of your diorama, giving an explanation about the world inside.



From Plastic to Fantastic

Whole class artwork plan for 6 – 9 year olds.

Visual Arts Focus: Collage.

Duration: Teacher led discussion – 10 minutes
Planning – 40 minutes
Gathering resources – 10 minutes
Making art – 3 hours
(Can be split over a number of lessons).
Additional time throughout the day for children to come and go as required to complete the background.

Collage originates from the French meaning to glue, paste or stick. Items such as plastic packaging newspaper cuttings, recovered single-use plastics or fabrics can be arranged and pasted onto a surface.

Recycling and waste management is an increasing issue in our society and many sites are reaching capacity. Turning waste plastic into fantastic collage is a great way to reuse this material and draw attention to the mounting problem.

SUGGESTED MATERIALS

- Bottle tops
- Buttons
- Bread tags
- Plastic packaging
- Straws
- Large fabric scraps or recycled paper for the background
- Flattened cardboard packing boxes for the base.



STEPS

1. Let's make a fantastic world! Have a class meeting. What would you like to make together? Here are some ideas to get you going.
 - The Ocean
 - The Desert
 - The City
 - Animals
 - Plants
 - Our universe
 - Humans.
2. Share your ideas with your classmates and then vote on a final class plan.
3. Together, create a mind-map of all the things you need or would like for your fantastic world.
4. Draw a large collaborative plan to design your chosen environment. Make sure everyone has a voice and adds their individual ideas into the design.
5. Decide on the size of your artwork and find a solid base to work on. You can use flattened cardboard boxes and reinforce them with additional used cardboard taped down.
6. Sketch the basic outlines and shapes of your design on to the cardboard.
7. Create teams within your class to work on different parts of your design. eg. If you were making a Eucalypt tree and a Koala, you might need a tree team, a Koala head team and a Koala body team.
8. A suggestion to get you started is to use photocopies of your design as templates. This can help you begin and keep your design in proportion.
9. Decide on what plastics you can use to make your fantastic design. Using the koala example, you might choose collections of straws for the trees, buttons or lids for facial features and plastic packaging for the body.
10. Gather your materials and start creating! You can rip, scrunch, fold and glue.
11. Each team can take responsibility for making their section and also attaching it to the base.
12. Once your creation is complete, you may need a background. One single colour with ample supply is best so that the whole class can come and go through the day to work on the artwork as required.
13. Have a class meeting to reflect on your artwork and celebrate your fantastic results!



10 – 13 years

Australian Curriculum (ACARA) and NSW Syllabus (NESA) Alignment for Sustainable Waste 2 Art Prize (SWAP) Educational Resource Plans.

- **LET'S HAVE A YARN – Individual artwork plan**
- **SET (IN) THE SCENE – Individual artwork plan**
- **OUR PLACE, OUR FUTURE – Whole class artwork plan**

Ages: 10 – 13 year olds.

General capabilities: Literacy, numeracy, personal and social capacity, critical and creative thinking, ethical understanding.

Cross-curriculum priority: Sustainability.

Australian Curriculum (ACARA) Year 3 to Year 7 Visual Arts:

- Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)
- Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)
- Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)
- Develop and apply techniques and processes when making their artworks (ACAVAM115)
- Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)
- Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)
- Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118)
- Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)
- Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120)
- Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122).

NSW Syllabus (NESA) Visual Arts Syllabus outcomes:

VAS2.2, VAS2.3, VAS2.4, VAS3.1, VAS3.2, VAS3.3, VAS3.4, VAS4.1, VAS4.2, VAS4.5, VAS4.6



Artwork by Amanda

Additional Learning Area Integration:

- **ACARA:** English, Mathematics, Science, Humanities and Social Sciences.
www.australiancurriculum.edu.au
- **NESA:** English, Mathematics, Science, Technologies, HSIE.
www.educationstandards.nsw.edu.au/wps/portal/nesa/home

Let's Have a Yarn

Individual artwork plan for 10 – 13 year olds.

