

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

8 March - 25 May, 2025

Years K- 6 Outline:

The Waste 2 Art exhibition can provide students with an understanding of the wide range of art and the ways the world can be interpreted through different artistic styles, as well as the importance of environmental sustainability.

Syllabus Links:

- Students should be exposed to a wide range of artists, artworks and artistic practices in Australian cultures.
- Students can also visit art galleries and museums in urban and regional locations and relevant internet sites. These opportunities also lead to culturally rich and imaginative learning experiences that assist students to enjoy and value the visual arts in their own lives.
- Investigate and discuss how and why places should be looked after
- Learn about the sustainable management of waste
- Learn about and investigate sustainability initiatives

Objectives:

- Students will develop knowledge, skills and understanding in appreciating their own artworks and those of others, recognising the roles of artists, audiences and how the world can be interpreted.
- Students can think about themselves as members of an audience and recognise that in societies many people are interested in looking at and talking about art.
- They can reflect on their own experiences as audience members and begin to understand how artworks act as representations.
- investigate sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples, for example: discussion of ways waste can be managed sustainably.
- investigate how people influence places, for example: identification of ways people influence places and contribute to sustainability eg local sustainability initiatives.

Activities:

- **Before your visit:**
 - Discuss with students the issues of plastic waste and what their families do with toys they no longer play with, using some of the resource links below as a starting point for their own investigation
 - View and discuss examples of sustainable art practices and works, using the resource links provided below.
- **During your visit:**
 - Choose one or two artworks and discuss with students what items have been used, and what its sustainability message might be
 - Students to choose an artwork and try to describe it, identify why they like it, or sketch it (or all 3!)
- **After your visit:**
 - Discuss how students can incorporate what they saw into their own artmaking eg colour matching, structures, ideas and links back to the theme.
 - Students share their observations from the exhibition.
 - Students can create their own waste 2 art artwork, or a class project for an art exhibition using recycled materials or toys.
 - Students can put together a toy drive to donate to support services.
 - Students can design their own toys and packaging using sustainable materials.
 - See example of other art making projects using toys from the resource links provided below.


Resources:

- [Preeti Sharma, To wean the toy industry off plastic is no easy game, \(2024\), News Decoder, https://news-decoder.com](https://news-decoder.com)
- [Tansy Robertson-Fall, Creating a Circular Economy for Toys \(2022\), Ellen MacArthur Foundation, Medium Circulate News, https://medium.com](https://medium.com)
- [CleaUp.org, Reducing Toy Waste at Christmas \(2023\), https://www.cleanup.org.au](https://www.cleanup.org.au)
- [Rachel Lebowitz, From Paul Klee to Alexander Calder: 7 Artists Who Created Inventive Toys \(2018\) Artsy.net, https://www.artsy.net](https://www.artsy.net)
- [Small Hands Big Art, Upcycle Toy Sculptures: Art & Craft Tutorial \(accessed 2025\), https://www.smallhandsbigart.com](https://www.smallhandsbigart.com)
- [Cathy James, Printing with toys art activity \(2022\) NurtureStore, https://nurturestore.co.uk](https://nurturestore.co.uk)

