

CLIMATE UNITY

CIRCULAR ART

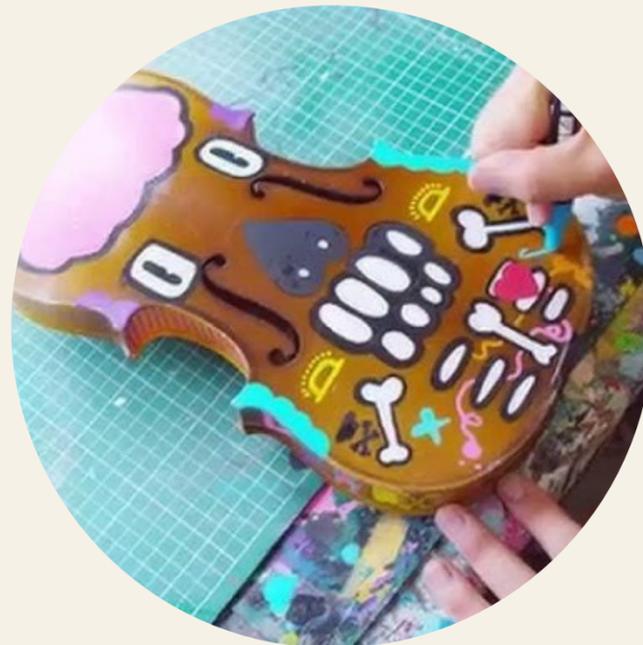


INFORMATION PACK



Hampshire
County Council

Improvement and
Advisory Service



What is Climate Unity: Circular Art?

Climate Unity – Circular Art is a creative initiative inviting teachers, pupils, artists and communities to explore sustainability through imagination, making and environmental awareness.

Part of **Hampshire County Council's Climate Unity programme**, the project brings together artists, scientists, musicians and schools to co-create a vibrant collection of sculptural artworks using **discarded musical instruments**.

Through the **Hampshire Music Education Hub** old or damaged instruments—which would otherwise have been disposed of—are being given new life through creative reuse.

Schools are invited to create **3D sculptural artworks** using repurposed instruments, expressing pupils' ideas about **sustainability, circular thinking and the stories objects can hold**. Salvaged, recycled or natural materials may be added as needed.

The project culminates in a **public exhibition** showcasing artworks created by schools across Hampshire, celebrating **resourcefulness, creativity and care for the planet**.

All artworks will be included in the exhibition (some conditions apply). Each sculpture will form part of a larger collective installation, bringing together the voices, imagination and environmental hopes of young people across the region. Together, hundreds of school-made artworks will create a powerful installation encouraging audiences to rethink waste and value materials in new ways.



Project Timeline and FAQs

Support

We will hold three online briefings throughout the project:

- **Tuesday 17 March**
- **Wednesday 20 May**
- **Monday 22 June**

All 3.30-4.30pm

The briefings will introduce the Climate Unity project, outline its aims, and explore opportunities for student participation in transforming old musical instruments into artworks.

They will also provide time to share ideas, ask questions and receive support throughout the

Delivery of instruments and collection of instruments

Instruments can be collected or possibly delivered to schools in early February.

Submission details will follow shortly.

Please attach your name and a short story to your artwork. If you are unable to deliver your work, please get in touch.

We reserve the right not to display work unsuitable for public exhibition.

If you wish, you are welcome to collect your work. Uncollected artworks will be re-exhibited or recycled.

Instrument Art

Making Phase

Students will turn their designs into finished artworks, using hands-on making to repurpose old instruments while exploring ideas about sustainability.

Materials

Please use natural, recycled or salvaged materials wherever possible.

Story

We'd love to share the story behind your artwork and how it fits the brief. Please attach it when you deliver your work or email it to us.

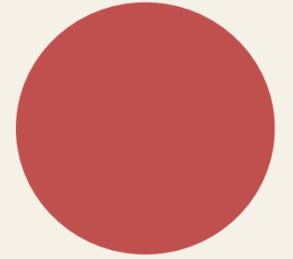
Exhibition

The final exhibition showcases students' artworks to the community, celebrating their creativity and environmental awareness while encouraging appreciation of art and sustainability.