Visual Arts Focus: Weaving.

Duration: Teacher led discussion – 10 minutes
Planning – 5 minutes
Gathering resources – 5 minutes
Making art – 2.5 hours
(Can be split over a number of lessons).

A lot of fabric in your everyday life is made through a process called weaving. Learn how to make your own recycled artwork using this construction technique.

Textile waste contributes millions of tons to Australian landfill sites each year. Let's reclaim it! Fabric is a versatile material for art as it is flexible, strong, easily cut and can be attached to easily. 'Plarn' is a creative solution to plastic waste as it is yarn made out of plastic packaging which has been cut into strips.

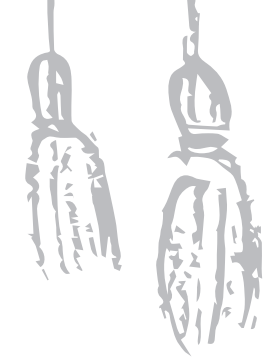
SUGGESTED MATERIALS

You can make weaving thread from:

- Plastic packaging cut into strips to make yarn. Plarn!
- Old clothes
- Yarn
- Ribbon
- Interesting paper
- Bread ties or old pipe cleaners.

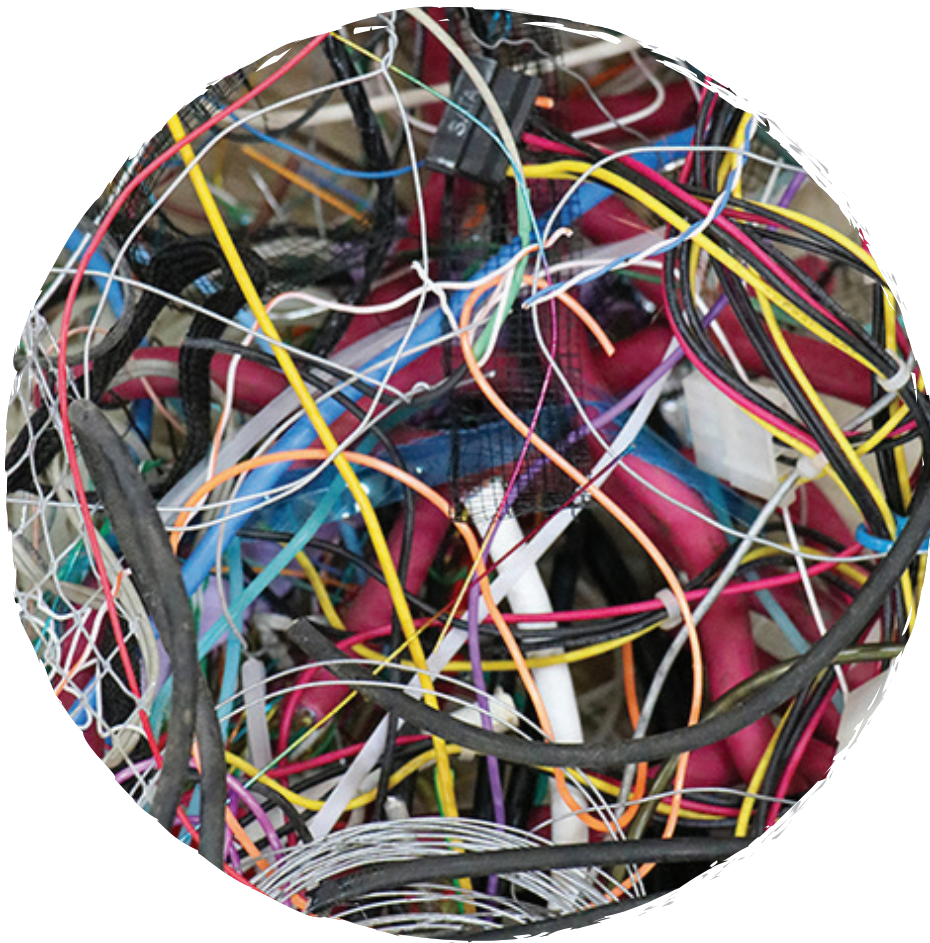
You can make weaving looms from:

- A cardboard box
- An old window frame
- An empty ice cream tub
- A recycled picture frame.



