

# WASTE 2 ART PROGRAM

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The guide offers a practical and inspiring learning framework that uses arts to explore and understand waste and other environmental issues.

The guide is flexible and can be adapted to suit your goals. The aim is to provide schools with the information, resource and inspiration needed to plan, develop and deliver an engaging and rewarding Waste 2 Art project.

This guide was developed by Bathurst Regional Council to support schools in promoting creative waste reduction practices and fostering environmental stewardship through the Waste 2 Art program.



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## INTRODUCTION

# WHY PARTICIPATE IN THE PROGRAM?

### PURPOSE

This program uses creativity as a powerful educational tool. By transforming discarded materials into artwork, students learn to see waste not as a problem but as a resource.

The hands-on approach strengthens environmental awareness, encourages critical thinking, and nurtures innovation. It also aligns with global sustainability goals by promoting recycling, reducing landfill pressure, and inspiring long-term behavioural change.

**Waste matters as it directly affects our environment, our health, and our future. By refusing, reducing, reusing, and recycling, we conserve resources, save energy, and create cleaner, healthier communities.**



## INTRODUCTION

# ROLE OF SCHOOLS AND TEACHERS



Schools play a vital role in the Waste 2 Art Program by creating an environment where students can explore sustainability through creativity. Teachers help students understand environmental issues in a hands-on way, while school activities and exhibitions strengthen community involvement. Through this program, schools inspire responsible habits, spark imagination, and empower young people to see waste as a resource rather than a problem.



# WASTE 2 ART LEARNING IN ACTION

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This program aligns with the NSW syllabus for Science and Technology, English, and Visual Arts across Stages 3 and 4.

LEARNING IN ACTION

# WASTE 2 ART LESSONS

The program is organised into 6 lessons:

- ▶ Lesson 1: Understanding Waste & Sorting Materials
- ▶ Lesson 2: Theme, Concept, and Moodboards
- ▶ Lesson 3: Design and Prototype
- ▶ Lesson 4: Making the Artwork - Week 1
- ▶ Lesson 5: Making the Artwork - Week 2
- ▶ Lesson 6: Artist Statements



## LEARNING IN ACTION

# LESSON 1

# UNDERSTANDING WASTE AND SORTING MATERIALS

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## MATERIALS REQUIRED

Waste examples

Sorting tubs

Labels

Worksheet 1

Safety gloves

## LESSON OVERVIEW

This lesson builds the ability in students to classify different waste types, explain the distinction between reuse and recycling, and understand local waste streams. Students learn to identify safe and usable materials for artmaking and exhibiting while also developing a shared vocabulary that supports clearer communication around waste, resources, and creative reuse.

## LINK TO NSW SYLLABUS (STAGES 3-4)

ST3-SCI-01

ST3-DDT-01

SC4-WS-02

SC4-WS-07

VA4-AMC-01

VALS-AMP-01

HS3-GEO-01

GELS-MAN-01

## IN THE CLASSROOM

**Present the current Waste 2 Art theme, judging criteria and examples**

Briefly explain this year's theme and how students will be assessed. Then spark observation with two quick prompts - "What waste materials do you notice?" followed by "How might the artist have joined or constructed these pieces?"

**Explore the guiding question: "What is waste in Waste 2 Art?"**

Explore the core principles of sustainability, the circular economy, and waste management, while developing an understanding of what qualifies as a resource and what becomes waste.

**In small groups, students sort a mixed box of materials**

In small groups, students work through a mixed box of materials, classifying each item into relevant waste categories. As they sort, students determine what is safe and appropriate for creative reuse. Each group then shares their top three useful materials and suggests simple ways they could be joined in a Waste 2 Art project.

**As a class, create a shared list**

Students together create two shared lists - "Usable for Waste 2 Art" and "Not suitable for Waste 2 Art" - and use this activity to build a shared vocabulary for talking about waste materials, safety, and construction methods.

