

# WASTE 2 ART

## AN EDUCATOR'S RESOURCE

AN ARTISTIC &  
PHILOSOPHICAL  
APPROACH



SUSTAINABLE BATHURST  
A BETTER FUTURE



BATHURST  
REGIONAL  
COUNCIL

## COMPETITION & EXHIBITION

Celebrating the re-use and recycling of waste across the Bathurst Region through arts and crafts.



@sustainablebathurst

# OVERVIEW

The Waste 2 Art Educator’s Resource is a free education program that has been specifically designed for use by educators in the Bathurst Region, targeting children from pre-kindy age group right through to late-stage high school.

The Waste 2 Art Educator’s Resource aims to be relevant to learning outcomes in the [Belonging, Being & Becoming: The Early Years Learning Framework for Australia](#), and the NSW curriculum and syllabuses for Primary and Secondary stages.

In addition, the resource aims to assist educators in their efforts to meet sustainability accreditation requirements as laid out in the [National Quality Standard Assessment and Rating Instrument](#) document and to support the [Australian Professional Standards for Teachers](#).

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Using locally sourced materials, this resource is supported by a suite of activities and tools to assist educators to improve their understanding and awareness of waste reuse and recycling within the context of art, with the aim of influencing behaviours to achieve a more sustainable method of waste resource application.

# LEARNING CONTENT

## FOCUS AREA 1:

### EXTRACT USEFUL WASTE MATERIALS FROM YOUR HOME OR SCHOOL ENVIRONMENT

#### THE KITCHEN AS A COLLECTION POINT

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*“Start where you are. Use what you have. Do what you can.”*

*Arthur Ashe*

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The rationale behind the collection point being the kitchen is that all households and schools have some kind of functioning flow of product input for consumption, and output of waste, even if it is messy and random. At some point in the flow, materials can be collected by the savvy creator and organised into workable supplies. It is an economy of time, and also cleaner to intercept the waste before it goes into a bin.

Waste 2 Art provides students with a reason to become mindful of this process of consumption and disposal.

As soon as you become aware of the annual theme for Waste 2 Art, begin by asking the children, parents and carers to collect some relevant materials from home to bring into the school.

**Each time there is a shopping trip or a mail delivery to the home or school, stop and study the packaging. Decide if it could be useful before you dispose of it in the bin.**

**Remember, for Waste 2 Art, using recycled items is best; avoid using or purchasing new items if possible.**

#### *Cardboard boxes*

Internal surfaces of boxes can be used as a blank page, book cover or canvas. Cardboard cores and solid cardboard packing can be transformed into sculpture. Clean, strong cardboard is often found in manchester packaging.

#### *Papers*

Paper products of all kinds can be re-used if they are food-particle free. Envelopes, old books and cards, gift wrap. Many ‘sparkly’ papers are not able to be recycled through the yellow bin Council collection process, so they are ideal for use in Waste 2 Art creations.

#### *Metal*

Metal lids, bottle tops and aluminium foil seals from dairy products are shiny and malleable for shaping into sculpture, jewellery, mosaic, etc. Tin and aluminium cans have multiple uses.

#### *Fabrics, textiles*

Old carry bags, old clothes including school uniforms, carpet offcuts, hessian sacks, can all be cut and stitched or tied, dyed or woven to create centre-pieces, clothing or wall-hangings.

### *Pictures*

Pictures and images taken from photos and magazines, along with attractive surfaces from packaging, have a myriad of decorative uses.

### *Threads, ribbons etc*

String, wool, tape, threads, fabric, elastic, ribbons, buttons, wire attachments can be extracted from packaging, or deconstructed from old clothing.

### *Containers*

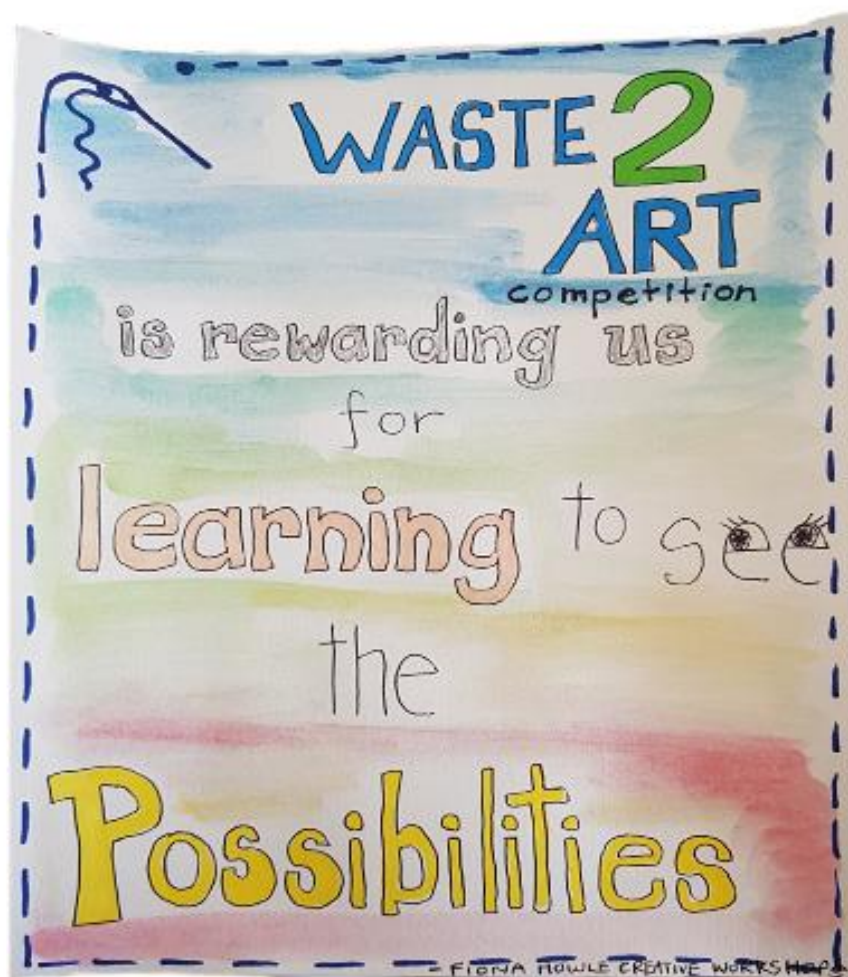
Glass or plastic jars with or without lids can become storage containers or be recycled into artworks.

### *Plastic sheeting*

Plastic sheeting both clear and coloured; large sizes can be rolled, small pieces stored flat.

### *Large items*

Old furniture, fencing materials, mattress springs and more, these can all be repurposed into a Waste 2 Art creation.



## FOCUS AREA 2:

# SAVE, SORT AND STORE USEFUL WASTE MATERIALS

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This process of saving, sorting and preparation is vital to the artistic process because:

1. It familiarises you with the material and its source;  
The material is filed into the mind; the size and shape, other properties and qualities are digested and incubated for surfacing via the imagination as ideas; and
2. The tidy materials are easily extracted from storage. When you are ready to create, the materials can then be spread out in the work area to become the chaotic “mess” where ingenuity lives.

You do not have to know what you will do with a material in order to store it. You just have to believe it may have potential. Billions of dollars are spent on all the pretty packaging in our world which could become a ready supply of stationery and craft materials coming straight off the back of our food and beverages, clothing, tools and household items.