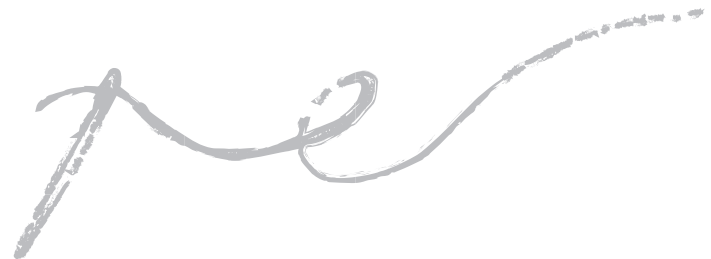
STEPS

1. The first step is to create the structure for you to weave on and this is called a loom. A loom should be sturdy and strong. A rigid cardboard box or an old empty picture frame could work well.
2. Next, find the material you want to weave with. Perhaps you have some scraps of old knitting wool or ribbons you could use? Cutting worn out clothing or soft plastic packaging into strips can work well too. When deciding what to weave with, some things to think about include:
 - What colours would you like to use? Do they complement each other?
 - What kinds of textures would like you explore? Sometimes contrasting texture can add an extra element to your design.
 - Look for something strong and long to use as your 'up and down' (warp) thread.
3. Measure along the top and bottom of your frame and make a mark using a pencil at even intervals (For example, every 1 cm). The gap between your marks depends on how thick the thread is that you want to weave with – the thicker it is, the wider the gap. If you are working on a cardboard loom, you will need to make small cuts where the pencil marks were, as this will keep your thread in place.
4. Select a long and strong material to use as the 'up and down' (warp) thread.
5. **Picture frame directions:** Secure the end of your warp thread at the back of your frame with tape to keep it tight. Wind the ball of thread using a figure-of-eight pattern going in and out of the centre of the frame as well as over the top and the bottom. Continue all the way to the end and secure thread with tape.



Junk Bugs SWAP
workshop

6. **Cardboard box directions:** Tape the end of your thread at the back and then bring the thread through the first cut on the front of your loom. Bring your thread down and then push through the bottom slit, around to the back, then around to the front and through the next cut. Bring your thread back up to the top and follow the cuts across the rest of the loom.
7. Now you're ready to weave! Choose your "across" (weft) thread and secure at the base in the bottom left corner of your loom. A simple weaving pattern (called 'plain weave') follows a basic over and under pattern. Your weft thread should go over the first warp thread, then under then, then over the next and so on. When you get to the end, turn your thread around and come back tight to left. Remember to reverse your pattern: under then over!
8. Gently pull your weft threads across so that you don't distort your weaving. You can also press down your weaving to reduce gaps between the threads. This can be done with a fork or a comb.
9. Keep weaving until you fill your loom. If you want to experiment, you can try other patterns such as 'twill weave', which is made by going over two warp threads, then under one. You can also experiment with weaving using other materials and thicknesses of thread.
10. When you have finished weaving, you can leave your weaving on the loom if it is part of your design or carefully snip the warp yarns off your loom. Make sure to cut these threads as long as you can to keep your artwork secure.



Set (in) the Scene

Individual artwork plan for 10 – 13 year olds.

Visual Arts Focus: Collage.

Duration: Teacher led discussion – 10 minutes
Planning – 20 minutes
Gathering resources – 10 minutes
Making art – 2 hours
(Can be split over a number of lessons).

Collage offers the opportunity to combine unusual materials in both 2D and 3D creations. Artworks can be constructed using a realistic or abstract focus and elements can be moved around and altered easily until the final design is complete.