After the exhibition, schools are encouraged to create a permanent display of their instruments within their own setting.

Things to consider

- Is it transportable? You will need to transport it to the gallery for displaying. This means that it will need to be easily dismantled and reassembled.
- Is it self-contained? We have a few plinths which can be used and some wall space to hang flat items on wires. This will need to be communicated to us ahead of time so we can make sure we can exhibit your piece to its fullest.
- If it is free standing you will need to provide anything that is used to display it.
- Drop off dates - Fri 10th July PM or Mon 13th July



Getting started

Over the next few slides are ideas to get started and introduce the project to your students!



Look and listen to some junk percussion and how others upcycle and reuse instruments.

[Landfill Harmonic - the "Recycled Orchestra"](#)

[The Recycled Orchestra Perform after LANDFILL HARMONIC screening – YouTube](#)

[The Recycled Orchestra from Cateura in Paraguay sing RESOLUTION SONG - YouTube](#)

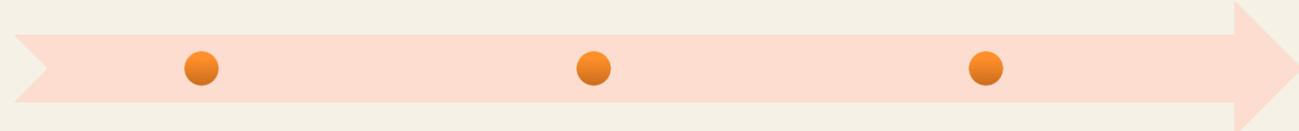
Discuss and learn about the difference between linear and circular economy – Slide 6

Make some noise! Explore the instruments before they become a canvas and create a soundscape – Slides 7 - 9

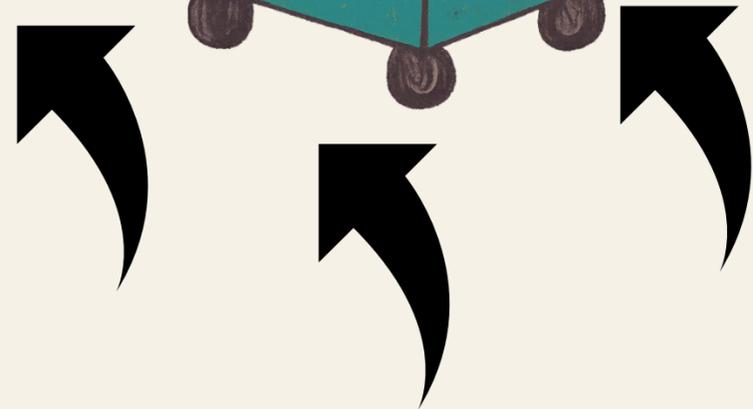
Understanding the Circular Economy

Take

Dump



Make



Fossil Fuels

**LINEAR
ECONOMY
V
CIRCULAR
ECONOMY**

The circular economy is an approach to sustainability based on reuse, repair and recycling, moving away from the traditional take–make–dispose model. It aims to reduce waste, use resources more efficiently and protect the environment for future generations.

Through art and music, this project brings circular economy principles to life, inspiring students to engage creatively with environmental issues and develop a deeper understanding of sustainable thinking.

Remanufacture



Reuse

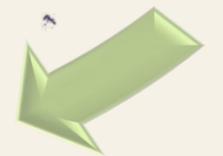
Redistribute



Repair



Refurbish



Anything can be music...

- Tap
- Shake
- Scrape
- Blow
- Rub

What different sounds can this object make?

Combining Sounds

Which sounds work together?

Which should be solo?

💡 Music is made by choices.

Using your scrap instruments can you explore what sounds they make?



[RECYCLING CONCERTO by Gregor A. Mayrhofer - MAKING OF](#)

Can you create sounds like...

☁️ Rain

🌬️ Wind

☀️ Sunshine



- What can you see?
- What is happening?
- When or where might this be?
- What does the picture feel like?(calm / busy / peaceful / chaotic / natural / mechanical)
- What sounds might exist in this place?