Before storing, the materials usually need washing, disassembling or opening up and flat-packing.

### THE USEFUL SHELF- IT’S ONLY USEFUL IF ITS ORGANISED!

Without a successful sorting and storage system, saving items from the waste bin can become messy and un-useful! Alternatively, when you have an organised and readily accessible materials shelf, people will be more likely to re-use the materials in more manner of ways than you can believe.

Can you identify a useful shelf or suitable safe storage place in your school?

**Store similar items together in other re-purposed containers that stack.**

Start with your largest regularly collected containers that can then stash the smaller items within them. E.g., flat fruit boxes store jars or smaller boxes which in turn store lids, wire, ephemera, string and yarns, photos and scrap papers.

**Label ALL the containers.**

Try sorting your items for recycle into these general categories:

#### *Cardboard*

Cardboard boxes of all kinds: open them out and store flat like books on a shelf in order of size so the small tea and cracker containers are not hidden from the large cereal and pizza boxes for example. A4 reem cartons or wine/beer cases are excellent for storing other papers and boxes. Shoe boxes are perfectly designed for stacking.

#### *Paper*

Pager bags, envelopes, gift cards, magazines, old books, photos

#### *Containers*

Bottles and jars both plastic and glass

*Aluminium and tin*

Cans, keys, bells, curtain rings

*Foil*

Seals off dairy products

*Fibres*

Ribbon, ties, yarns, threads, adornments

*Fabric, textiles*

Synthetic and organic material, manchester items, textile floor coverings; heavy duty and lightweight textiles.

*Wire*

Twist ties from toy packaging, garden tie wire, bobby pins, paper clips, craft wires, pipe cleaners, florist wire, electrical wire, steel guitar strings, etc.

*Ephemera*

A collection of random odds and ends.

**Plastic sheeting**

Try storing flat in a labelled in-tray or a transparent plastic tub.

## EXAMPLES OF SORTED ITEMS



Organised colours



The Useful Shelf



Strings & ties



Wash & prepare art materials



Tools

## KEEPING A TOOL KIT HANDY

Build a useful tool kit with the key items listed below:

Key Items	Additions tools
Scissors	Pliers
Stapler	Hammer
Ruler	Nails
PVA glue	Wood block as a firm base surface
Marker pens	Curtain rings, bottle tops
Large-eyed doll needle	Wire of any kind (see image: What Kind of Wire?)
Paint and brushes	Needles
Cloth/rag – to wipe away excess glue and paint etc	
Adhesive tape	
Hole punch	
String, yarns	
Safety goggles & gloves, apron	

Safety should be a key consideration when working with any tools and materials. Adult supervision and assistance are recommended when using tools and other key items. Personal protective equipment should be used to protect against injury.

## FOCUS AREA 3:

# WHERE IDEAS COME FROM AND METHODS TO INTERPRET THEM INTO A WASTE 2 ART THEME

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This resource document does not attempt to deliver patterns or templates for your projects. The aim is to facilitate the educator to help students understand how to come up with a unique idea for a project and to have confidence in attempting to make it.

The tools to achieve this within this focus area are:

- What is an idea? Definition and dissection of an idea
- “Idea Island”- The original and unpublished children’s story book “Idea Island” is included to explain recycling as a closed loop model to Early Years and Primary aged children, and to simplify the explanation of the 5-step process of idea formation.
- Constraints of Reuse - Why constraints of reuse, coupled with the year’s Waste 2 Art theme are useful for creating a starting point for design ideas
- List of methods and skills to suggest techniques to use for your art project
- Accompanying photos to prompt material collection for Waste 2 Art artworks, showing different items found within the home and education environment
- “HOW-TO JOIN & BUILD” – a comprehensive explanation and visual tutorial covering how to join and build using a range of different materials, including soft plastics , metals and textiles.

## WHAT IS AN IDEA?

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*“I was gratified to be able to answer promptly, and I did. I said I didn’t know.”*  
– Mark Twain.

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In the asking of this question, children’s responses range from fogginess to robust confidence regardless of the time it takes them to respond to the question. The confident kid reveals a trust and belief in their own imagination. We were born with imagination; it is the machine of our ideas. The machine is kept strong by exercising the parts using courage once the sparky light-bulb-moment is felt. If we lose trust and confidence, the machine goes rusty and we find it hard to come up with our own original ideas, or when we do, we don’t trust them. Our “machine” goes slack and dormant. The more we keep our imaginations fit and used, the better the machine works. It’s a muscle; use it or lose it!

When educators offer the highly active and accessible vehicle of the Waste 2 Art Competition to children, it is this self-trust that is encouraged and developed into ingenuity and a resilience in the belief that there is always enough of everything if they look for it, using their imagination.



An idea is a thought or a notion, an opinion, view or belief. When we are in the presence of a good idea, something inside us recognises it and we feel excited.

An artistic idea needs to be “played” with before it can evolve into something tangible.

**Below are two theories on how ideas are formed:**

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*“An idea is nothing more nor less than a new combination of old elements.”  
– James Webb Young.*

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Webb Young theorised a 5-step method for producing ideas:

1. Gather raw materials
2. Masticate these materials
3. Drop the whole subject and put the problem out of your mind as completely as you can
4. As if out of nowhere the idea will appear
5. Take your newborn idea out into the world of reality and see how it fares

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*“PREP. INCUBATE. ILLUMINATE.” - HELMHOLTZ*

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The German philosopher Hermann von Helmholtz (1821-1894) used three steps to get new thoughts:

1. Preparation in which he investigated the problem in all directions
2. Incubation when he did not think consciously about the problem at all
3. Illumination, when positive ideas come unexpectedly without effort, like inspiration.

Graham Wallas (1858-1932) added the fourth stage of “verification” to Helmholtz’s three stages.

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*“What is an idea?  
If you remember only one thing I’ve said, remember that an idea is a feat of association.”  
– Robert Frost*

---

**You can condition your mind to ideas by becoming idea-prone:**

- Have fun and experiment
- Set your mind on finding solutions to problems
- Gather more input in the form of materials
- Gather up your courage
- Rethink your thinking
- Learn how to combine materials you would not usually see together

**Lastly, an idea is merely a thought that can disappear, until something happens with it.**

Share what you have, and more comes back to you. Getting your ideas out into the big wide world will encourage others to also be brave and give birth to their ideas, no matter how crazy. This action interconnects you with other creative sources, more materials and more ideas.

Transforming your idea into something tangible, regardless of other's opinions, develops your own personal growth and skill levels, which is possibly the best reason for entering Waste 2 Art Competition.

**RISK IT. SHARE IT. ENTER IT!**

**Have a go or you'll never know.**

## IDEA ISLAND STORY BOOK

This unpublished, original work informs us of the recycling-based idea generation process and is particularly suited to Early Years and Primary aged children.

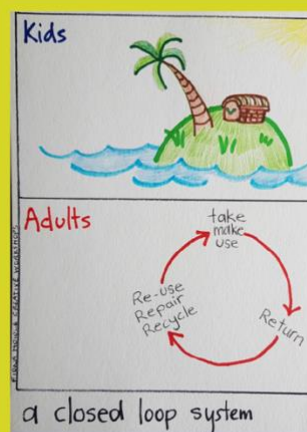
The story is read aloud by its author Fiona Howle in the Waste 2 Art – Inspiring Young People video on Bathurst Regional Council's [YouTube channel](#).