## LEARNING IN ACTION

# LESSON 2

## THEME, CONCEPT AND MOOD BOARDS

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### MATERIALS REQUIRED

Waste 2 Art Examples

Magazines

Printouts

Pencils, markers, glue

Worksheet 2

### LESSON OVERVIEW

Students connect their ideas to the current Waste 2 Art theme and develop a concept that clearly communicates an environmental message. They analyse the theme and intended audience, brainstorm ideas, choose materials that support and strengthen the message, and bring their thinking together by creating a simple visual mood board.

### LINK TO NSW SYLLABUS (STAGES 3-4)

VA4-AMV-01

VALS-AMP-03

GE4-COM-01

EN3-OLC-01

EN4-URB-01

### IN THE CLASSROOM

**Students brainstorm environmental issues linked to the theme**

Encourage quick, broad idea-generation to help them explore different angles and concerns. Also allow students to connect personal concerns with the larger theme.

**Think-Pair-Share: “What problem do I want my art to talk about?”**

Students reflect individually, then refine their ideas through conversation with a partner or in groups. These discussions with the class will help deepen understanding and spark new perspectives.

**Create a mood board with colours, textures, keywords, and materials**

This visual planning step helps students clarify the look and feel of their concept. It also guides their material choices and strengthens the connection between message and design.

**Concept pitch (30-60 seconds per student)**

Each student briefly presents their idea, explaining the message, materials, and direction they plan to take.

## LEARNING IN ACTION

# LESSON 3

# DESIGN AND PROTOTYPE

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## MATERIALS REQUIRED

Sketch templates  
Maquette materials -  
(cards, wires, strings)  
Pencil, markers, glue  
Worksheet 3

## LESSON OVERVIEW

Students move from concept to design by testing different materials and construction methods, assessing which are safe, strong, and suitable for their chosen concept. They record any risks they identify and note strategies to minimise them. As part of the design process, students produce annotated sketches and, where possible, create a small prototype to trial their ideas. They finalise their plan by selecting stable construction approaches and completing a simple risk assessment before moving into full creation.

## LINK TO NSW SYLLABUS (STAGES 3-4)

ST3-DDT-01

VALS-AMP-01

SC4-WS-05

VALS-AMP-02

SC4-WS-07

MA3-3DS-01

SCLS-RES-02

MALS-GEO-01

## IN THE CLASSROOM

**Sketch and annotate front and side views, labelling materials and joins**

Students create clear drawings that show how their artwork will look from multiple angles. Annotations help them think through material choices, joining points, and structural needs.

**Demonstrate joining methods (slotting, tabbing, threading, ties) and avoid heavy adhesives.**

Show students how simple mechanical joins can create strong, stable connections without relying on glues that may fail or be unsafe.

**Create a small maquette (1:5-1:10 scale) to test design ideas and adjust for balance**

The miniature model allows students to experiment with proportions, weight distribution, and construction challenges. They can refine their design before committing to full-size building.

**Complete a simple risk check focussed on sharp edges, stability, and hanging points**

Students assess whether their design is safe for handling and display by checking for hazards and weak points. This links directly to exhibition safety rules and helps prevent issues during installation.

**LEARNING IN ACTION**

# **LESSON 4**

## **CREATING THE ARTWORK - WEEK 1**

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### **MATERIALS REQUIRED**

**Sourced reusable and recyclable materials**

**Pencils, markers, glue**

**Paint, Crayons**

**Worksheet 4**

### **LESSON OVERVIEW**

Students build their artwork in stages, consulting regularly with the teacher and peers to refine their construction. Throughout the process, they apply their chosen techniques, problem-solve when challenges arise, document their progress, and make adjustments in response to formative feedback.

### **LINK TO NSW SYLLABUS (STAGES 3-4)**

**MA3-3DS-01**

**MALS-GEO-01**

**CA3-VIS-01**

**VA4-AMC-01**

**VALS-AMP-02**

### **IN THE CLASSROOM**

#### **Set up stations and complete a quick safety check**

Ensure tools, materials, and workspaces are organised and hazard-free so students can work confidently and safely.

#### **Students begin building their artwork**

Students apply their planned techniques and construction methods, adjusting as needed when materials behave differently in practice.