Working in small groups: Choose one image

Decide

- Which sounds fit the picture
- What new sounds you could create
- Which recycled objects you will use
- Plan how each sound will be made

Structure

- How will your piece work?
- How does it start and end?
- Do sounds: Play together?
- Enter one by one?
- Fade out or stop suddenly?

Performing Together

Decide as a group

- Who starts and stops sounds?
- How will you communicate?
- 👁️ Use eye contact
- Hand signals
- Counting / conductor

Reflection

Ask yourselves:

- Fast or slow?
- Together or layered?
- Does it match the picture?
- What could improve?

Which sounds were most effective?

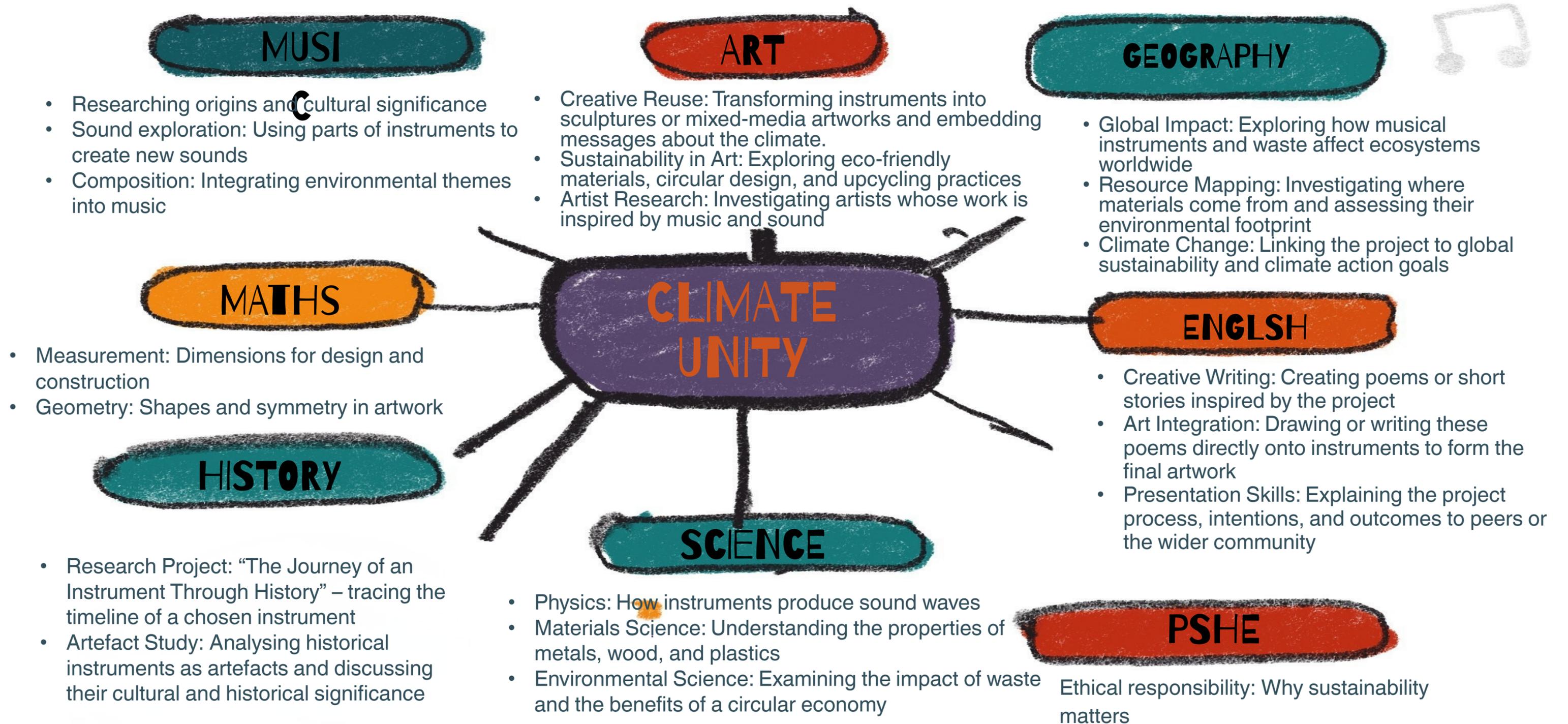


What worked well?

