

TAONGA PUORO

UNIT STANDARD 30241 (VERSION 2)

Demonstrate knowledge of the traditional use of taonga puoro in
accordance with tikanga

(Level 2, Credits 5)

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 the traditional use of taonga puoro in accordance with tikanga.	Demonstrate in-depth knowledge of the traditional use of taonga puoro.	Demonstrate comprehensive knowledge of the traditional use of taonga puoro.

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 depends on how well ākonga demonstrate knowledge of the traditional use of taonga puoro in accordance with tikanga.

Ākonga booklet

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

- assessment and other information
- assessment tasks.

Ākonga assessment tasks

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 the traditional use of taonga puoro in accordance with tikanga.
- Range - cultural ceremonies or ritual practices may include but is not limited to – birth, tangihanga, pōwhiri, karakia and composition, rongoā, Matariki, Puanga, communication, whakangahau, waiata, weathe;
- evidence of one taonga puoro from each whānau taonga puoro stated below is required.

Assessment Task 1 – this task assesses PC 1.1, 1.2, 1.3, 1.4, and 1.5
Demonstrate knowledge of the traditional use of taonga puoro in accordance with tikanga:

- the traditional use of one taonga puoro from each whānau is described within a cultural ceremony or ritual practice.
- the whanau are Tānemāhuta, Tangaroa, Tāwhirimātea, Raukatauri, and Hinepūtehue.
- identify and explain tikanga relevant to taonga puoro that are unique to iwi or hapū.

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

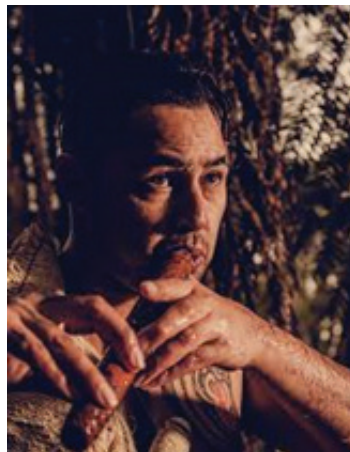


Figure 1



An example of demonstrate in-depth knowledge. knowledge of taonga puoro whānau at the level for Kaiaka/Merit.

DEMONSTRATE IN-DEPTH KNOWLEDGE OF THE TRADITIONAL USE OF TAONGA PUORO IN ACCORDANCE WITH TIKANGA.

Taonga Puoro fulfilled many functions within Māori society including a call to arms, dawning of the new day, communications with the gods and the planting of crops. They are significant in sacred ritual and also fulfill a story-telling role. Many of the reo puoro of the instruments and tunes are imitations of the reo puoro of nature, including the wind, the seas and the natural world of birds and insects.



Figure 2



Figure 3

1. TE WHĀNAU O TĀNEMAHUTA

Karanga Manu / Karanga Weka.

Ko te ingoa whānau tēnei mō ngā momo pepe manu, tuarōria rānei. He momo rau rākau ētahi, he kakau wiwi, tae atu ki ngā karanga manu pēnei i te mea kōiwi nei.

Ko te karanga manu tētahi taonga whakamīharo ko te whio hai karanga weka. Ko te karanga weka he kakau poto tōna, a, ko tētahi pito ka piko whakarunga. Kotahi noa te wenewene.

I ngā wā o mua i whakatangihia ngā taonga karanga manu hei whakapoapoa i ngā manu kia whakatata mai, ā, ka patua, ka kaingia.

Te Pūkaea.

The Pūkaea is a traditional Maori trumpet made of wood. There are several differing designs and lengths within the Pūkaea genre. Pūkaea were used to announce relay signals at times of conflict and were also used to announce the rituals associated with the planting of kumara (sweet potato) and other crops.

The function of this instrument is to herald spiritual pathways. As a war trumpet, they were used in announcing an oncoming war-party and were dedicated to Tumatauenga (god of war). In the announcement of harvest, they were dedicated to Rongomatane (God of agriculture, arts and peace). Today they can be heard heralding the visitors onto the marae or at the opening and closing of important ceremonies.

Ko te Pūkaea 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.



Figure 4



Figure 5

2. TE WHĀNAU O TANGAROA

Te Pūtātara.

I muri i ngā pakanga ka tau ngā maungarongo ki waenganui i te whānau atua. Ahakoa kua puta ki te ao mārama, kāre anō kia tipu te māramatanga o te mātauranga. Ka hui anō te whānau atua ki te kōrero mā wai e rapu te mātauranga. Ka oti ko Tānemāhuta hai piki ki ngā rangi tūhāhā ki te tiki i ngā kete o te wānanga.

Ka kake atu a Tānemāhuta me tōna tira i ngā apaapa o ngā rangi ngahuru mā rua. Nā wai, ka tae a Tāne ki te toi o ngā rangi ki te whare o lo Matua Kore, ki Rangiaātea. Ka hōmāihia ngā kete o te wānanga. Hai whakaatu ki te hunga i mahue atu ki runga o Papatūānuku kua riro mai ngā kete o te wānanga, ka whakatangihia ngā pūtātara e rua, arā a Hāururangi me Rangī Whakaaraara.

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. Ko te pūtātara he reo whakahui tangata, he whakaaraara tangata, hei pūrongo i te whānau o te tamaiti, i te mate hoki o te tangata.