The premise of the story is:

- Everything you need is around you now.
- The ideas are inside you; they just need the right conditions and time to bring them out.
- Everything in the world is connected.
- What comes around, goes around.
- Share what you have; there is always more of something else.
- Others won't see your idea until you begin it.
- Each page of the story is one step of the ideas process.



Idea Island story book



Resources closed loop system as a model for children & adults

## THE WONDERFUL CONSTRAINTS OF RE-USE

Re-use is not open-ended, because it starts with a waste product as a constraint. Waste products are seldom in their raw form. They have had a life previous and a purpose, often recognisable as this previous thing which can trap a viewer's perception of them. A viewer has to re-imagine them. The act of repurposing sparks the abstract and lateral thinking part of the brain to see something that didn't exist before the application of imagination.

The process of repurposing occupies the pathway of challenge and growth; intimidation, stretching of perceptions, perspectives, priorities of function or decoration, and actualizing a new artwork using skills.

## METHODS AND SKILLS

Cutting – different sorts of materials, papers, foil, thread, cardboard etc using scissors/scalpel

Tying knots – possible to learn from age 4 and up. Tying two hitch knots is an excellent binding system that outlasts sticky tape.

Weaving – learning about warp and weft, threading in and out

Wrapping – winding a thinner thread around a thicker core

Linking – as in fashioning hooks and loops, i.e., jewellery making

Hammer and nail – for joining or piecing holes

Gluing – don't use a plastic glue stick or a paint brush to apply glue; instead pour PVA glue into an upcycled plastic container and apply it with a strip of cardboard, pressing down firmly with a cloth in hand. The strip of cardboard acts as a spatula spreading the right amount of glue. The cardboard strip can be discarded at the end of the project.

## HOW TO JOIN & BUILD USING SOFT PLASTICS



Wrap Man



What kind of plastic?

Plastic is fantastic! It's waterproof, lightweight, flexible, transparent and germ resistant. We love it and we loathe it! We have to question if it is plastic itself we loathe or the way humans use and dispose of plastic that is the problem. In Waste 2 Art we are reusing current plastic, not creating new waste, so let me see if I can inspire you to at least try to study and appreciate its potential for creative outcomes, whilst learning about the problems around it and how we could make wiser choices regarding it.



Raining ideas



Join and build

Each year that Waste 2 Art's new theme reaches my ears for the first time, as an educator I immediately think, "Can I find a way for my students to work with this material safely and effectively? How can it be age-appropriate for pre-kinder to senior high school?"

When recycling plastic is possible, it may seem unnecessary to reuse them; however, the point is to work with them to understand their properties, uses and potential for good use. To educate ourselves and our children on plastics, especially regarding the world's packaging choices, is to begin to question, analyse and understand plastics, and put better choices into the hands of our young people, because plastic will not disappear in the near future, and not all plastic is bad.

A positive by-product of working with soft plastics **for art** is that they are dissimilar to most other art materials, thereby allowing a greater learning curve for children to learn skills relevant to the world of modern arts and craft as well as the environment.

Some methods to experiment with using soft plastics are:

**Threading and stitching, twisting/rolling, wrapping, painting/printing and sticking.**

Prepare the plastics by washing them in detergent and set aside to air dry.



Blister packaging makes ideal repurposed containers for materials



Soft plastic is excellent for its transparency

*Threading or stitching*

Soft plastics are thin and flexible enough to resemble textiles and can be used with similar methods such as weaving, embroidering, machine stitching, and crochet. Thin strips of soft plastic can become yarn. Sheet plastic can be worked like fabric.

Experiment with hand or machine stitching on plastic sheeting with paper pictures or fabric in between, or in layers with items to add bulk in between.



Plastics respond well to most embroidery methods



Crochet & stitch



Painted plastic with wire support

### Twisting/rolling

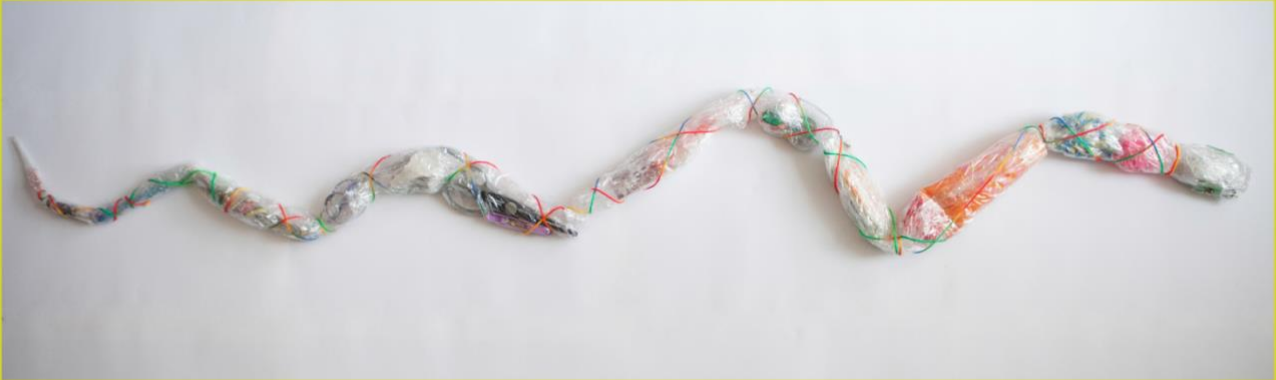
A thin strip of plastic sheeting can be twisted and doubled back on itself; just like yarn in a twisted cord. Twisting or rolling a flat sheet of plastic conceals the edges and gives it bulk if plaiting or weaving is required. It effectively turns it into a yarn or string where traditional methods of crochet, basketry or weaving can then be applied.



Firstly roll three plastic strips into tubes, clip them to a board or book, then plait.

### Wrapping:

Soft plastic can be wrapped around just about anything; being flexible it is purpose-built for wrapping; being transparent, it reveals its contents to the viewer (see photo “Swallowed Whole” snake).



Swallowed Whole – saved from landfill

Flexible soft plastic can be used like rope or yarn when twisted or plaited.

Another method you can use to persuade your soft plastic to behave how you would like it to is to wrap yarn or string around it (better than sticky tape), binding it into place. Maintain tension on the string as you wind it, and the plastic will resist the compression and create a stiff form. Armature for animals or people shapes can be made using this technique.



Create your armature by wrapping the head first, followed by the arms, body and legs

### Painting/Printing

Using plastic sheeting as a canvas can have brilliant outcomes! Its transparency allows for interesting techniques and effects when layers of painted plastic are placed on top of one another, held together by clips, staples or stitching, then illuminated with either daylight or artificial light from behind. Try painting sky on one sheet, mid-ground on another sheet and foreground detail on a third sheet. Try painting on plastic sheeting over a magazine picture, then applying it face down onto clean paper as a printing technique.

A fun exercise for all ages is to try sticking clear plastic to a mirror and painting your portrait as you see yourself through it!

Try printing with bubble wrap in different sizes onto clean art papers, newsprint or gift-wrap.