Plastic packaging poses a huge problem to our community. It tends to only be used once, requires a large amount of oil and energy to make and will remain on the earth indefinitely – harming our precious ecosystem. Plastic can also be very bright, colourful and easy to use in art making so let's get them out of our environment and into our art!

SUGGESTED MATERIALS

- Collection of salvaged plastic packaging
- Recycled cardboard to use a base
- Used printer paper
- Ribbons
- Artificial flowers and leaves.



Artwork by Tanisha

STEPS

1. What does a sustainable environment look like to you? Consider the following:

- Healthy plants and wildlife
- Environmentally friendly housing and transport
- Happy people.

Brainstorm responses to these questions, and use your ideas to come up with a design of a 'sustainable scene.'

2. Think about how you can depict your design through the medium of collage. Collage is an art form where individual pieces of material (traditionally paper, but for this artwork, plastic) are stuck onto a backing (often paper or cardboard) to create a design. Collage often works well when you have big and distinctive shapes. You can then add more detail in later.
3. Collect plastic packaging from around your school, house or community. Look for bright colours and patterns. Bring together all of the plastic you have collected and group it by colour. This way, you can share and easily find what you're looking for.
4. Before you get immersed into making your artwork, set aside some time for experimentation. Try using different backing materials and attachment styles (such as sewing onto used printer paper or using double-sided tape on old cardboard). Different plastic packaging will suit different attachment styles. Make sure you give yourself lots of opportunities to experiment and practice before making your final artwork.
5. Once you've decided how to attach your artwork, it's time to start making! Cut and form plastic packaging to create your collage. Consider drawing your collage design on your backing material to help with this process.
6. When selecting plastic for your collage, you might prefer to be realistic in your colour choices (such as blue plastics for sky, green for grass) or be imaginative and abstract! Once large areas are completed, look at possible shadows, highlights and lowlights to add detail and complexity of colour from the plastic collection.
7. Once you've finished your design, have a look over it. Are all of the edges neat? Is all of the packaging attached securely? Also, think about how to display your artwork. Can you put it in a recycled frame or add D rings on the back so it can be hung on the wall?
8. Remember to recycle any leftover plastic packaging using the REDcycle program in major supermarkets.

Our Place, Our Future

Whole class artwork plan for 10 – 13 year olds.

Visual Arts Focus: Model or three-dimensional map.

Duration: Teacher led discussion – 10 minutes
Planning – 40 minutes
Gathering resources – 10 minutes
Making art – 3 hours
(Can be split over a number of lessons).

In artworks, the word model means a three-dimensional (3D) representation of something much bigger. Creating a model allows us to have a 'bird's eye view' of an environment and help us understand how spaces connect and relate to each other.

For this artwork, we want to make a model or 3D map of our local community. Creating positive change in our world starts by taking small steps at home. 'Our Place' is our home! Let's focus on what makes an inviting and environmentally sustainable place to live in.

SUGGESTED MATERIALS

To create the base structure:

- Large cardboard box
- Recycled pallet
- Old tabletop.

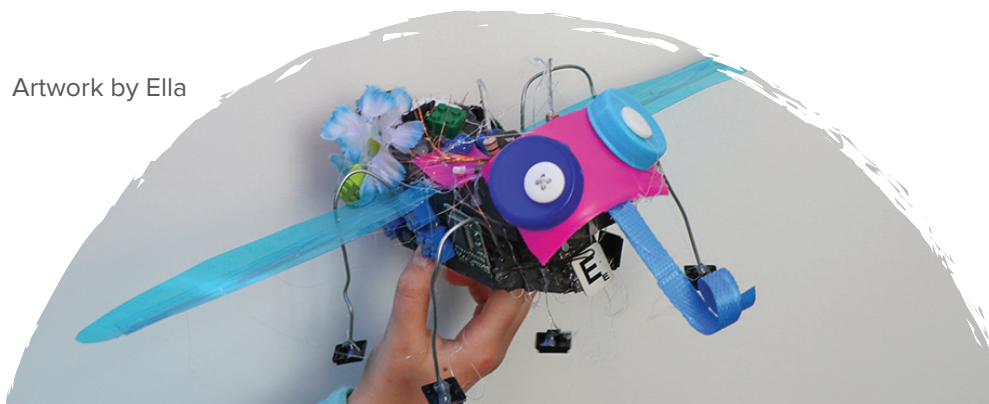
To create model elements:

- Hard packaging
- Empty juice boxes
- Yogurt tubs
- Empty soft drink cans
- Shoe boxes
- Egg cartons.

STEPS

1. Start by brainstorming what elements make up an inspiring and sustainable place to live. Make a big list or mind map. Some questions to get you thinking include:
 - What are your favourite places? Why?
 - Where do you like spending time with your family?
 - Where do you like to play with your friends?
 - Where are green spaces, bushland and waterways nearby?
 - How can we make these places more environmentally friendly?
2. Using the ideas you brainstormed, select what types of places you would like to include in your ideal community model. Think about having a mix of building types, including places to live, learn, eat, play, work and relax in nature. Draw a map of the community you would like to create.
3. Find a base structure to build your artwork on. This could be a large cardboard box, recycled pallet or old tabletop. Work backwards from the size of your base structure to find out how big each of the elements in your community should be. For example, perhaps a bus stop might be the size of an old match box and a house can be a shoe box.
4. Work together as a class to collect waste and recycled materials to make your model. Three dimensional waste and recovered items such as boxes, cartons and containers all work well. Also consider whether you want to create variation to your base structure such as hills and slopes. This can be achieved by using scrunched up newspaper taped down with masking tape, then covering with thin layers of fabric, paper, ribbons, old florist paper or industrial waste.
5. Break into small groups or work as individuals, to create the separate elements that will make up your combined model.
6. Attach model buildings to your base using double sided tape and then revisit emerging artwork for critical evaluation. Remember, you can always reposition items or add new elements.
7. Add final details, such as trees, gardens, wildlife, street signs and even people!

Artwork by Ella



14 – 17 years

Australian Curriculum (ACARA) and NSW Syllabus (NESA) Alignment for Sustainable Waste 2 Art Prize (SWAP) Educational Resource Plans.

- **WASTE WARRIORS – Individual artwork plan**
- **MINDFUL MESSAGES – Individual artwork plan**
- **BIG, BIGGER, BIGGEST! HUGE SOLUTIONS – Whole class artwork plan**

Ages: 14 – 17 year olds.

General capabilities: Literacy, numeracy, personal and social capacity, critical and creative thinking, ethical understanding.

Cross-curriculum priority: Sustainability.

Australian Curriculum (ACARA) Year 8 to Year 10 Visual Arts:

- Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118)
- Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)
- Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120)
- Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122)
- Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)
- Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)
- Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)
- Plan and design artworks that represent artistic intention (ACAVAM128)
- Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)
- Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130).

NSW Syllabus (NESA) Visual Arts Syllabus outcomes:

VAS4.1, VAS4.2, VAS4.3, VAS4.4, VAS4.5, VAS4.6, VAS4.8, VAS4.9, VAS5.1, VAS5.2, VAS5.3, VAS5.4, VAS5.5, VAS5.6, VAS5.8. Preliminary: P1, P2, P4, P5, P6. HSC: H1, H2, H4, H5, H6.



Artwork by Stephanie

Additional Learning Area Integration:

- **ACARA:** English, Mathematics, Science, Humanities and Social Sciences.
www.australiancurriculum.edu.au
- **NESA:** English, Mathematics, Science, Technologies, HSIE.
www.educationstandards.nsw.edu.au/wps/portal/nesa/home

Waste Warriors

Individual artwork plan for 14 – 17 year olds.

Visual Arts Focus: Assemblage.