#### **Peer consult: swap tables and give feedback on theme, visualisation, and craftsmanship**

Students briefly visit another group's workspace to offer constructive, specific feedback on how clearly the theme is communicated and how well the piece is being constructed.

#### **Record a log entry describing the current status of the artwork**

Students note what they achieved today, any problems they solved, and what their next steps will be.

## LEARNING IN ACTION

# LESSON 5

## CREATING THE ARTWORK - WEEK 2

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### MATERIALS REQUIRED

Strings/wires  
Measuring tape  
Weight scale  
Worksheet 5

### LESSON OVERVIEW

Students complete the finishing stages of their artwork by refining edges, securing joins, and ensuring the piece is safe for mounting or hanging. They bring the work up to exhibition standard through careful detailing and stability checks, then record the final dimensions and an estimated weight to prepare accurate information for the entry form.

### LINK TO NSW SYLLABUS (STAGES 3-4)

MA3-GM-02

MA3-3DS-02

CA3-VIS-01

VA4-AMC-01

VA4-AMV-01

VALS-AMP-02

VALS-AMP-03

### IN THE CLASSROOM

#### Finish the artwork by checking stability and securing all components

Students ensure the piece is safe, well-balanced, and exhibition-ready, linking back to safety guidelines and the typical size and weight limits used in Waste 2 Art displays.

#### Draft the artist label, including the title and materials list

This helps students communicate their concept clearly while accurately identifying all reused materials.

#### Write a setup description if needed

Students explain any specific installation steps or positioning requirements to help exhibition staff display the work correctly and safely.

#### Record final dimensions and an approximate weight

Students measure their finished piece and provide an estimated weight to meet entry form requirements and support safe handling during installation.

LEARNING IN ACTION

# LESSON 6

## ARTIST STATEMENTS

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### MATERIALS REQUIRED

Example statements

Rubric

Sentence stems

Dictionary

Worksheet 6

### LESSON OVERVIEW

Students write, revise, and finalise a succinct artist statement that clearly explains their intent, material choices, and connection to the Waste 2 Art theme. They refine the statement through proofreading to ensure it is audience-ready, then complete the entry form with accurate details to accompany their finished artwork.

### LINK TO NSW SYLLABUS (STAGES 3-4)

EN3-CWT-01

EN3-SPELL-01

EN4-ECA-01

GE4-MAN-01

GELS-MAN-01

### IN THE CLASSROOM

#### Mini-lesson: What judges and audiences want to know

Introduce the key elements of an effective artist statement, including the message, material choices, construction decisions, connection to the theme, and what the artist hopes viewers will think or feel.

#### Draft the artist statement

Students write a clear first version that explains their intent and how their materials support their message.

#### Peer review

Students exchange drafts and offer constructive feedback to improve clarity, coherence, and audience impact.

