

TAONGA PUORO

UNIT STANDARD 30236 (VERSION 2)

Demonstrate knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori

(Level 1, Credits 6)

ASSESSOR BOOKLET

'Te manu ka kai i te miro, nōna te ngahere
Te manu ka kai i te mātauranga, nōna te ao'

—

*'The bird that partakes of the berry, his is the forest.
The bird that partakes of knowledge, his is the world'*

Assessor Information

This unit standard can be awarded with Paetae/Achievement, Kaiaka/Merit, and Kairangi/Excellence grades

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori	Demonstrate in-depth knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori.	Demonstrate comprehensive knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori.

Assessment criteria

There is ONE (1) assessment task that the ākonga must correctly complete to gain credits for this standard. Once the ākonga has correctly completed the task, the assessor must complete the assessment schedule for each ākonga.

As mentioned above, the grades for this assessment include Paetae, Kaiaka, or Kairangi. Grades awarded depend on how well ākonga demonstrate knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori.

Ākonga booklet

The ākonga receives this. It outlines important information for the ākonga including:

- assessment and other information
- assessment tasks.

Ākonga assessment material

These sheets and any other evidence should be collected by the assessor and retained for assessment and moderation purposes.

You will need to discuss with the ākonga the length of time they have to complete the assessment. **He ture-a-kōnui:** one credit equates to 10 notional hours of teaching, practice and/or study, and assessment.

Authenticity

As per NZQA requirements, the assessor must:

- verify that the work submitted for assessment has been produced by the ākonga
- consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book or downloaded from the internet.

Ākonga may work with and learn from others to gather information from a variety of sources. However, you must be clear that the work to be assessed has been processed and produced by the ākonga.

To help manage authenticity of ākonga work, where the ākonga is asked to complete any written tasks, the ākonga is asked to use their own words as well as provide reference/s for their information. Please ensure you discuss this with your ākonga.

Referencing

This assessment requires the ākonga to reference his/her information. For the purposes of this assessment, the following are examples of reference styles.

EXAMPLES OF REFERENCING STYLES

1 Book

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

2 Course handout/Lecture notes (electronic version)

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

3 Film

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

4 Magazine/Newspaper article – popular/trade/general interest

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

5 Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text

J. Jackson, personal communication, March 12, 2011.

6 Webpage

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

PREPARATION FOR MODERATION

It is no longer necessary to complete a Moderation Cover Sheet as this information is entered online. If physical materials are sent for moderation, please ensure name of school and standard are included.

Digital submissions can be made directly through the application at any time.

Using the online [External Moderation Application](#), schools and providers must include:

1. a copy of the task and any key supporting resources
2. a copy of the assessment schedule
3. up to 8 samples of student work consisting of the key materials that the assessor has used to make an assessment judgement. (ungraded unit standards: schools – 4 learner samples; providers – 3 learner samples).

For moderation to occur:

4. all files must be viewable online
5. URLs, e.g. for student created websites, will need to be submitted as links within a document.



For more information on the digital moderation process, please contact your Principal Nominee or Moderation Liaison (ML).

If you have any issues with preparing materials for moderation OR do not have materials to submit (ie you didn't assess this standard), **speak** to your Principal Nominee (PN) or Moderation Liaison (ML).

ASSESSOR INFORMATION – ASSESSMENT TASKS

Outcome 1 Demonstrate knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori.

Assessment Task 1 – this task assesses PC 1.1, 1.2, and 1.3

Demonstrate knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori in terms of:

- describe the origin of sound in terms of ngā atua Māori. Atua Māori may include but are not limited to Papatūānuku, Ranginui, Tānemāhuta, Tangaroa, Tāwhirimātea, Hineraukatauri, Hineteiwaiwa, Hinepūtehue; evidence of three is required;
- identify the whānau of taonga puoro associated with ngā atua Māori. Atua Māori may include but are not limited to Papatūānuku, Ranginui, Tānemāhuta, Tangaroa, Tāwhirimātea, Hineraukatauri, Hineteiwaiwa, Hinepūtehue; evidence of three is required;
- identify taonga puoro from each whānau, and
- describe the reo (voices) of taonga puoro (evidence of three whānau with at least two taonga puoro from each is required).

The ākonga must present information in their own words, and all sources of information must be acknowledged.

Please note: To ensure a rich learning experience for students of taonga puoro, it is recommended that kaiako cover each of the Atua associated with taonga puoro that are listed in the range statements i.e. Papatūānuku, Ranginui, Tānemāhuta, Tangaroa, Tāwhirimātea, Hineraukatauri, Hineteiwaiwa, Hinepūtehue

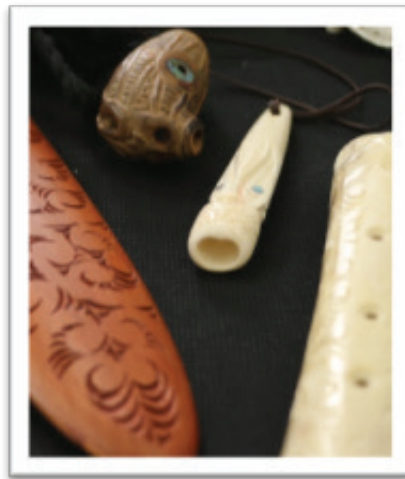


Figure 1

An example a response at the level for Paetae/Achieved.