Duration: Teacher led discussion – 10 minutes
Planning – 40 minutes
Gathering resources – 10 minutes
Making art – 4 hours
(Can be split over a number of lessons).

An assemblage is a three-dimensional (3D) artwork made from grouping together found and usually unrelated objects to make a new artwork. They are often begun using an 'armature' which is the internal structure which gives shape and support to the foundation of the design.

As the leaders of the future, you will have ideas now, that one day could become reality. Your fantastic invention could be the environmental solution the world has been waiting for!

Imagine that you can create a warrior that could solve our environmental problems.

- What would it look like?
- What could it do environmentally?
- What would it need to survive?
- How would it enact lasting change?

SUGGESTED MATERIALS

To make an armature:

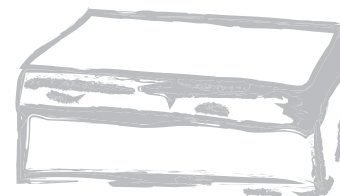
- Old chicken wire or used florist wire
- Scrunched up plastic packaging
- Scrunched up newspaper or magazine pages
- Worn out clothing (Bunched up to create a structure or cut into strips to wrap).

To make the exterior:

- Fabric or yarn scraps
- Old wrapping paper
- Plastic packaging
- Buttons, beads, small lids or found items for facial features.

STEPS

1. Design and draw a mythical 'Waste Warrior' creature. Consider its size as well as what recycled elements you could use and have ready access to.
2. Once you have decided on your design and the items you want to use to make it, think about how you plan to construct it. You might be able to create it using component items that can be easily joined together. Otherwise, you might need to build a base structure that creates a framework for your warrior – an armature.
3. To make an armature, you can use old chicken wire or plastic packaging scrunched up and taped with strong packing tape to maintain its shape. Cutting out a thick cardboard 2D shape and then scrunching up plastic packaging or old newspaper to bulk out is also another option. Armatures can be covered by wrapping your creature with strips of recycled fabric like bandages. This can then be used as a base to add an additional layer of aesthetic fabric, or attach details on to.
4. Depending on your warrior's design, you will need to construct it in different ways to your peers. You can look through art reference books or visit a local art gallery to gain inspiration as well as ideas to extend your artwork.
5. Once you have completed your internal structure, add on external details to finish off your 'Waste Warrior' using additional waste items and reclaimed materials. Within your artist statement, reflect upon an appropriate name for your creature that explains their environmental credentials.



Mindful Messages

Individual artwork plan for 14 – 17 year olds.

Visual Arts Focus: Mixed media conceptual art.

Duration: Teacher led discussion – 10 minutes
Planning – 40 minutes
Gathering resources – 10 minutes
Making art – 3 hours
(Can be split over a number of lessons).



Mixed media combines two or more mediums together to make an artwork. They can be glued, stitched, wrapped or applied to 2D or 3D designs. Using multiple mediums enhances texture, depth and complexity in art making. Conceptual art is where the message behind the art is as important as the final artwork.

Sharing the message about the importance of protecting our environment is essential.

What message would YOU like to send to your community, state and country about environmental sustainability and renewal? You might choose a simplified message such as 'Protect Our Oceans', 'Save Our Koalas' or 'No Tree, No Me'.

Below are some inspiring ideas from great minds around the world.

'Be the change you wish to see in the world' – Ghandi, Human rights activist.

"One child, one teacher, one book and one pen can change the world"
– Malala Yousafzai, Teenage Educational Activist.

"For society to progress, we should not only move forward, but also clean up after ourselves"
– Boyan Slat, Teenage Inventor of ocean plastics cleaning machine.

"Cherish the natural world because you are part of it and you depend on it" – Sir David Attenborough, Naturalist.

"The world gives us trash, we give back music!" – Faviio Chavez, Director of 'The Recycled Orchestra'.

SUGGESTED MATERIALS

Some ideas to make your base from:

- An old bed sheet or blanket
- A large plastic tub or container
- A flattened cardboard box
- A salvaged tabletop.