How did teamwork help?

Connecting Curriculum Areas Creatively

The Climate Unity: Circular Art project combines learning across all subjects, including Science, Music, PSHE, and more, encouraging collaborative exploration of sustainability, creativity, and cultural heritage through hands-on activities.



SPOTLIGHT ON LOCAL ARTIST

JOHNNY HANNAH

Johnny Hannah is a celebrated illustrator and artist known for his bold lettering, folk-art style, and richly handcrafted imagery.

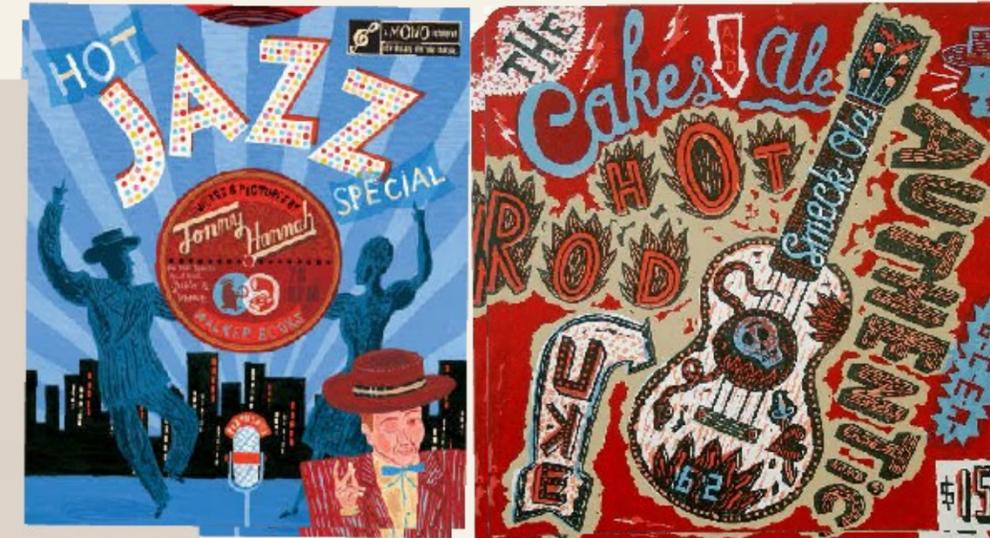
Deeply inspired by music—particularly jazz, blues, and folk—his artwork often reflects the rhythm, stories, and characters found in the songs he loves.

Johnny frequently paints on objects, transforming crates, boxes, signs, and even musical instruments into unique artworks layered with text, pattern, and musical motifs.

His work breathes new life into everyday materials, turning the familiar into something playful, poetic, and surprising.

Based in Southampton, Johnny's illustrations appear in books, exhibitions, and community projects. His practice encourages people to explore creativity through storytelling, handmade techniques, and the joy of reimagining objects in new and imaginative ways.

heartagency.com/artists/jonny-hannah



SPOTLIGHT ON LOCAL ARTIST – KEV MUNDAY

Kev Munday is a contemporary British artist known for his bold, colourful, and playful artworks that celebrate everyday life and the people who shape it. His distinctive style—featuring lively characters, energetic patterns, and joyful chaos—has led to exhibitions across the UK and internationally.

Kev is particularly passionate about painting on objects, transforming ordinary, forgotten, or discarded items into vibrant works of art. From furniture and household items to surfboards, cars, helmets, and even entire walls, he brings new life to objects through imaginative use of colour, pattern, and character. His approach reflects a belief that anything can become art, and that creativity has the power to change how we see the world around us.

Working in both public and gallery spaces, Kev often collaborates with communities and young people. His work encourages others to experiment, reuse materials, and view everyday objects with curiosity and possibility—making him a strong creative influence for projects exploring sustainability, creative reuse, and circular thinking.

www.kevmunday.co.uk





ARTISTS WHO CUSTOMISE MUSICAL INSTRUMENTS

Yayoi Kusama is an artist best known for using polka dots in her artwork. She has painted guitars and pianos with colourful dot patterns. Her work shows that musical instruments can also be artworks, not just objects you play.