Painted bubble wrap becomes a technique for printing



Painted plastic sheeting with a photo underneath



See-through outcomes

### Sticking

Plastic is waterproof, non-porous; therefore it does not work well with glues because they use water to penetrate the particles of the substance for adherence. Try dry methods of attachment instead; like staples, stitching or sticky tape.

Adhesive tape finally gets my recommendation as a successful method of attaching plastic to itself and other materials and is easy to use for all age children. However, it does have a relatively short shelf-life of a couple of years or less before it yellows or loses its strength depending on the quality you buy. Staples last years before rusting. Stitching can last decades.



# HOW TO JOIN & BUILD USING METALS

## Using Metals



Steel and aluminium cans, wires and the tools needed to work with them, all seem tricky or dangerous for young people to negotiate. Yet we can find ways for children to learn to work with these adult tools and building methods, thereby greatly elevating their skills.

Early Learners are provided with real hammers in their play environments now, under supervision. Yet there are some children even in Senior school who have never used a hammer, a pair of pliers or tin snips.

Working with metal offers an opportunity to go beyond working with sticky tape and glue, stretching to the more sustainable material of **wire** which is a preferred material for joining metals. It looks better than sticky tape and lasts longer, even outdoors. The methods to experiment with using wire are **threading, twisting, linking, kinking, and wrapping**. The aim of the following photos is for you to visually connect various appropriate **TOOLS** with **MATERIALS** and a **TECHNIQUE** to produce an **OUTCOME** for joining and building using aluminium and steel cans as part of your work of art.



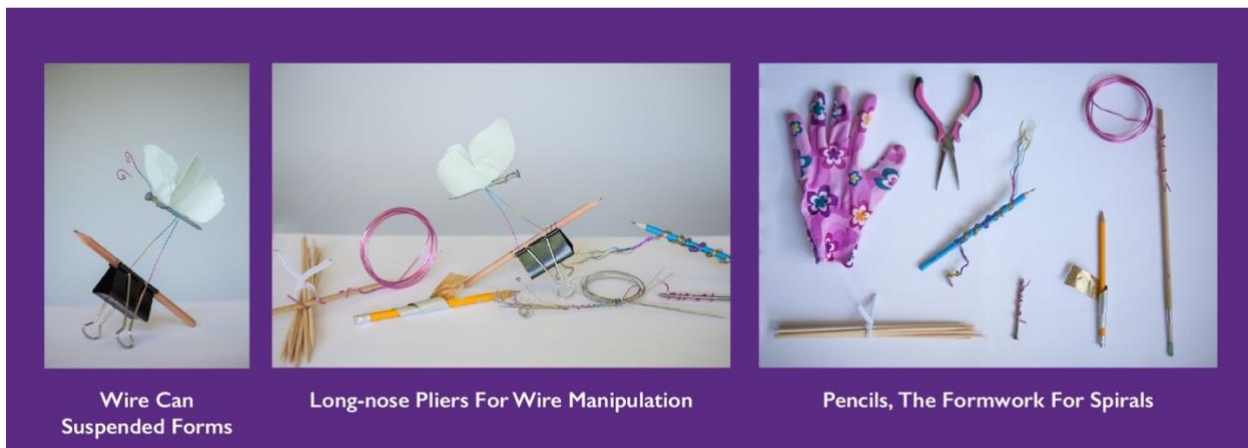
### Threading

Using a hammer and a strong (4mm thick) roofing nail or similar, with a wooden block and stable surface underneath (e.g., floor), pierce a hole or several in the metal where wire can be inserted. Kink or twist wire in between cans, lids or bottle tops to separate them. The squashed can man has a hole pierced in the bottom to line up with the top opening. Thread doubled wire through both holes to form the legs, then bend this over the champagne cork wire to hold it in place. Lastly, thread the wire arms.



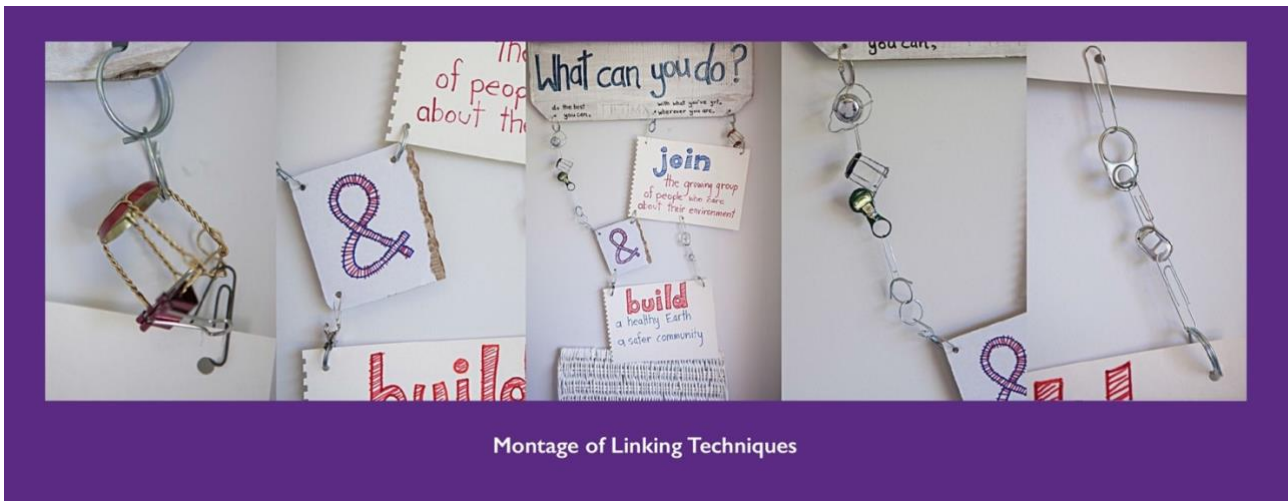
### Twisting

Two lines of wire are joined by twisting them around each other like a twist-tie on bread wrappers. Two lines of wire are stronger and more versatile; one can be threaded separately, and then re-join its mate with a twist to secure.