Your choice will depend on how you plan to display your artwork: either wall mounted or on a plinth.

Your choice of materials really depends on your message and the kind of impact you want to have.

Below are some ideas for what you can use as a base to stick your message to:

- A flattened cardboard box
- An old table top
- An old bed sheet or blanket.

Some ideas to make your message with:

- Salvaged plastic packaging or straws
- Discarded fishing lines
- Beach glass
- Old toys
- Broken puzzles.

STEPS

1. Reflect upon areas that you are passionate to see change in. Suggestions include sustainable transport, marine pollution, mass consumption and a disposable lifestyle.
2. Think about how to share your message as simply and powerfully as possible. Can you say it in a sentence or less? Refer to the quotes listed to the left as well as researching your own areas of environmental interest.
3. Next, think about how you can translate those words into a physical artwork. In addition, your choice of materials can help give your message extra impact. For example, advocacy about marine pollution could be written using found fishing lines, beach glass or salvaged straws.
4. Once you have your creative idea, begin collecting materials. Plan the quantity of your resources required by first, laying out your items. You might choose to focus on letters and words or create an artwork that embodies your message. Think about what reclaimed waste item you might use as a base to attach your message on to.
5. Once you've collected all of your materials and written your message, secure everything down. Again, it is useful to practice different ways to do this such as sewing and tying, gluing and taping. If your artwork is wall mounted, hang it overnight to ensure it is strong and secure.



Big, Bigger, Biggest!

Huge Solutions

Whole class artwork plan for 14 – 17 year olds.

Visual Arts Focus: Installation, sculpture or mural.

Duration: Teacher led discussion – 10 minutes
Planning – 40 minutes
Gathering resources – 10 minutes
Making art – 4 hours
(Can be split over a number of lessons).

Installation art is usually designed for a specific place such as your school foyer or garden. Sculpture is 3D art made by: carving, modeling, casting or constructing. A mural is designed to be applied directly to a surface so your artwork will be a temporary mural so that you can display it in SWAP too!

An item repeated en masse can be used to create a powerful and engaging image, particularly when exploring the theme of waste and environmental sustainability. What kind of impact and behaviour change can we create when we show people the scale of our consumption and waste?

SUGGESTED MATERIALS

Below are some ideas of common waste items to get you started:

- Coffee cups
- Straws
- Takeaway containers
- Plastic packaging
- Plastic lids
- Chip packets
- Foam packaging to carve into.



STEPS

1. Mind-map common waste items that your class, family and community generates a lot of. Choose one to use for your artwork.
2. Once you've decided on the item to use, split up into smaller groups to brainstorm artwork ideas. For example, if you're working with used coffee cups, a sculptural tower could work well, compared to using old chip packets that would present well as a two-dimensional artwork. Bring in some examples of the items to class to help you generate ideas.
3. Each group should present their design ideas back to the class. You can communicate your design ideas through drawings, by creating a miniature version of the artwork (this is called a maquette) or making a sample of a particular section (such as showing a joining technique). When you present your artwork idea back to the class, make sure you discuss the following aspects:
 - Attachment methods, considering function, aesthetics and structural stability
 - Ability to make the artwork in components so everyone in the class can get involved
 - How the artwork explores the theme of waste and environmental sustainability.
4. Vote on the favourite design within the class. You might even like to combine ideas from a few designs to create something truly amazing.
5. Once you've decided what your design will be, work out how much of your selected waste item you need. You can prototype sections of the artwork to calculate the quantity they require and then use that information to calculate how many will be needed for the artwork overall. When you have your target number of items required, start a community drive to collect them via your school email, social media or newsletter.
6. Once you have amassed your waste materials, it's time to begin your collaborative artwork. Working with unusual objects requires trial and error so expect that aspects of the design may require modifications as you progress. Creativity is all about finding solutions and alternatives!



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Sustainable Waste 2 Art Prize

myryde.info/SWAP