

EDUCATION RESOURCE KIT

Educational programs are designed to spark curiosity through the discovery of new ideas, immersive experiences and growth of youth through art & culture.

AT THE CENTRE



Waste 2 Art

2 May - 9 August, 2026

Visual Arts 7-10 Outline:

The Waste 2 Art exhibition can provide students with an understanding of the artworks created for display, and the ways the world can be symbolically interpreted through different artistic styles and materials.

NSW Syllabus Links (2026):

Stage 4:

- VA4-AMC-01: makes artworks to represent ideas that explore Artworld concepts and their relationships
- VA4-AMV-01: uses viewpoints to explore and develop artistic intent and represent meaning in artworks
- VA4-AMP-01: uses aspects of Practice in artworks
- VA4-CHV-01: explains meaning in artworks and the artworld using Viewpoints

Stage 5:

- VA5-AMC-01: makes and refines artworks to represent different ideas informed by an understanding of Artworld concepts and their relationships
- VA5-AMV-01: applies and evaluates Viewpoints to refine artistic intent and represent meaning in artworks
- VA5-AMP-01: selects and applies aspects of Practice to represent points of view in a body of work
- VA5-CHV-01: interprets meaning and significance of artworks and the artworld using Viewpoints

Activities:

- **Before your visit:**
 - Look at the objectives and resources for the Waste2Art competition on the Netwaste and WPCC website (see resources page) and prompt discussion around how Viewpoints can be represented through artworks developed around sustainability
 - Discuss each category and how they could be presented through different art forms (see Worksheet 1)
 - Using the resources provided, view and discuss the issues of sustainability (in particular the carbon footprint of art and the artworld) and examples of sustainable art that seek to address these concerns - challenge students to come up with problems in their own world that could be addressed
 - Students investigate the role of sustainable art in contemporary art movements
 - Discuss the artistic practice and conventions sustainable artists use to present their Viewpoints - brainstorm or create a mood board for students own potential artworks to explore similar themes/ideas
 - Come up with a criteria to 'judge' the artworks in the Waste 2 Art competition, including exploration of theme, and use of materials
- **During your visit:**
 - Students use the criteria that they have developed in class to pick their 'winners' from each category (this can be split among groups)
 - Choose an artwork and interpret/explain the relationship between artist, artwork, world and audience (see Worksheet 2)
 - Use the Visual Diary to sketch and annotate examples of construction, materials and symbolic representation in selected artworks on display
- **After your visit:**
 - Discuss how students can incorporate aspects of artmaking (2D/3D, physical properties, representations) from what they saw into their own artmaking students use their Visual Diary to sketch their own designs and annotate with reference to construction requirements
 - Students create their own example of sustainable artwork using aspects of practice and write an artist statement, label and materials list for their work (see Worksheet 3) - discuss safe working methods for using unconventional materials in artworks
 - Host your own school/class Waste 2 Art competition using developed artworks

Resources:

- Western Plains Cultural Centre (Dubbo Regional Council), Waste 2 Art <https://www.westernplainsculturalcentre.org/waste2art>
- Netwaste, Waste 2 Art 2026 Shrink Your Footprint Education Pack https://www.westernplainsculturalcentre.org/_files/ugd/bd833c_41124dc7fe034a88a7e4d12e1f6406c3.pdf
- Netwaste, Waste to Art Resources <https://www.netwaste.com.au/waste-to-art/>
- Simpleshow (Youtube) Simpleshow explains the Carbon Footprint (2m0s) https://www.youtube.com/watch?v=8q7_aV8eLUE
- FuseSchool - Global Education, What are Carbon Footprints - Environmental Chemistry (5m 01s) <https://www.youtube.com/watch?v=Dwkh46MZulc>
- ABC iview, Making sculptures from junk and recyclables - Art Works (5m25s) <https://www.youtube.com/watch?v=j4SkbFzOppU>
- ABC News (Australia) Turning ocean trash into art (3m0s) <https://www.youtube.com/watch?v=BLIfUQdlatw>
- Great Big Story, The Animal Sculptures Giving New Life to Recycled Paper (2m 54s) <https://www.youtube.com/watch?v=iXLbPmW5KSs>
- Art with Aim, Trash to Treasure: Best Recycled Art Made from Trash! (4m 49s) <https://www.youtube.com/watch?v=6lZmGllG7ak>
- Teenbreathe, How to reduce your carbon footprint: <https://teenbreathe.com.au/teen-life/how-to-reduce-your-carbon-footprint/>
- Parson, M and Pratt, S. Climate Resilience Toolkit: Arts-based activities for changing climates, February 2024: <https://weadapt.org/knowledge-base/climate-adaptation-training/new-innovative-art-based-toolkit-for-climate-resilience/>
- DOM Art Residence - Daryna Markova, Eco-Art: Transforming Awareness through Creativity (2025) <https://domartresidence.com/blog/eco-art>
- The Art Story - Katie Da Cunha Lewin, Environmental Art Movement Overview and Analysis (2018): <https://www.theartstory.org/movement/environmental-art/>
- Artsper Magazine - Claire Halconruiy, Sustainability and New Artists: How is sustainability becoming part of emerging artists' creative process?(2023) <https://blog.artsper.com/en/a-closer-look/sustainability-and-new-artists-how-is-sustainability-becoming-part-of-emerging-artists-creative-process/>
- Tate Modern Museum, Environmental Art (2026) <https://www.tate.org.uk/art/art-terms/e/environmental-art>

2 DIMENSIONAL

3 DIMENSIONAL

**WASTE 2 ART
CATEGORIES**

FUNCTIONAL

METAL

ARTWORK ANALYSIS

WASTE 2 ART

How is the artist represented in this work?

How does this artwork appeal to the audience?

Summary Analysis:
How do these elements come together in this artwork?

How does this artwork represent the world (issue)?

What is the meaning of this artwork (hint: check the artist statement!)?

Materials used:

-
-
-
-
-

Notes (Key words, ideas):

ARTIST STATEMENT PLANNER

Name:

• Materials used:

• Link to theme:

• What is the message?

• Why did you choose these materials?

• What do you hope the audience thinks/feels?