Keith Haring used bold lines and simple cartoon-style drawings. He often painted directly onto objects like guitars and boomboxes. His art is playful and easy to recognize, and he believed art should be for everyone.

Shepard Fairey (OBEY) creates striking artworks using stencils, collage, and strong graphics. He has customised electric guitars, turning them into powerful visual artworks. His work shows how music and images can work together.

Yuri Suzuki makes fun and interactive sound instruments and installations. He often uses everyday objects to create sound. His work encourages people to experiment, listen carefully, and play with sound in new ways.



SOME IDEAS.....



Painting:

- Paint directly onto the instrument using materials such as acrylic paint, spray paint, or chalk pens on wood or metal surfaces.
- Use the instrument as a canvas, decorating it with detailed patterns, symbols, or portraits inspired by music or sound.
- Create mixed-media artworks by combining paint with parts of the instrument or other recycled materials.



Sound Art:

- Modify instruments to create new sound sculptures or installations
- Use strings, keys, or drum parts in interactive sound artworks

Assemblage:

- Combine instruments with other objects (metal, wood, found objects) to build multidimensional pieces
- Use hardware like screws, wires, or bolts to fix and embellish assembled parts



Textile:

- Wrap instrument parts with fabric, yarn, or thread for tactile surface art
- Use stitching, embroidery, or weaving on or around instrument components
- Create soft sculptures by integrating textile elements with rigid instrument frames



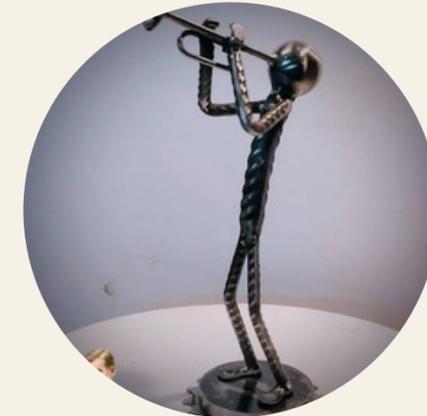
Sculpture:

- Deconstruct instruments and reassemble their parts to create abstract or figurative sculptures.
- Combine parts from multiple instruments to form one cohesive three-dimensional artwork.
- Add interactive elements, such as simple lighting or moving (kinetic) parts, to bring the sculpture to life.



Collage:

- Assemble instrument parts with paper, fabric, photos, or other found objects
- Layer torn or cut materials over the instrument body to create texture and visual interest
- Combine sheet music with instrument fragments for thematic collages



Upcycling:

- Give your instrument a new use, this could be anything from a lamp to a bird box.

Cultural Significance of Instrument Decoration

Many cultures around the world paint and decorate musical instruments as part of their traditions and celebrations.

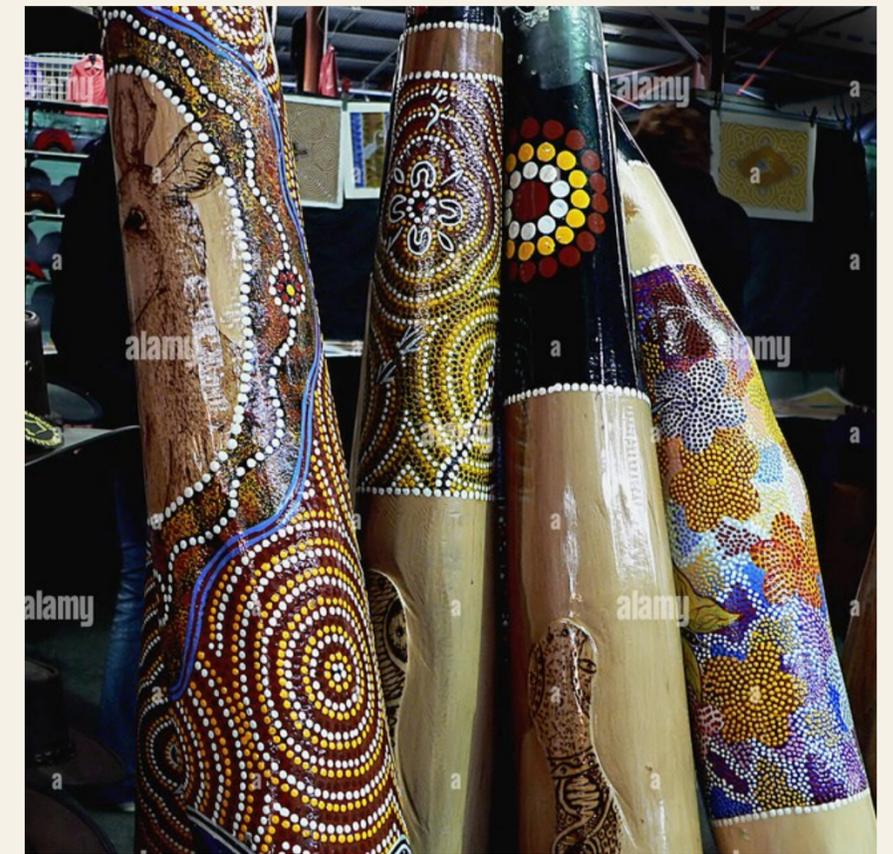
- **Native American** communities often paint drums with symbols from nature and spiritual beliefs.
- In **India**, drums such as dhols are decorated with bright colours and traditional patterns.
- In **Mexico and Central America**, artists decorate guitars and drums with symbols that tell stories or show beliefs.
- **West African** drums may be painted with bold colours or family and community symbols.
- In **East Asia**, instruments like Japanese taiko drums and Chinese festival drums feature painted designs, crests, and mythical creatures.

Across all these cultures, decorated instruments help show identity, storytelling, and the connection between art and music.

Mexican Huichol (Wixarika) Beaded Guitar
Instrument: Acoustic guitar
Tradition: Huichol bead art

Indian Painted Dhol Drum
Instrument: Dhol
Tradition: Punjabi folk decoration

Aboriginal didgeridoo
Instrument: didgeridoo
Tradition: decorated with natural earth pigments called ochres,



USEFUL LINKS

[Koji Takei – Deconstructed Instruments](#)

Violins and cellos reassembled into abstract forms, mounted on wooden bases. These pieces celebrate musical heritage through minimalist design.

[Liam Jimmie – Wooden Violin Sculpture](#)

A natural-finish violin sculpture on a concrete base, highlighting the beauty of wood grain and craftsmanship.

[‘Crashocaster’](#): These uniquely painted guitars became famous as "Crashocasters," and Eric Clapton commissioned several more from CRASH, alongside other graffiti artists like Stash and Futura, creating a collection.

[The National Curriculum 2013- programme of study](#)

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

[Art UK Bob and Roberta Smith](#) Bob and Roberta Smith teach and encourage children to really look at the world. You could be inspired to create your messages about the climate and environment by this approach.

Ellen MacArthur Foundation Circular Economy for Schools:
<https://ellenmacarthurfoundation.org>

