



# Making marks and colours 1: natural colours and pigments



Lesson one in a series of two lessons:

- **Making marks and colours 1: natural colours and pigments**
- Making marks and colours 2: my rock art dictionary

## CURRICULUM INFORMATION

### PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
✓	✓		

### MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
✓ ✓	✓		✓			✓	

### VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓		✓		✓

## TOPIC INFORMATION

### PURPOSE

This unit provides an opportunity for students to study traditional rock art in Western Australia and Australia, focusing on natural colour and pigment used in making marks/ cave paintings.

### STUDENT OUTCOMES FROM THIS LESSON

- Students view and discuss a series of traditional rock art.
- Students discuss how this rock art was created.
- Students focus on rock art paintings and discuss colours/ pigments used.
- Students create their own rock art using traditional methods.

### KEY BACKGROUND POINTS

- Aboriginal rock art has an important position in the cultural heritage of Australia.
- Students need to see there are different ways to create rock art.
- Students need to see that colours used in rock paintings are man-made from the surrounding environment.
- Students learn Noongar words for features of rock art.
- Students learn the importance of preserving rock art.
- Students need to appreciate and understand the importance of rock art in a historical context of Australian "landscape".





## CULTURAL & PROTOCOL CONSIDERATIONS

- Take into consideration cultural copyright, and seek permission where indicated.
- Be aware of correct terminology when describing Aboriginal artworks.
- Recognize and acknowledge the importance of land to Aboriginal people.

## RESOURCES

Medium	Author, producer, developer etc	Title	Source
website	Robert G Bednarik	<i>AURANET: Australian Rock Art Research Association Inc.</i>	<a href="http://mc2.vicnet.net.au/home/aura/web/">http://mc2.vicnet.net.au/home/aura/web/</a>
website	Robert G Bednarik	<i>Cave Art in Australia</i>	<a href="http://mc2.vicnet.net.au/home/cara13/web/caveaus.html">http://mc2.vicnet.net.au/home/cara13/web/caveaus.html</a>
book	Nicholas Thieberger and Bill McGregor (eds.)	<i>Macquarie Aboriginal words: a dictionary of words of Australian Aboriginal and Torres Strait Islander languages</i>	Published by Macquarie Library, Sydney, 1994. Available from any good book store.
website	ABC Broadcasting Corporation	<i>Many nations, One people – relationship with country</i>	<a href="http://www.abc.net.au/schoolstv/nations/ep2.htm">http://www.abc.net.au/schoolstv/nations/ep2.htm</a>

## TEACHING AND LEARNING STRATEGIES

### TEACHING RESOURCES

- 2 long sheets of brown paper: 1m x 2m
- cartridge paper – for template
- pencils
- scissors
- spray bottles
- red or brown dirt (brown clay will do if you don't have access to dirt of this colour)
- powder paint (burnt sienna)

### LESSON STEPS

#### Whole class – Introduction

- **View** both Robert G Bednarik websites containing pictures of Australian rock art.
- **In first website, look closely** at Pilbara petroglyph and pictogram of the Rainbow Serpent.
- **Discuss** how the drawings were done. E. g. What tools may have been used? What colours? When were drawings done?
- **Whiteboard** all words students mention which are relevant to the picture. E. g. rock, cave, sky, hand ...
- **Draw attention** to colours that are used in these drawings.
- **Ask** students to hypothesize where artists got colours/tools from to make their paintings.
- **Look** at second website: *Cave Art in Australia*. How is some of this rock art different?
- **Look** closely at the “hand stencil” in South Australia.
- **Ask** students to hypothesize how this was done – in terms of colours and materials.
- Where do you think Aboriginal people got their paint from?





### Working in groups

Students:

- **spray** both sheets of brown paper with water until damp;
- **crunch** each sheet into a tight ball; and
- **stretch out** sheets and lay flat to dry (this is the start of your rock face).

While paper is drying, students:

- **trace** around their hand on cartridge paper;
- **cut out** tracing of hand;
- **mix** dirt and water together and place in spray bottle (if using clay, water down until liquid).

When paper is dry, students:

- **place** hand-stencil on one sheet of dried brown-paper-rock-face and spray over top;
- **remove** stencil, and repeat this step.

Then, students:

- **mix** powder paint into a thick paste, gradually thinning it down until runny enough to put into spray bottle (it's important for students to see while you're mixing paint, that if it's too thick, you couldn't spray it);
- **place** hand-stencil on second sheet of dried brown-paper-rock-face;
- **use** paint spray bottle to spray over hand again;
- **remove** stencil and repeat until all students have participated.

### ORAL ASSESSMENT

See the following lesson, **Making marks and colours 2: my rock art dictionary**, which assesses children's participation and understanding.

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