



Making marks 2: petroglyphs



This is the second in a series of two lessons:

- Making marks 1
- **Making marks 2: petroglyphs**

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
		✓	

MAJOR LEARNING AREAS

This topic is recommended for students aged 9–10 years

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 cave rock art in Australia.

STUDENT OUTCOMES FROM THIS LESSON

- Students view and discuss a series of traditional cave rock art pictures/petroglyphs.
- Students discuss how cave rock art/petroglyphs were created.
- Students understand different types of marks in cave rock art/petroglyphs.
- Students show awareness of shapes and patterns in their own natural environment.
- Students create their own cave rock art/petroglyphs using traditional methods.
- Students use information provided to hypothesize how marks were made in caves.
- Students learn Noongar words for features in cave rock art/petroglyphs.
- Students come to understand the importance of preserving cave rock art/petroglyphs.

KEY BACKGROUND POINTS

- Aboriginal cave rock art/petroglyphs have an important part in the cultural heritage of Australia.
- Students need to see different ways that cave rock art/petroglyphs were created.
- Students require guidance in order to become fully aware of their own natural surroundings.





CULTURAL & PROTOCOL CONSIDERATIONS

- Take into consideration cultural copyright, and seek permission where indicated. I contacted Robert Bednarik whose websites I've based this lesson on, to inquire whether students may copy petroglyphs from the websites. Here is part of his answer:

Australia has the world's second-largest concentration of cave art (i.e. rock art in limestone caves), the largest being that of France and Spain. There are a few sites in the Perth region.

Contemporary Indigenous Australians have no affinity with this corpus, in fact most are very much opposed to entering deep caves. There are therefore no restrictions in terms of sacred components, so I see no reason not to help your students learn about Aboriginal history.

- Be aware of correct terminology when describing Aboriginal artworks.

RESOURCES

Medium	Author, producer, developer etc	Title	Source
online paper	Robert G. Bednarik Geoffrey D. Aslin and Elfriede Bednarik	The cave petroglyphs of Australia.	http://mc2.vicnet.net.au/home/cara13/shared_files/Oz_cave_art.pdf
book	Nicholas Thieberger and Bill McGregor (eds.)	Macquarie Aboriginal words: a dictionary of words of Australian Aboriginal and Torres Strait Islander languages	published by Macquarie Library, Sydney, 1994. Available from any good book store.
website	Robert G. Bednarik	Cave art research	http://mc2.vicnet.net.au/home/cara13/web/index.html
website	Robert G. Bednarik	Cave art in Australasia	http://mc2.vicnet.net.au/home/cara13/web/caveaus.html

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- clay (terracotta)
- rolling pin
- board
- half sheet of newspaper
- instrument for making marks, e. g. sticks (collected from outside)/finger/rock
- one drawing of an object, completed in the first lesson (APAC018 **Making marks 1**), which will make an interesting petroglyph





LESSON STEPS

Working independently or with partners

Students:

- **take** a ball of clay – about fist size;
- **pinch** a piece of clay (about walnut size) from it, and flatten;
- **use** a stick, rock or finger ... to mark the surface, to select which tool is most suitable for their drawing/design;
- **roll-out** remaining clay with rolling pin until approximately 1 finger deep;
- **draw** design in clay surface, using selected tool – if required, enlarge or repeat design to fit area;
- **place** hole in top of clay to hang when firing;
- **roll** newspaper into ball and drape clay petroglyphs over it.
- **fire** clay, and
- **display** petroglyphs.

Working independently

Students complete **Learning Guide 1: Procedure for making a petroglyph.**

ASSESSMENT

Petroglyphs, points to check:

- Did students choose an appropriate tool to make marks they wanted?
- Did students manipulate clay to make their petroglyph?
- Did students write an accurate recount of their activity?

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LEARNING GUIDE 1: Procedure for making a petroglyph

STUDENT OUTCOME

The student writes a procedure showing how they made their petroglyph.

Student's name: _____ Date _____

Instructions:

- Cut out your drawing of the object you used when making your petroglyph,
- glue it into the square below, and
- write your procedure under the given headings.

To make a petroglyph

Materials and tools to use:

Steps to follow:

