



First Contacts : Follow up design and technologies activity

Making colour

Aboriginal tribes would typically use ochre or **clay pigments** to make colours like yellow, brown and red for their paints, and **crushed charcoal to make black**. The paintings were made on rock walls, on skin.



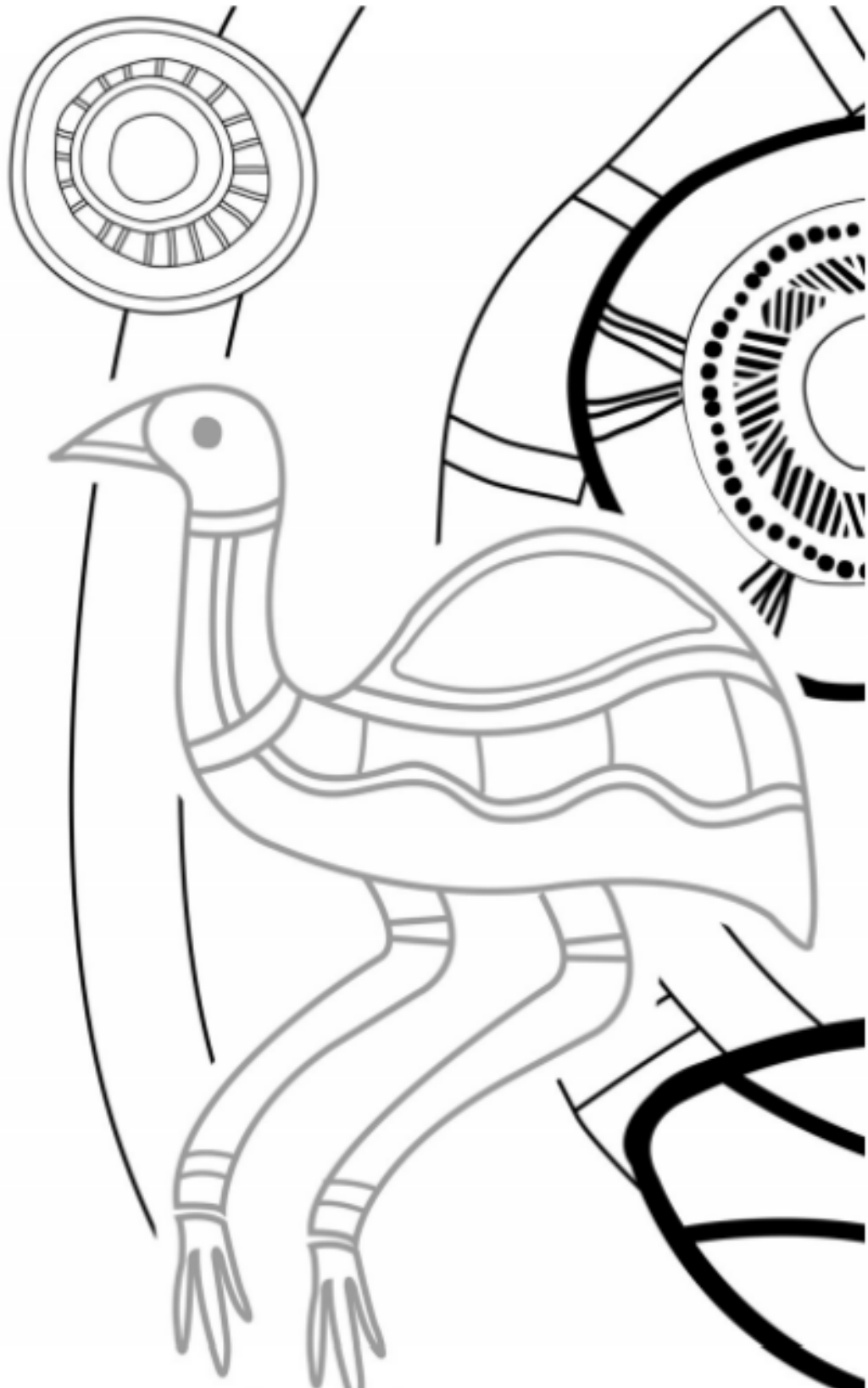
Ochres were mixed with various natural gum resins or with animal oils/fats (from animals such as emus and kangaroos) to bind, retain the colour and preserve their ochre paints. The paints we buy in shops today use acrylic compounds, vegetable oils (such as linseed), and gum-based water solutions to achieve the same result.

Your challenge: *Using any natural materials from your garden or dried/powered herbs from the supermarket to create a variety of colours suitable for completing this traditional aboriginal painting?*

1. Use this table to record your paint blending chemistry experiments.

Materials Used	My Goal	Process	Issues	Resulting colour
Example: <ul style="list-style-type: none">Daisy petalsCooking oil	I want a yellow paint	Crushing the daisy petals Blending them with a teaspoon of cooking oil	It was difficult to crush the petals into small enough pieces. They didn't mix well with the oil.	Dark yellow

2. Use the paints you have created to colour in the image below



Victorian Curriculum Links Level 4

Design and Technologies:

- *Technologies and society*

Recognise the role of people in design and technologies occupations and explore factors, including sustainability, that impact on the design of solutions to meet community needs ([VCDSTS023](#))

- *Engineering principles and systems*

Investigate how forces and the properties of materials affect the behaviour of a designed solution ([VCDSTC024](#))

- *Materials and technology specialisation*

Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes ([VCDSTC027](#))