Demonstrate knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori.

1. Te pūtaketanga o ngā oro Māori me ngā pānga ki ngā atua Māori:

I ahu mai ngā reo tangi o ngā taonga puoro i whea? Ko te whakahoki poto, i ahu mai rā i ngā tangi o Rangī, i ngā tangi o Papatūānuku, i ā rāua uri whakatipu me te whenua e kīia nei ko Aotearoa.

I te tīmatatanga i noho tonu te whānau atua i roto i te pō. Inā hoki kāre anō ngā mātua, a Rangī me Papa, kia wehea. Ka tipu te hāmumu kōroiroi i waenganui i te whānau atua nā te kōpapa o tā rātau noho. Ka whakaritea me wehe ngā mātua. I te mutunga nā Tānemāhuta i wehe. Ka heke ngā roimata ua o Rangī. Ka kake ko ngā kohu roimata o Papa.

Ahakoia i wehea ngā mātua, kāore tonu i mutu ngā amuamu a te whānau atua. Ka tipu ko te rui, ko te pakanga i waenga i a rātau. Ka pupuhi ngā hau pūkeri me ngā hau mapu a Tāwhirimātea, ka rarā ngā rau o ngā rākau a Tānemāhuta, ka pupuke ngā ngaru a Tangaroa, ka puta te pao o ngā rākau riri a Tūmataurangi, ka tioro ko ngā reo tangi o Rongomātāne rāua ko Haumietiketike i te matakū. I roto i ngā hoihoi o ngā pakanga, ka puta ko te reo iti puoro o Hinepūtehue ki te whakarata i ngā riri a ōna pāpā.

2. Ko ngā whānau taonga puoro:

RANGINUI RĀUA KO PAPTŪĀNUKU

Ko Ranginui rāua ko Papatūānuku te pūtake o ngā reo o ngā taonga puoro o te ao tawhito. Nō reira, i puta mai ētahi o ngā puoro whakatangi a te Māori i roto i te mamae, i te aroha, i te riri, i te hangapouri o te mate, o te mokemoke, o te whakamomori. Nō koinei anō hoki ngā momo puoro reo a te Māori, arā, he tangi, he umere, he mōteatea, he apakura, he oriori, he pātere, he manawa wera, he haka, he karanga maioha, he poroporoaki, he waiata, he whaikōrero, he whio, he orooro, me ērā atu.



Figure 2

TĀNE MAHUTA

Ko ngā reo o ētahi o ngā taonga puoro i ahu mai i ngā tangi o ngā ngārara, o ngā manu, o ngā wai, o ngā rākau me ngā hau o te taiao. Ko te atapō te wā pūtatangi o ngā manu. Hai reira oho ake ana te wao i ngā kō o ngā manu. He nui ngā momo taonga karanga manu a te Māori hai whakataurite ki te tangi o ngā manu. Ko tētahi ko te rau rākau tonu hai pepe i te manu. Ko ētahi he momo whio he mea hanga i te kōiwi manu, i te kōhatu rānei. Ko te pūkāea he taonga whakaara i ngā tāngata ki ā rātau mahi, kia tipu ai te ora me te pai ki ngā whānau, ki ngā hapū me ngā iwi

Ko ngā Taonga Puoro:

Te karanga weka, te pūpū harakeke, te kōauau, te pūkāea

TĀWHIRIMĀTEA

Ki te kore te hau, e kore e taea te whakatangi o ngā taonga puoro. Ma te hau a Tāwhirimātea e tangi ai te taonga puoro. Māna anō e kawē i ngā reo puoro i runga i ngā hau. He maha ngā momo hau a Tāwhirimātea, arā, ko te haumapu, haumaiangi, haumiri, haumatakataka, te haupūkeri, te haumihiata, hauora. Inā ka tangi mai ngā taonga puoro a Tāwhirimātea ka rongo i tētahi āhua o te hau.

Ko ngā Taonga Puoro:

Te pūrerehua, te porotiti.



Figure 3

TANGAROA

Ko Tangaroa te atua o te moana, ā, nāna ko te whānau taonga puoro o ngā anga nō te moana. Ko te pūtātara he taonga puoro he mea hanga i te anga wahanui nō te moana. Ka hono he waha ki te pito koikoi o te anga. Arā atu anō ētahi ingoa mō tēnei taonga: he potipoti, he pūmoana. Ki te whakarongo atu ki te tangi a te pūtātara he pū kōkiri, he hotuhotu

HINERAUKATAURI

Ko Hineraukatauri te puhi o te tangi hotuhotu, mokemoke o ngā mōteatea.

Ko te tangi a te pūtōrino he rite ki te waiata whaiāipo a Hineraukatauri. Nā tēnei ka tapaia a Hineraukatauri ko te puhi o ngā tangi o ngā taonga puoro a ngā tīpuna.