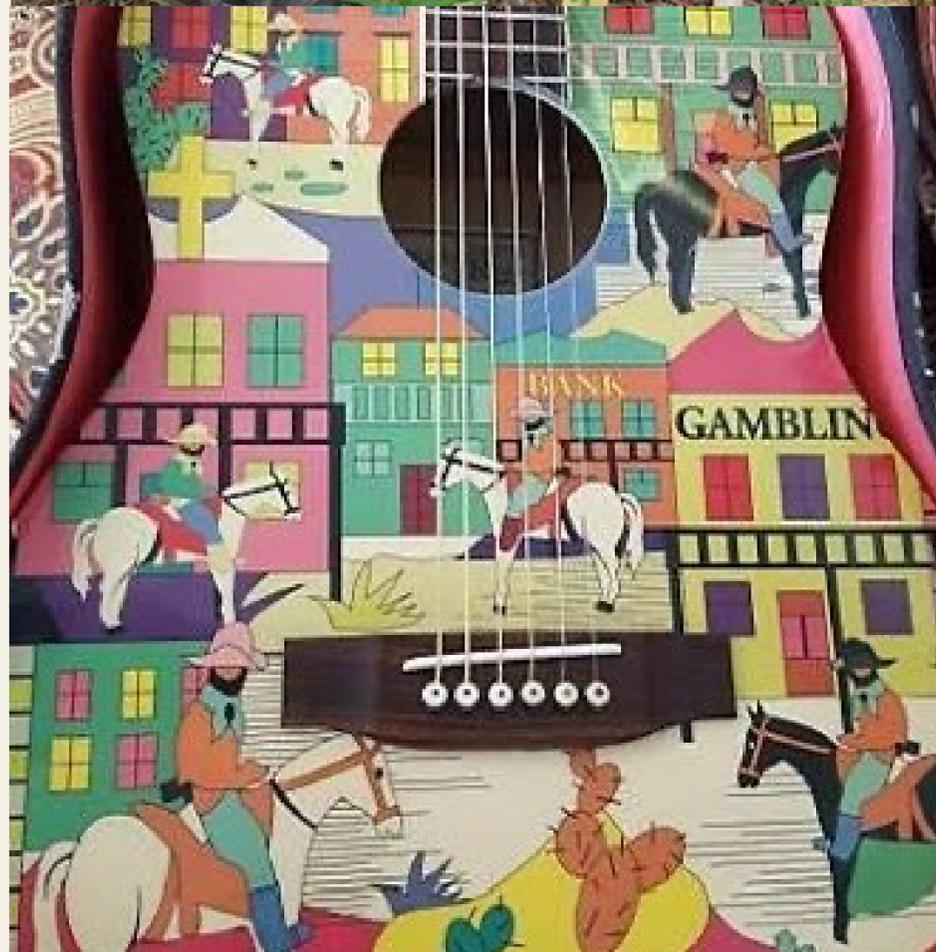
Kids Against Plastic (student-friendly sustainability resources):
<https://www.kidsagainstplastic.co.uk>

Eco Schools (practical activities for all ages): <https://www.eco-schools.org.uk>

Additional resources for music making:

[Musical journeys: Making musical pictures - BBC Bitesize](#)

[Creating Soundscapes Worksheet | PDF | Sound](#)



Student Reflections on Learning

We would love for you to capture your students progress and thoughts around the project and the process so we can share these alongside your pieces at the exhibition.

Here are a few ideas and prompts that you can adjust to suit your children's age group and the work you do:

- **Pupil Voice (Choose 1–2 Methods)**

Quick Reflection. Prompts. Ask pupils to respond in writing, drawing, or audio:

Something I learned about sound or instruments

One way we reused materials

How our artwork shows care for the environment

One thing that surprised me

✔ Collect as: post its, tags on artwork, short recordings

- **Artist Statement (Individual or Group) Sentence starters:**

Our artwork is inspired by... We reused... because...

The sound we created represents...

The message we want to share is...

✔ Evidence of intention, creativity, sustainability understanding

- **Process Evidence. Capture learning, not just outcomes:**

Photos of making, testing, reworking

Short captions (e.g. "Testing materials for sound and texture")

Annotated images or brief voice notes

✔ Useful for displays, reports, and funding evidence

- **Sustainability Impact Reflection. Pupils or teachers respond to:**

What materials were reused?

Where might these materials have ended up otherwise?

How did the project change thinking about waste or objects?

✔ Shows environmental learning and impact

"How did you reuse old materials in your artwork?"

"How did you make your artwork environmentally friendly?"

"What message about caring for the planet does your artwork share?"

"What would you like to create next?"

"How did using broken instruments change how you think about waste?"



Teacher Feedback and Project Impact

Your feedback is just as vital too!

How well did students use creativity in art and music to communicate their ideas about climate and caring for the planet?

How confidently did students give old or broken materials a new life through circular-art approaches?

In what ways did the project help students explore environmental themes using artistic or musical expression?

How effectively did students make environmentally responsible choices when designing and creating their pieces?

What evidence did you see of students using creative problem-solving with repurposed materials to construct and share their climate messages?

What ideas do you have to sustaining the thinking and ideas for future projects?

Thank You

With thanks to...

Dr Ian Williams – Southampton University

Tina Scahill – University of Winchester

Business School

**West Downs Art Gallery, University of
Winchester**