### Linking

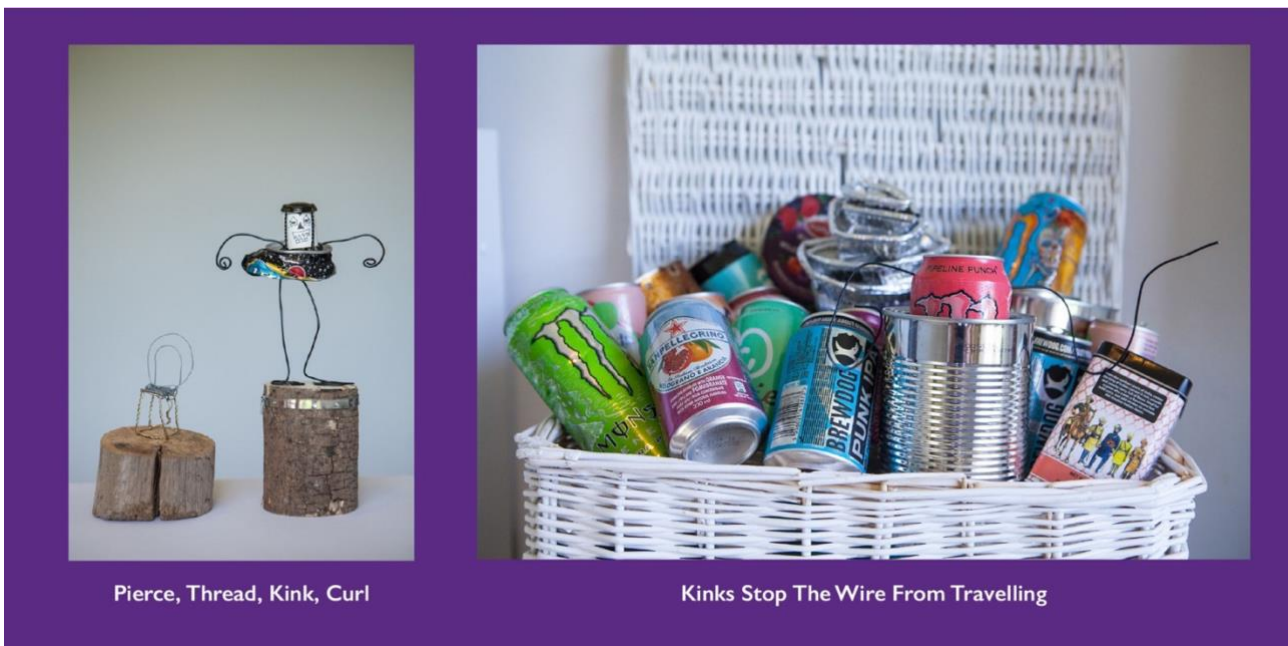
Metal can be linked together using jewellery jump-rings, curtain rings, paperclips, or short strips of wire that can make a chain with each other. This is a great technique for use in mobiles, jewellery and sculptures.



Nuts and bolts (consisting of a post and ring) are an excellent linking system that can be creatively interpreted by exchanging the nuts with washers or metal lids with a hole in the middle of them, and the bolts with nails, skewers or stiff wire, or any other device you have found that acts like a post; excellent for constructing wheels.

### Kinking

Metal lids or bottle tops can stay separated by kinking (bending) the wire at a 90 degree angle or more, after threading it through the lid or top; a useful method when making mobiles, sculpture or jewellery.



### Wrapping

Tins and cans can be joined together by wrapping the wire tightly around one can and then carrying it to the next can. Wire can be spiralled by winding it around a pencil or similar tube, then extracting the pencil afterwards.



Wrapped Cylinder Outcome

### Foils

There are many types of reusable foils found at home from product packaging, butter and yoghurt seals, chocolate wrappers, baking trays, etc. Foils can be easily manipulated by small fingers and have the excellent properties of stiffness and flexibility. Wash them in detergent and set aside to air dry.

Foil can be wrapped around just about anything, often without requiring adhesive of some kind.



Foiling Around



Small Scissors Can Easily Cut



Cutting Foil With Small Scissors

## HOW TO JOIN & BUILD USING TEXTILES

I am wrapped in the exciting potential for textiles (defined as cloth/ fabric/ material/ clothing/ soft furnishings) to be upcycled. This is a medium which is relatively safe for children of all ages to experiment with. It may involve the use of sharp needles for stitching, however you don't have to sew fabric in order to upcycle it. It can be cut into strips, woven, knotted or tied. It can be used instead of paint and glued to a canvas or paper.



Softie toy

### organics vs synthetics



What kind of fabric?



Patchwork community heart



Join and build

Clothing and soft furnishings do more than just cover us or make life more comfortable; they define our style, our attitudes and our health. The way we create, consume and dispose of textiles has become a world problem, and the solutions are reaching far into the areas of agriculture, politics, social welfare, manufacturing, media and of course the fashion industry itself.

For our children’s future, sustainable textile choices will be critical. A major shift in attitudes to the purchase of “fast fashion”, synthetic textiles in clothing and soft furnishings, and pride in what you wear will be front and centre of our children’s choices.

*“Buy less, choose well, make it last”* – Vivienne Westwood, London fashion designer.

Some methods to experiment with using textiles are:

**Hand stitch, machine stitch, knotting, weaving, crochet, knitting, macrame, painting, cutting, dyeing, gluing, mending and applique.**

Hand dyeing cloth is experiencing a trend in the area of ECO-DYING using organic matter, however this technique is not very suitable for working within the classroom constraints.

Yarns and embroidery threads in random colours can be found at charity shops.

Your **most valuable tool** is a good pair of fabric cutting scissors.

Cloth can be cut into strips and **woven** using a sheet of cardboard for the loom.

Patterned or plain textiles can be **painted**. Fabrics that suggest colours and textures, portraits, landscapes and still life can be **glued** to calico or canvas



Weave



Paint



Glued cloth collage



Hand stitched jeans



Knotted and stitched book covers



Key tag



Basic embroidery stitches



Sunglasses case

**Hand stitching** can be as simple as sewing on a button or a patch, or for older children learning to use a needle and thread as a basic life skill can be liberating for personalising their outfits and items. Society has been persuaded from mending holes in torn textiles in order to increase consumer spending, however the sustainable way forward is to select good quality items and repair them when they need fixing. We can outsource the mending, but what a breakthrough it will be when children can learn the skills to try it themselves.

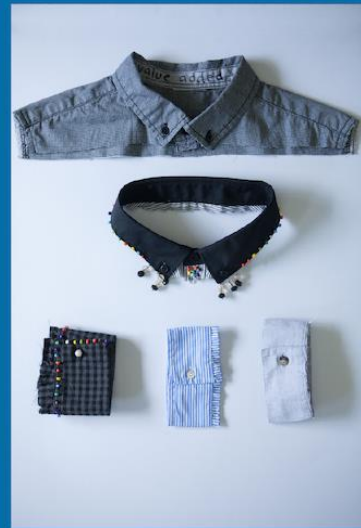




Drink bottle holder  
from a cut off sleeve



Shirt sleeves are altered to fit



Collar and cuffs become novel  
embellished jewellery

**Knotting and plaiting** can be a fun learning experience for preschoolers and early Primary years children.



'Anaconda' – plaited lengths of cloth make a snake

Turning a tube of cloth inside out – demonstration



Tube folded and stitched by hand or machine



Safety pin inserted into the tube to draw the tube right side out



Knots can be added

Outcomes for embellishment include using fabric crayons for early learners, and a sewing machine for late primary age or high school children to aim towards.



Fabric crayon is heat-set with an iron



Jacket is embellished with cloth patches using both machine and hand stitching



Plain collared shirt merged with scrap fabrics to make a gown

*Techniques to try*

DECONSTRUCT: cut up or unpick a garment or soft furnishing

MERGE: two or more garments can be dissected and joined differently

EMBELLISH: add embroidery, patches and trims to mend or personalise a garment

Traditional machine sewing and scissor skills are not as vital today as they were when our grandparents were making all their families clothing at home, however if our children are able to know the basics of machine sewing, the skills can liberate the way they see fashion, and are incredibly useful in so many areas of life.

*“It’s not how much you do that matters, but how much you treasure the things you do.”*

- Fiona Howle



Outgrown clothing becomes cuddle cushions



Denim banner with proverb, and coloured ribbons on either side



Wall banner with pockets



Novelty seat – stitched wood rings and trunk made from hard wearing boat carpet offcuts

For Early Learners and Primary years up to age 7, use the approach where:

*The child is the designer/engineer who:*

- Makes the imaginative decisions
- Attempts to use the tools and materials to their level of skill.