Figure 4



Figure 5

HINEPŪTEHUE

Ko Hinepūtehue he tamāhine nā Tānemāhuta rāua ko Hinerauamoa. Nāna i hopu ngā hau a Tāwhirimātea ki roto i tōna pohu. Nā tēnei mahi a Hinepūtehue, ka puta mai pea ētahi o ngā taonga reo puoro reka a te Māori. Ko ngā reo puoro o ngā hue katoa he hūmarie, he ngāwari, ā, he mea whakamenamena i te wairua o te tangata.

Ko ngā Taonga Puoro:

Te huepuruhaui, huepuruwai, poi āwhiowhio, kōauau ponga ihu.

References:

Ministry of Education, Te Wharekura 41. Wellington, New Zealand, Learning Media, available from http://www.tki.org.nz/r/maori/wharekura/whare41_m.html

Whakarongo ki tā Jo'el Komene kōrero mō ngā atua Māori me te pūtaketanga o ngā oro Māori.



Figure 6

Te pūtaketanga o ngā oro Māori.



Note: Your ākonga has been asked to provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.

Kia maumahara te Kaiako

For Paetae/Achieved

Demonstrate in-depth knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori will be evidenced through:

- describing the origin of sound in terms of ngā atua Māori
- identifying the whānau of taonga puoro associated with ngā atua Māori
- identifying taonga puoro from each whānau, and
- describing the reo (voices) of taonga puoro.

For Kaiaka/Merit

Demonstrating in-depth knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori will be evidenced through:

- describing the general reo of each of the taonga puoro whānau in depth, and linking them to the traditional kōrero pertaining to that whānau.

For Kairangi/Excellence

Demonstrate comprehensive knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori will be evidenced through:

- describing the reo of each of the taonga within the taonga puoro whānau, and linking them to the traditional kōrero pertaining to that whānau.

A checklist for this task has been provided for you on the following page. This may help when you complete the assessment schedule.

Please ensure only one checklist is used per ākongā. You will need to photocopy extra copies of the checklist.

Comments on this support material

Please contact Māori Qualifications Services mqs@nzqa.govt.nz if you wish to suggest changes to the content of this resource.

ASSESSMENT SCHEDULE

Assessment Task 1	Evidence Statements	Judgement Statements
<p>Demonstrate knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori.</p>	<p>Evidence for Paetae/Achievement</p> <p>It is expected that ākonga responses will vary according to iwi traditions. However, the following components should be included in the ākonga responses:</p> <p>Taonga puoro and the Māori origin of sound are described:</p> <ul style="list-style-type: none"> • the origin of sound is described in terms of ngā atua Māori • whānau of taonga puoro are associated with ngā atua Māori • taonga puoro from each whānau are identified, and • the reo (voices) of taonga puoro are described. <p>Evidence for Achievement with Kaiaka/Merit</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> • the general reo of each of the taonga puoro whānau is described in depth, and linked to the traditional kōrero pertaining to that whānau. <p>Evidence for Achievement with Kairangi/Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> • the reo of each of the taonga within the taonga puoro whānau is described, and linked to the traditional kōrero pertaining to that whānau. 	<p>Judgement for Paetae/Achieved, Kaiaka/Merit and Kairangi/Excellence</p> <p>Knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori is demonstrated.</p>

Image Reference

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- Jo'el Komene. (2016), 044 photograph. Figure 3, page 5
- Jo'el Komene. (2016), 072 photograph. Figure 4, page 6
- Jo'el Komene. (2016), 120 photograph. Figure 5, page 6
- Māori Qualifications Services. (2016), MQS TP 1312 (62) photograph. Figure 7, page 8

Further Rauemi:

WEBSITES:

Brian Flintoff, 'Māori musical instruments – taonga puoro - Māori musical concepts', Te Ara - the Encyclopedia of New Zealand, <http://www.TeAra.govt.nz/en/maori-musical-instruments-taonga-puoro/pages> 1-3 (accessed 1 December 2016)

Brian Flintoff, 'Māori musical instruments – taonga puoro - The family of Papa – rhythmic instruments', Te Ara - the Encyclopedia of New Zealand, <http://www.TeAra.govt.nz/en/music/42171/porotiti> (accessed 2 December 2016)

<https://www.tepapa.govt.nz/learn/for-educators/teaching-resources/maori-culture-topic-resources/maori-musical-instruments>

YOU TUBE:

Taonga Puoro Whānau – A Travelling Collection (Jerome Kavanagh) <https://www.youtube.com/watch?v=MfTWtkc89c4>

Waiata Puoro (Tamas Molnar) <https://www.youtube.com/watch?v=6801db-mcx4>

Mā te taringa, ka kite- Whanganui Taonga Puoro Wānanga 2015 (Te Aio Productions)

<https://www.youtube.com/watch?v=ZUYrg-UfyJA>

Nga Reo o te Whenua (Voices of the Land): Traditional Maori Instruments and Music - Richard Nunns

https://www.youtube.com/watch?v=SlbpFzJ-68U&list=PL_O5VrQBIZPFkXFltBeQe2Rjwpgb2JQXO&index=5

Notes: