Year group

Stage 3 - Year 5-6

Curriculum

HASS | Design and Technologies | Science | Visual Arts | Sustainability

# REUSE

Teaching sustainability to our community through sculpture!















+ String

+ Use paints if they are available!

# Method:

**STEP 1:** Investigate and discuss the unsustainable nature of our everyday consumption due to the amount of waste we generate. *Much of what we consume and throw away is not biodegradable or even recyclable, and will remain in the natural environment for a long time!* 

**STEP 2:** Gather used materials such as cardboard, plastic containers and bottles, and other cardboard packaging, as well as sticks and other natural sculptural items from the playground.

**STEP 3:** In groups, build a large sculpture encouraging recycling and reduced reliance on single use items, such as plastics. Include drawings, comments or painting on the artwork if you wish!

**STEP 4:** Transform the sculpture into a *living* artwork by planting seeds and small plants in or on the artwork. Practical plants include succulents or hardy trailing vines such as *Heartleaf Philodendron*.

**STEP 5:** Display the sculptures around the school where other students can reflect on their message.











Curriculum HASS | Design and Technologies | Science | Visual Arts | Sustainability



# **Extension Opportunities**

- Use pencil and paper to sketch the artworks, including the plants, onto posters encouraging sustainable consumption

# Inspiration

Tim Noble and Sue Webster, Subodh Gupta, Helga Stentzel, Ptolemy Elrington, Khalil Chishtee, Vik Muniz

# **Learning Intentions**

#### Students will:

- Investigate the unsustainable nature of everyday consumption, including in the creation of art
- Construct a large sculpture from recycled materials. The artworks should encourage sustainable consumption.
- Display their artworks around the school to catalyse discussions around sustainability

# Curriculum Links

## **HASS**

- Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099)
- Work in groups to generate responses to issues and challenges (ACHASSI130)

## **Design and Technologies**

- Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017)

#### Science

- Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)

#### **Visual Arts**

- Develop and apply techniques and processes when making their artworks (ACAVAM115)
- Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)

### **Cross-Curriculum Priorities**

- Sustainability