Name: _____

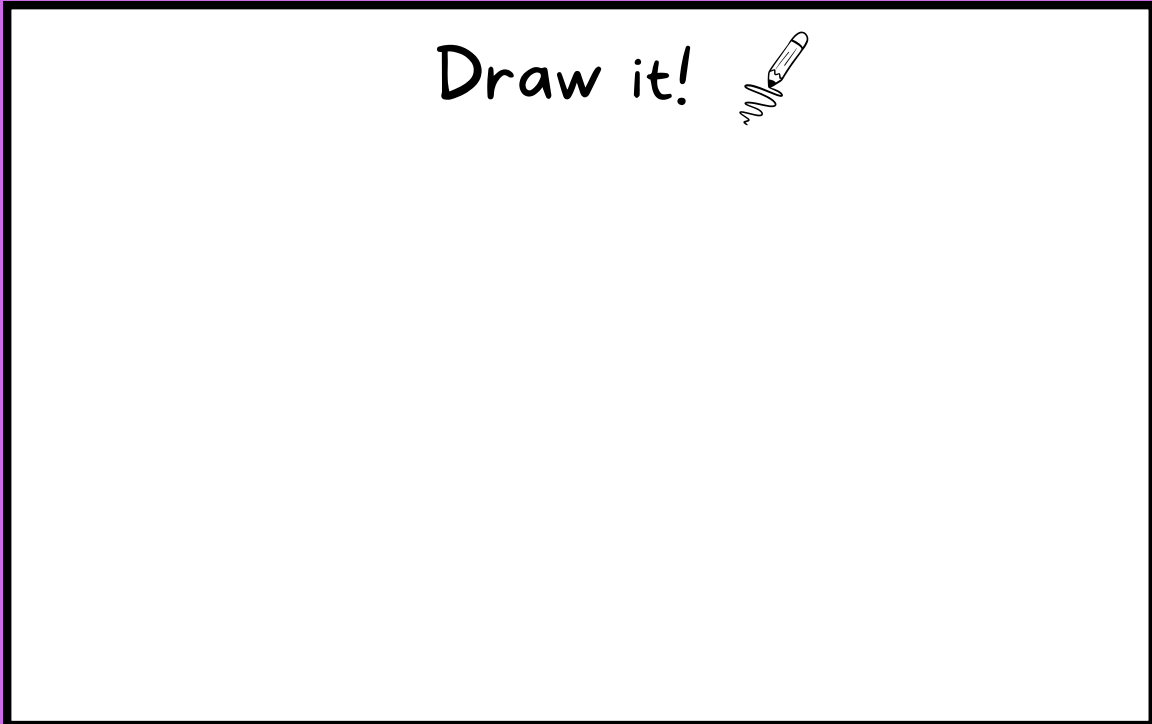
Class: _____

Waste2Art Observations:

What do I See? 

Why I Like It! 

Draw it! 



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8 March - 25 May, 2025

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.

Syllabus Links:

Students learn about:

- the material, physical and virtual form of artworks intentionally made by artists
- artworks produced for exhibition and display
- how artists develop their intentions
- how the world can be interpreted in art and the ways in which ideas are represented
- different kinds of artworks in 2D, 3D and 4D forms including their symbolic, representational, physical and material properties
- different audiences for artworks including art critics, art historians, members of the public, teachers, parents, students, other artists

Objectives:

Students learn to:

- identify the intention, audience and context for an exhibition and display of artworks
- discover how artists develop their intentions relative to their artworks, the audience and the world and recognise some of the constraints they work within
- investigate the expressive and stylistic possibilities of different media and techniques used by artists and recognise how these aspects contribute to the kinds of artworks they make
- adopt the role of an audience member when viewing art in various locations (eg in school, gallery visits and web exhibitions) interpret and explain relationships between artists – artworks – the world – audiences

Activities:

- **Before you visit:**
 - Using the resources provided below, view and discuss the issues of sustainability and examples of sustainable art
 - Discuss the artistic practices and conventions these artists use
 - Look at the objectives for the Waste2Art competition on the Netwaste website (see resources for link below) and have students identify the artists intention, audience, context and constraints
 - **During your visit:**
 - Students identify the materials the artwork is made from (students can use the Think/See/Wonder worksheet below)
 - Students describe/draw an artwork they are drawn to
 - **After your visit:**
 - Students interpret and explain the relationship between artist, artwork, world and audience using an example of artwork they/teacher identifies
 - Discuss how students can incorporate aspects of artmaking (2D/3D, physical properties, representations) from what they saw into their own artmaking
 - Students create their own example of sustainable artwork
 - Students investigate the role of sustainable art in contemporary art movements ie pop art
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Resources:

- [Preety Sharma, To wean the toy industry off plastic is no easy game, \(2024\), News Decoder, https://news-decoder.com](https://news-decoder.com)
- [Dilara Karademir, Most materials are recyclable, so why can't children's toys be sustainable? \(2023\) Yale School of the Environment, https://environment-review.yale.edu](https://environment-review.yale.edu)
- [Madeleine North, Can toys go green? Here's how 5 major companies plan to make their products nature positive \(2024\), World Economic Forum, https://www.weforum.org](https://www.weforum.org)
- [Long Island Children's Museum, After Nature: Julie Peppito \(2020\), https://www.licm.org](https://www.licm.org)
- [Michelle Parnett-Dwyer, Art+Toys=Art-Toys? \(2018\) National Museum of Play, https://www.museumofplay.org](https://www.museumofplay.org)
- [3Phils, Bootleg Toys and Experimental Art - An Interview with Ben Gore \(2024\) https://www.youtube.com](https://www.youtube.com)
- [Galerie Gmurzynska, Andy Warhol: Toy Paintings \(2020\) https://www.gmurzynska.com](https://www.gmurzynska.com)

SEE, THINK, WONDER

WASTE 2 ART

Record your thoughts below:

What Do You See?

What Do You Think?

What Do You Wonder?

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8 March - 25 May, 2025

Visual Arts Stage 6 Outline:

The Waste 2 Art exhibition can provide students with an understanding of the agency of the artist within the conceptual frameworks to create art for different purposes and through various representations of the physical world.

Syllabus Links:

Understanding Conceptual frameworks:

The agency of the artist includes:

- a person making artworks individually, collaboratively as a group, school, movement or enlisting others to produce their work
- practitioners such as artists, craftspeople, designers, architects, filmmakers, performance artists, digital and multimodal practitioners. The concept of the audience includes art critics and art historians, teachers, students, entrepreneurs, patrons, curators, dealers, members of the public, auction houses, writers and theorists. Audiences are produced through the display of, and interaction with, artworks. Artworks exist as a representation of ideas that reflect such things as personal responses, cultural views, symbolic interpretations and critical reinterpretations of other ideas. Artists' responses to the world may shape the dynamics of practice as a vigorous and changing entity. Artists can also investigate, interpret and represent the world as a material, conceptual and social experience as well as a place of imaginings, intuition and the personal as ideas for representation.

Objectives:

- **Art Criticism and Art History:** Students learn about art criticism and art history by visiting and evaluating exhibitions
- **Art Criticism:** students learn how to evaluate and explain the significance of particular artists, artworks, audience responses and representations of the world in these studies.

Activities:

- **Before you visit:**
 - Examine and discuss the different examples of sustainability artwork provided in the resource list below. What is the common thread between these artists? What is their worldview? How do they represent their beliefs?
 - Investigate the context of sustainable art and examples within the movement
 - Discuss Waste 2 Art's motivation and concepts - how does it fit within the sustainable art movement?
 - **During your visit:**
 - Students evaluate the representation of selected artworks as examples of sustainable art
 - Students can sketch forms and deconstruct elements of artworks represented in the exhibition
 - **After your visit:**
 - Discuss how students can incorporate what they saw into their own artmaking
 - Evaluate the importance of sustainability in art
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Resources:

- [Emily Steer, How Artists Use Dolls and Stuffed Animals to Toy With Our Emotions \(2024\) Artnet, https://news.artnet.com](https://news.artnet.com)
- [Tate, Toys Coursework Research: Student Resource \(accessed 2025\), https://www.tate.org.uk](https://www.tate.org.uk)
- [Artspeople, Jurassic Plastic with Hiroshi Fuji \(2018\). https://www.artspeople.com.au](https://www.artspeople.com.au)
- [Faena Aleph, Effect and Construction: The Work of Bernard Pras \(accessed 2025\) https://www.faena.com](https://www.faena.com)
- [Ana Lopez, Toy Atlas Rainbow by David T. Waller is Playfully Colorful \(2011\) https://www.trendhunter.com](https://www.trendhunter.com)
- [Kate Smith, Brent Estabrook: A Journey Back to Childhood \(accessed 2025\) Minus37, https://www.minus37.com](https://www.minus37.com)