*The educator is the labourer who:*

- Models how to use the materials and tools
- Wraps plastic showing required tension on yarn
- Threads large-eyed needles with string or yarn
- Ties knots if child is unable to
- Encourages collaboration

*Classroom opportunity*

The educator who is not so crafty minded, may choose to invite a guest into the classroom session who is a handyperson to demonstrate the techniques and assist some students.

*Note*

Whatever outcomes the children reach, are right for the time, place and skill level no matter what their age. The brilliance of the Waste 2 Art Competition is in creating an opportunity for experimentation, innovation and upskilling.

Where are Australians heading with their use of textiles, and why do we need to change? Approximately only 6% of clothing in Australia is made locally. The rest is produced offshore\*1. Skilling our workforce and enabling a culture where youth can individualise possessions and learn to make and alter their own clothes and homewares can change this figure. A shift in understanding of how our garments are made and the textiles used to make them, could mean we take better care of our more expensive quality clothes. We can aim to subvert the cycle of buy-and-dispose and transform our relationship with clothing whilst still being able to wear beautiful things.

For the imperilled fashion industry, regenerative agriculture presents an intriguing solution. Integrating its principles along fashion's supply chains – by using it to farm cotton, flax (linen), silk, wool, cashmere and hemp – the industry could theoretically transition beyond 'sustainable' solutions that merely mitigate harm, towards solutions that promote healthy landscape function and improved biodiversity, soil health and water cycles in regions the industry has typically used and abused. Farmers who have switched to these techniques say they are happier and more relaxed, that they have a sense their land is coming back to life\*2.

With upskilling, a different VALUE SYSTEM will come.

QUALITY over quantity

NATURAL over artificial

LOCAL production over cheap price import

What we can be getting from our clothing is self-expression, comfort and belonging.

*“What survives the whole process is what people actually wear. I am interested in clothes people want, covet, desire, use, love, tear, soil. Clothes mean nothing until someone lives in them.” – Marc Jacobs, fashion designer.*

Notes\*1 and \*2 sourced from “Sundressed: Natural Fibres and the Future of Fashion” by Lucianne Tonti

# FOCUS AREA 4: INSPIRATIONAL PROMPTS FOR WASTE 2 ART & HOW TO TAKE A GOOD PHOTO

*“Learning how to work with what you do have, instead of wishing for something you don’t have, is a way of solving many problems in life.” –  
Fiona Howle*

Outcomes for painting on plastic sheeting



Hat made from oranges net bag



Fiona Howle with Wrap Man



Inside out hand puppet



Bottle Top Buttons



Foil Candle Holder



Foil Face



Robot





Cloth collage on cardboard



Sculpture with fabric and wire



Tissue box holds handy rags



Fun toys and gifts

## HOW TO TAKE A GOOD PHOTO

In case the competition asks you to take a photo of your artwork for the submission process or to promote the exhibition, here are some tips for taking a great photo of your entry:

- Find a location with lots of light – natural light is best – either inside near a big window or outside. We want your entry looking nice and bright.
- Make sure your background is free of clutter, so we can focus on your creation
- Your entry should be lit from the front
- Avoid backlit subjects (subjects with light behind them) as this will greatly reduce the quality of your photo. Be aware of shadows, especially from your body, if you're taking the photo outside
- Once you've found a spot that has good light and gives you room to stand back and focus, you can turn/rotate your artwork in place, taking as many photos as you wish, showing it from various angles/sides. You want plenty of good photos to choose from.
- All photos should be taken in landscape (horizontal rectangle) view, with the smart phone or camera as steady and level as possible.
- Try to move around to capture the shape and feel of your creation. It's best to start at the same level as your artwork whether that is on the floor, on a table.
- For kids: if you have an adult that can help you, ask them to take some photos too, so you'll have more options to choose from.

With lots of good images to choose from, you can narrow your selection down to your three favourite photos to provide if /as needed. If needed as part of the submission process, you will be asked to email them along with your completed entry form and up to half a page of description on your artwork, to [Waste 2 Art@bathurst.nsw.gov.au](mailto:Waste2Art@bathurst.nsw.gov.au) by the closing time and date.



Cluttered photos with no focal object



Object well lit on a clear background





Poor lighting, subject is crooked,  
subject is not the main focus



Well lit, artwork in focus



Subject in focus and well lit



Subject not in centre of frame and poorly lit

## FOCUS AREA 5:

# SUGGESTED TIMEFRAMES FOR PREPARATION, COMPETITION ENTRY & EXHIBITION DATES, AND JUDGING CRITERIA

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### LEAD-UP PREPARATION

Head to Bathurst Regional Council website, <https://www.bathurst.nsw.gov.au/waste> to find the Waste Information Hub. Click on the Waste 2 Art icon in the hub and you'll find all the current information on the Waste 2 Art Competition and Exhibition, including entry forms, judging criteria, definitions and details on deadline for entry to help you prepare and submit your artwork on time. Don't forget to check Council's [YouTube channel](#) and use the search bar using key words 'Waste 2 Art' to find dedicated competition video resources, including entry details and inspiration.

#### Term 4:

Educators can start to plan their time frames, and request help with collection of relevant waste materials from the children and community by the conclusion of the year, or over the holiday period.

#### Term 1:

Commence designs and production. You may choose to allow a weekly time slot over the course of the term, or you could condense the project into one session.

Depending on deadline for entry students may need to complete works in term 1, or may be able to work on their project at home over the school holidays and submit to a later term 2 deadline.

### WASTE 2 ART COMMUNITY COMPETITION/EXHIBITION DATES

Council will communicate details of the exhibition via the Waste 2 Art page inside the Waste Information Hub on Council website <http://www.bathurst.nsw.gov.au/waste> and on social media <https://www.facebook.com/sustainablebathurst/>.

*Key Dates for students and educators to check*

#### Entries Close

#### Deliveries of Artworks to exhibition venue

#### Local Exhibition Dates

**Regional Exhibition Dates:** A regional exhibition is held each year after the local Waste 2 Art exhibition in Bathurst, with some category winners from the local competition progressing on to the regional level. Details including date and location of the regional exhibition are communicated closer to the local exhibition dates.

### JUDGING CRITERIA

The key criteria for Waste 2 Art artworks remains the use of waste materials and the focus for the competition and exhibition remains on the waste education component of the program. Educating young people around the need to reduce waste as well as recover resources is essential to the future sustainability of the environment and our community. However, we do recognise that for most young people these are not new concepts.

The most inspiring work from each section in all categories will receive a prize and may be entered into the Regional Competition.

The competition may have monetary and prestige rewards for the winners, but all who enter are rewarded for learning to see the possibilities for finding ways to re-use, recycle and reduce our waste products.

The public exhibition aspect of Waste 2 Art also enables artists to exhibit their work to a large and varied audience.

There is however an exhibition component of the program and, in order to ensure transparency, every Central West Council running Waste 2 Art uses the same judging criteria to judge winners and highly commended in each category. This ensures that winning artworks entered into the Annual Regional Exhibition will also be judged on the same criteria.

Judging is based upon four criteria:

- Concept
- Quality
- Recycling component and
- Sustainability.