#### Final edit (150-200 words)

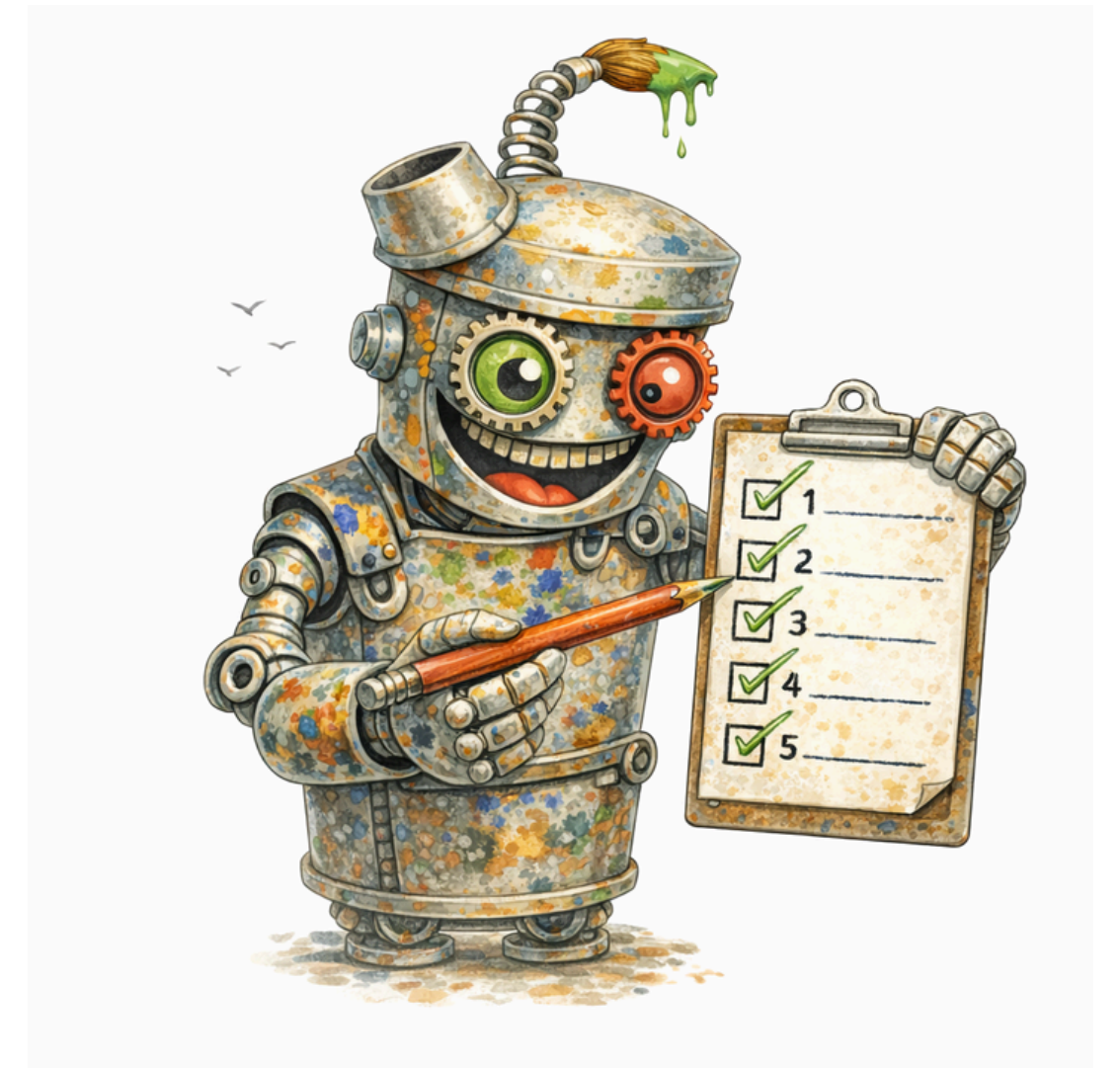
Students polish their statement, tightening language and ensuring it fits within the recommended word limit.

#### Complete the Waste 2 Art entry form

Students fill in all required details accurately to accompany their artwork and artist statement.

## LEARNING IN ACTION

# COMPLIANCE CHEATSHEET FOR TEACHERS



- ✓ **CATEGORIES**  
PreSchool/Primary/Secondary with 2D, 3D, Functional options; choose based on construction plan.
- ✓ **TYPICAL CONSTRAINTS**  
Must demonstrate reuse/recycling; be safe to display; meet size and weight limits. Check the current year's Terms & Conditions before building to final scale.
- ✓ **THEME AND DATES**  
Confirm the theme and dates associated via Bathurst Regional Council's Waste 2 Art page - [www.bathurst.nsw.gov.au/waste2art](http://www.bathurst.nsw.gov.au/waste2art)
- ✓ **COLLECTING MATERIALS**  
Use school/home collection drives; pre-clean; sort; avoid batteries/organic matter; see educator resource for tips on sorting and safe storage workflows.

# NSW SYLLABUS LINKS

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# STAGE 3

## SCIENCE AND TECHNOLOGY (2024)

**ST3-SCI-01** uses evidence to explain how scientific knowledge can be used to develop sustainable practices.

**ST3-DDT-01** uses design processes to create, evaluate and modify designed solutions.

## HSIE (2024)

**HS3-GEO-01** examines global citizenship and how people organise, protect and sustainably use the environment, using geographical information.

