



Making marks and colours 2: my rock art dictionary



Lesson two 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>	http://mc2.vicnet.net.au/home/aura/web/
website	Robert G Bednarik	<i>Cave Art in Australia</i>	http://mc2.vicnet.net.au/home/cara13/web/caveaus.html
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>	http://www.abc.net.au/schoolstv/nations/ep2.htm

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- student copies of **Learning Guide 1: My rock art dictionary**. As Noongar words differ in parts of the Noongar region, as shown on the learning guide, you may want to choose those words most appropriate for your children.
- and, for older students, copies of **Learning Guide 2: Self-assessment questionnaire**
- writing and colouring-in materials
- scissors and glue
- A4 sheet of paper – to paste on recount sentences
- A5 (or half sheets of A4) paper – to make dictionaries

PREPARATION

Please check activities provided in the learning guides below and select those most appropriate for your students. The whole class and rock art dictionary sections below are appropriate for all students as they may participate at their own levels. Also, students may complete either the recount activity on **Learning Guide 1: My rock art dictionary**, or, for older students, **Learning Guide 2: Self-assessment questionnaire**, according to their level.

LESSON STEPS

Whole Class – Revise Lesson 1: Making marks and colours 1

- **Re-view** Robert G Bednarik website, *Cave Art in Australia*.
- **Look** closely at the “hand stencil” in South Australia.
- **Compare** it with students’ finished work, and discuss.
- **Discuss** with students which was the better “paint” to use (sand/clay or powder paint).
- **Ask** questions such as: Does your rock art look real? Why? Why not? Did the colours match the ones in photos? Which type of “paint” was the best to use? Where do you think Aboriginals got their paint from?





Working individually

Making a recount – this activity assesses student’s understanding of the process of making their rock art painting.

- **Distribute** student copies of **Learning Guide 1: My rock art dictionary**, and a clean sheet of A4 paper.
- **Ask** students to follow the instructions and complete task 1.
- **Explain** that there are different Noongar words in different parts of the Noongar region, as shown on the learning guide.

Or, students complete **Learning Guide 2: Self-assessment questionnaire**.

In groups:

- **Share** recounts (or questionnaire answers), and discuss similarities and differences.

Making personal dictionaries

- **Distribute** 8 x A5 (half A4) sheets of paper per student.
- **Ask** students to follow the instructions and complete task 2 on **Learning Guide 1: My rock art dictionary**. Older students may choose to write their own words.

When complete, encourage students to share their dictionaries and to take them home to read/show to parents.

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LEARNING GUIDE 1: My rock art dictionary (part1)

STUDENT OUTCOME

- The student recounts how they made their 'rock art' paintings.
- The student makes a small English/Noongar dictionary.

Task 1: Make a recount

Please:

- cut out these sentences
- and paste them in the order you did them, on a clean sheet of paper.

We mixed dirt and water together to make paint.

We mixed clay together with water to make paint.

We traced around our hand.

We sprayed our paint over our cut out hand.

We cut out our hand.

We sprayed water onto the brown paper and crunched it up.



LEARNING GUIDE 2: Self-assessment questionnaire

STUDENT OUTCOME

- The student writes answers to the questions below, in spaces provided.
- The student discusses answers with peers and assesses their own responses.

Name: _____

Date: _____

Write your own answers to the questions below.

Then, discuss them with group members, to assess the quality of your responses.

1. Were the colours you used to stencil your hand similar to the colour in the Aboriginal rock art? Explain your answer.

2. What name would you give that colour?

3. Research and write the Nyungar word for that colour? Research and write down other Nyungar words for any colours that you saw?

4. Do you think that you created your rock painting the way the Aboriginal people did?
a. What was the same?

b. What was different?

5. What was the most interesting thing that you have learnt while creating your rock art?

6. Did you enjoy making your own rock art? Give reasons for your answer.