Marks are awarded across each of the criteria and used to determine winners.

Artwork descriptions assist with judging and awarding marks.

# FOCUS AREA 6:

## FITTING WASTE 2 ART COMPETITION WITHIN YOUR CURRICULUM

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### RATIONALE

To assist the educator in linking the Waste 2 Art Competition and Exhibition model to the [Teaching Standards of NSW](#), several connectors to standards 1, 2, 3, 4 and 7 are offered below:

#### Standard 1

Waste 2 Art gives all educators an opportunity to observe participating children's attitudes towards resourcefulness. In educational terms, we are ultimately encouraging critical reflection, self-assessment and quality improvement in the children as well as ourselves, and this competition aids educators to better **KNOW THEIR STUDENTS AND HOW THEY LEARN** through challenge, visual observation, audio instruction and kinaesthetic skills.

#### Standard 2

This educator's resource provides a list of tools, materials and videos for the know-how of techniques relevant to the current year's theme of Waste 2 Art, in order to assist educators to **KNOW THE CONTENT AND HOW TO TEACH IT**.

#### Standard 3

Waste 2 Art suggested time frames listed in Focus Area 5, help educators with **PLANNING** to ensure delivery of the children's artwork into the competition by the due date. Advance notice of the following year's theme for Waste 2 Art allows the educator time to relate it to curriculum in order to **IMPLEMENT EFFECTIVE TEACHING AND LEARNING**.

#### Standard 4

Waste 2 Art provides a supportive framework for exercising children's imagination within a community environment engineered by Bathurst Regional Council in collaboration with SIMS Metal and NetWaste.

It assists the educator in creating a **SAFE AND SUPPORTIVE LEARNING ENVIRONMENT** to teach children about recycling/upcycling and the skills needed to hone their art and craft into decorative and functional items for reuse, which in turn encourages their self-confidence and belief in navigating and managing the future world ecology.

The Waste 2 Art competition can be used as a germination bed for growing ideas on how to improve our environment, as well as gaining further awareness on how our community views the use of resources. It can act as a discussion topic for coaxing children's individual thoughts and emotional responses regarding how they see their environment moving into the future.

The children's actualised responses via their art, sculpture and functional objects are exhibited in an open, social environment where the judging criteria prioritises inspiration and innovation, and any criticism of technique and skill level is minimised.

## Standard 7

There are several opportunities for the educator to

### **ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY**

during the Waste 2 Art Exhibition process; during the collection of materials from the home and school environment, the possible liaison with parents/carers who work in the chosen art theme area, then also on the Opening Night and Award Ceremony, and throughout the duration of the exhibition open to the public.

**Extension:** the local winners in each section will then go on to the Regional Exhibition/Competition, allowing further connections to a broader public including many other educators from other areas in the NetWaste catchment.

The [National Quality Standard Assessment and Rating Instrument](#) document may also prove useful as reference material for educators.

## EARLY LEARNING LINKS

The following outcomes from The Early Learning Framework ([Belonging, Being & Becoming: The Early Years Learning Framework for Australia](#)) may prove useful for educators:

Outcome 2: Children are connected with and contribute to their world.

- Children become socially responsible and show respect for the environment.

Outcome 3: Children have a strong sense of well-being.

- Children take increasing responsibility for their own health and physical well-being

Outcome 4: Children are confident and involved learners.

- Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.
- Children transfer and adapt what they have learned from one context to another.

Outcome 5: Children are effective communicators.

- Children interact verbally and non-verbally with others for a range of purposes.
- Children express ideas and make meaning using a range of media.

## SUGGESTIONS FOR EDUCATORS REQUIRED TO DELIVER WASTE 2 ART ONLINE

Below are two approaches to use, should educators need to inspire children remotely:

- Primary level inspiration
- Secondary level inspiration

The optional **check-ins** after each step are provided as suggestions for children to stay in touch with their educator online, offer their responses or ask questions.

See Bathurst Regional Council's Youtube channel's Playlist 'Sustainable Bathurst' and search for Waste 2 Art to find all the video resources to support inspiration and entry for Waste 2 Art.

### Treasure Hunt Challenge

1. You are a pirate and must plunder your kitchen pantry, consume some or all of the contents of goods wrapped in soft plastic, foil or cardboard, and using your imagination, you must stare at the packaging for a minimum of 3 minutes. Describe it; is it see-through, coloured, waterproof, stretchy, scrunchy, stiff, shiny, crackly or soft, does it look silvery or fluffy? Then wash your materials with soapy water (except cardboard and paper) to remove food particles. Wipe dry or leave to air dry.

**Check-in:** Describe your materials in three words and send them to the teacher.

2. Gather pencil and blank paper, coloured markers, paint, scissors, yarn or string, adhesive tape, sewing needle and thread if you have it, plus any other craft supplies available. Watch the Youtube video resources on Bathurst Regional Council (BRC) Youtube channel, noted above.

**Check-in:** Do your tools and materials give you ideas for what to make with your collected items? Or do the collected items themselves suggest to you what you could make with them? There is no right or wrong answer; your creation is your response to the “raw materials” you are using.

3. Imagine you are back on your pirate ship and you have not seen land for weeks. On the distant horizon you see a “mirage”. Search definition of mirage. Transform your collected materials into your wish vision using any of the techniques you can learn from watching the BRC YouTube video resources.

**Check-in:** Discuss your idea with your teacher online if you need to before you start it, or during the making of it. Ask for help with the tools and materials if you need it.

4. Transformation occurs in nature (read “The Very Hungry Caterpillar” by Eric Carle), and in fictional man-made characters (“Transformers” movie, books, toys by Marvel). What will you transform your collected waste items into?

**Check-in:** What is transformation? Send in your answer to your teacher online.

### What is Face Pareidolia?

1. Search online for definitions.

**Check-in:** Feed your definition back to the teacher.

2. Are you hungry yet? Silly question? Raid your kitchen and “harvest” any types of soft plastics from food packaging, postal deliveries, etc. Can you see faces in packaging? Wash the plastic and set it aside to airdry before crafting it.

**Check-in:** Do you think that having to clean food waste off packaging before recycling it stops people from recycling? Are you aware of your own household’s process of consumption and waste disposal? Does your household separate its food waste from containers and place them in the different bins? Forward your comments to the teacher.

3. Watch Bathurst Regional Council’s YouTube video on Waste 2 Art Soft Plastics theme for 2022. Any of these techniques found here are achievable from your home. Refer to FOCUS AREA 3 in the Educators Resource: Where Ideas Come From – a 5-step process by James Webb Young. 1) Gather raw materials, 2) Masticate these materials, 3) Drop the whole subject and put the problem out of your mind as completely as you can, 4) As if out of nowhere the idea will appear, 5) Don’t doubt your idea. Take your newborn idea out into the world of reality and share it.

**Check-in:** Name one human invention you think is awesome, and forward to your teacher.

4. The metamorphosis of your soft plastic “raw material” is limited only by your perceptions and skill level. Believe in your power to be creative. Carbon under pressure makes diamonds. Polish your “confinement diamond” and create a gem. You won’t know what you can come up with until you give it a go.

**Check-in:** What is transformation? What is metamorphosis? Does either require incubation? Do you think our Waste Management Centres are sites of incubation for materials and products to await change? Will landfill disappear or transform itself? Feedback your thoughts and findings to the teacher.