## MATHEMATICS (2022)

**MA3-GM-02** selects and uses the appropriate unit and device to measure lengths and distances including perimeters.

**MA3-3DS-01** visualises, sketches and constructs 3-dimensional objects, including prisms and pyramids, making connections to 2-dimensional representations.

**MA3-3DS-02** selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities.

## ENGLISH (2022)

**EN3-OLC-01** communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding.

**EN3-CWT-01** plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language.

**EN3-SPELL-01** automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words.

## CREATIVE ARTS (2024)

**CA3-VIS-01** makes artworks in intentional ways to represent ideas about their world, and explains ways artists are influenced by contexts and how artworks are interpreted by audiences.

# STAGE 4

## SCIENCE (2023)

**SC4-WS-02** identifies questions and makes predictions to guide scientific investigations.

**SC4-WS-05** uses a variety of ways to process and represent data.

**SC4-WS-07** identifies problem-solving strategies and proposes solutions.

**SCLS-RES-02** contributes to sustainable practices in the community.

## GEOGRAPHY (2024)

**GE4-MAN-01** explains the management and protection of places and environments.

**GELS-MAN-01** demonstrates ways to manage and protect a place or environment.

## MATHEMATICS (2022)

**MALS-GEO-01** explores 2-dimensional shapes and 3-dimensional objects.

## ENGLISH (2022)

**EN4-URB-01** examines and explains how texts represent ideas, experiences and values.

**EN4-ECA-01** creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.

## VISUAL ARTS (2024)

**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.

**VALS-AMP-01** demonstrates safe art making practices.

**VALS-AMP-02** experiments with and makes choices about materials, techniques and/or processes.

**VALS-AMP-03** expresses self or communicate ideas in artworks.



# CONTACT

Reach out to your local Waste 2 Art Co-ordinator for more resources and opportunities.



02 6333 6575



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# WORKSHEET 2

# THEME, CONCEPT & MOOD

# BOARD



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Date

Student Name

**This year's theme:**

**What does this theme ask us to notice, think or change? (in 3 bullet points)**

**The message I want to communicate is:**

**Possible materials that will support my message and my artwork:**



# Create your mood board

A large, empty rectangular frame with a red border, intended for creating a mood board.



# WORKSHEET 3



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# DESIGN & PROTOTYPE

Date

Student Name

**Sketch your design**

*Draw front, side, and one detail.*



## Construction Plan

*List materials and joining techniques.*

## Safety Check

**Any sharp edges?**

**Stable?**

**Will any part fall off?**

**Fixes:**



# WORKSHEET 4

## CREATING THE ARTWORK - WEEK 1



Date

Student Name

**My goal today was :**

**What I completed :**

**Problems I faced and how I solved them :**

**Feedback from peers :**

**My next step :**



# WORKSHEET 5

## CREATING THE ARTWORK - WEEK 2



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Date

Student Name

What is your artwork title ?

What category does your artwork fit within?

- 2 Dimensional - Poster/Painting/Collage/Drawing
- 3 Dimensional - Sculpture/Installation
- Functional - Utilitarian or serves a purpose

Dimensions of your artwork. (Size in mm)

Height :

Width :

Depth:

Weight of your artwork

*Approximate in kg*

List the materials used for the artwork.



# WORKSHEET 6

# ARTIST STATEMENT



Date

Student Name

**What is your artwork title and why did you choose it as your title? (1-2 sentences)**

**What waste issue or environmental problem does your artwork speak about? (1-2 sentences)**

**What reusable/recyclable materials have you used?  
Why are they meaningful/sustainable choice? (2-3 sentences)**



**How did you construct it? Any challenges? (2-3 sentences)**

Blank space for writing the answer to the first question.

**How does your artwork connect to this year's Waste 2 Art theme? (1-2 sentences)**

Blank space for writing the answer to the second question.

**What do you wish for your audiences to think, feel or do? (1-2 sentences)**

Blank space for writing the answer to the third question.