**Extra Reading Resource**

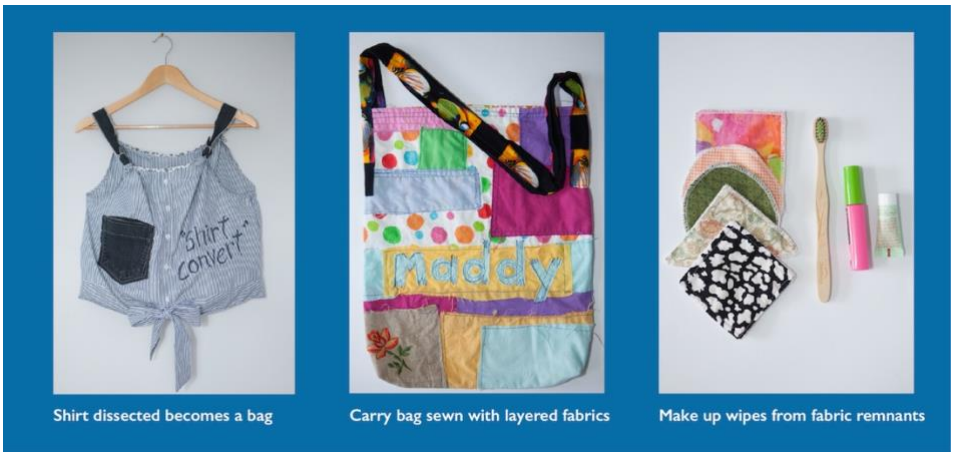
“A Life Less Throwaway” by Tara Button



Plastic bags with white lining turned inside out become hand puppets & more!



Painted Foil Covers Modelling Clay On Tray



Shirt dissected becomes a bag

Carry bag sewn with layered fabrics

Make up wipes from fabric remnants

## WHAT WASTE 2 ART CATEGORIES CAN YOUR CLASS FIT INTO?

e.g. categories from 2023. Check current categories on Council's Waste 2 Art web page.

**Oversized works for any category can be entered as an A3 or larger photo. All photos must be framed and ready to hang.**

**All categories allow for individual and group entries.**

Tick the category you wish to enter your artwork in:

### PRE SCHOOL

**2 Dimensional**  
Poster/Painting/Collage/Drawing

**3 Dimensional**  
Sculpture/Installation

**Functional**  
Furniture/Craftworks & Wearable Objects

### PRIMARY SCHOOL

**2 Dimensional**  
Poster/Painting/Collage/Drawing

**3 Dimensional**  
Sculpture/Installation

**Functional**  
Furniture/Craftworks & Wearable Objects

### HIGH SCHOOL

**2 Dimensional**  
Poster/Painting/Collage/Drawing

**3 Dimensional**  
Sculpture/Installation

**Functional**  
Furniture/Craftworks & Wearable Objects

### COMMUNITY

*Open to all members of the community.*

**2 Dimensional**  
Poster/Painting/Collage/Drawing

**3 Dimensional**  
Sculpture/Installation

**Functional**  
Furniture/Craftworks & Wearable Objects

**Please tick if you are a**

**Professional Artist**

**Experienced Artist**

For judging purposes.

See 'Definitions & Further Information' page for details.



## WHAT KIND OF ARTWORK CAN YOU ENTER?

All categories allow for individual and group entries.

*Functional*

Anything that has a use, not just visual appeal, i.e. jewellery, furniture, craftworks and wearable objects.

*2D*

Anything that would be hung on a wall or lie flat, i.e. poster, painting, collage or drawing.

*3D*

Sculpture, installation, video or soundscape.

*Creative Repair, Restore & Refurbish*

Entrants need to provide their own equipment if entering a soundscape work.

Size limits for artwork: dimensions limit 2m x 2m x 2m; weight limit 40kgs. Artworks exceeding the size and weight limits can be entered into any category – they must be entered as an A3 photo framed and ready to hang.

## EXTENSION QUESTION: “HOW DOES ART PLAY A ROLE NOW AND INTO THE FUTURE?”

As the digital and robotic age infuse our daily lives and replace many manual labour jobs, other human attributes become essential. It is well documented that our children will need their courage and problem-solving skills, ingenuity, teamwork, critical thinking and resilience to keep adapting to future changes, and these qualities are developed during the processes of art and craft. Creativity and the externalisation of ideas is what keeps us all moving forward with positivity.

Seeking art and craft materials from within the realm of waste products as part of a loop system, helps children to learn to return to the source; the earth, where belonging, being and becoming can be most energetically experienced. This in turn benefits all humans and our globe.

Have fun, enjoy and create!



# RESOURCE DESIGN

This resource has been designed by Fiona Howle Creative Workshops for Bathurst Regional Council.

## ABOUT FIONA HOWLE

Fiona is a self-employed creative who works with concept art, upcycled materials and the development of ideas and new techniques. She designs and delivers workshops in most mediums for adults and children.

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*“It wasn’t until I started to save, sort and store the small things from my kitchen, that I began a journey towards change and growth in my attitude and abilities on how to manage waste material and turn it into a resource. My ultimate goal is to inspire you from within, to give you confidence to try recycling waste into decorative and functional products. You will grow with each artwork created, and our Earth will benefit, and so will the people around you. Your perceived limits will be left behind when you begin experimenting and sharing.”*

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Fiona Howle (left) with Tracey Callinan, Executive Director, Arts OutWest 2018

# BIBLIOGRAPHY

<u>Title</u>	<u>Age Appropriate</u>
“Waste Not” – Erin Rhoades	Teen – adult
“How to Get Ideas” – Jack Foster, BK Berrett-Koehler Publishers Inc	Teen - adult
“Old Enough to Save the Planet” – Loll Kirby	Primary
“The Plastics Paradox: Facts for a Brighter Future” – Chris DeArmitt	Adult
“The Plastic Problem” – Rachel Salt	9-13yrs
“Plastic: A Toxic Love Story” – Susan Freinkel	Adult
“A Life Less Throwaway” – Tara Button	Teen-adult
“Sundressed: Natural Fibres and the Future of Fashion” – Lucianne Tonti	Primary and above
“EcoRenaissance” – Marci Zaroff	Teens
“Eco Fashion” – Sass Brown	Primary/teens

## LINKS

The following links are noted within in the Educator’s Resource, or considered useful as a support:

1. Belonging, Being & Becoming: The Early Years Learning Framework for Australia  
[https://docs.education.gov.au/system/files/doc/other/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia\\_0.pdf](https://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia_0.pdf)
2. National Quality Standard Assessment and Rating Instrument  
[https://www.acecqa.gov.au/sites/default/files/2020-09/NQS\\_AssessmentRatingInstrument.pdf](https://www.acecqa.gov.au/sites/default/files/2020-09/NQS_AssessmentRatingInstrument.pdf)
3. Australian Professional Standards for Teachers  
<https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf>
4. Bathurst Regional Council website  
<https://www.bathurst.nsw.gov.au/>
5. Bathurst Regional Council YouTube channel videos – use search bar and use the key words ‘Waste 2 Art’ to find dedicated video resources  
<https://www.youtube.com/channel/UCVGoF32cBXj9cCpP7ZTkugw/videos>