Arā anō tētahi kōrero mō te tipuna o ngā anga wahanui, i ahu mai i Wharekahika i te Tai Rāwhiti, koia e whai nei.

Tērā te wā ka haere ngā waka hī ika ki ngā tauranga ika i waho mai o Kahika, ka rongo ngā tāngata i tētahi reo wahine e karanga ana ki a rātau. Ka tāhūrihuri ngā tāngata, kāore e kitea kai whea. Kei ngā taha huri noa i te waka ko te moana. Nā wai i tētahi rā ka kūmea ake a rātau kupenga, arā e piri ana ki waho o te kupenga he anga wahanui. Mai i te wahanui nei, ko tētahi reo wahine e mapu hotuhotu ana. Ka kīia taua anga wahanui ko Hinemokemoke te tipuna o ngā pūtātara.

Mai i tērā wā ki tēnei, ki te whakarongo atu ki te tangi a te pūtātara he pū kōkiri, he hotuhotu.



Figure 6

3. TE WHĀNAU O TĀWHIRIMĀTEA

Te Pūrerehua te Rangorango rānei.

Kai roto o te wao nui a Tāne tētahi ngārara rere. Nō te whānau ngaro taua ngārara nei. Engari he rerekē anō tēnei momo ngaro. Tuatahi ki te kite koe i roto o te wao he topa noa tana rere. Ka topa, ka karo, ka topa anō. Ko tana tangi ko te hāmumu o ōna parihau. Ko te ingoa o tēnei ngaro he rangorango. Tērā tētahi taonga puoro a te Māori he rangorango tōna ingoa nātemea he rite te tangi ki te rangorango. Ko tētahi atu ingoa mō taua taonga puoro he pūrerehua. Inā ka pua, ko tana rere he rite ki te pūrerehua. Ki te whakareri te pūrerehua, me piu ki runga ake i to māhunga. Ka rere ana kua tangi pēnei i te rangorango, ā, kua rere pūrerehua.

He nui ngā kaupapa i hangaia ai tēnei taonga. Ki roto o Ngāti Porou ko tana mahi he karanga i te ua. Ki roto o Taranaki he poroporoaki i ngā tūpāpaku. Otirā, ko tana mahi he kawē i nga kupu me ngā wawata pai o te tangata ki ngā wāhi tawhiti, tae atu hoki ki ngā atua, ā, e rui ana i te maungarongo ki ngā whenua katoa o te ao.



Figure 7

4. TE WHĀNAU O RAUKATAURI

Te Pūtōrino.

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

Ko te pūtōrino a Raukatauri he momo pepe, engari he rerekē ia ki ētahi atu momo pepe. Ka whānau hua te pepe nei, ā, ka puta mai he whē. Ka huri te whē hai tūngoungou, engari, ko te mea tāne anake ka whiwhi parihau hai rere haere. Ko te mea hine ka noho tonu ki roto i te whare tūngoungou. Ko tēnei tētahi kōrero mō Te Pūtōrino a Raukatauri.

Ka tīmata i te pō, he pō pōuriuri, he pō kerekere. I taua pō, he pepe e rere ana. Ko tōna ara rere e whai ana i tētahi tangi puoro mai tawhiti. Ko taua tangi he tangi hotuhotu, he tangi mokemoke. Papaki ana te pepe i ōna parihau kia tere tae ai a ia ki te wāhi o taua tangi aroharoha. Ehara, kua tata haere atu a ia ki te tangi waiata aroha. Ka tau te pepe ki roto i tētahi rākau tarata. Ka kimi ia nō wai te reo reka rā. Ka kite atu ia i tētahi whare tūngoungou. Ka korikori mai, ka hurahura mai taua tūngoungou. Kātahi ka āta puta mai ko Hineraukatauri mai i roto i tōna whare. Ko tōna tinana he mea tiriwhana ki te moko kōwhaiwhai. Ko nga tai he pango, he kōwhai, he mā. Ka toro a Hineraukatauri ki te awahi i te pepe, ka hono ō rāua tinana. Mutu ana tā rāua ai, ka ngoikore te pepe, ā, ka hemo. Ko Hineraukatauri ka ora hai whakawhānau i ngā hua o te whakatupuranga hou.

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 whakapuoro a ngā tīpuna.



Figure 8

5. TE WHĀNAU O HINEPŪTEHUE

HINEPŪTEHUE

Te Poi Āwhiowhio

Ka taea te whakamaroke i ngā hue pakupaku. Ko wēnei ngā momo whakarakā a te Māori hai whakarata pēpē, hai whakatangitangi rānei i roto i ngā kanikani whakatautau a ngā wāhine.

I roto o ētahi iwi he mea whakamahi ngā hue pakupaku hai poi āwhiowhio. Ki te pua te poi nei, ka puta te puoro manu. Ko wētahi ka rite ki te kū a te kererū, ko ētahi ka rite ki te kōrero a te riroriro, a te mātātā hoki. Ka pua te poi āwhiowhio i te wā tuku i ngā karakia ki a Tāne i mua o te tiki manu o te wao nui hai kai.

References:

https://en.wikipedia.org/wiki/Taonga_p%C5%ABoro#P.C5.ABrerehua

http://www.tki.org.nz/r/maori/wharekura/whare41_st12_e.html

Melbourne, Hirini, 1993, second edition 2016. Toiapiapi – He huinga o ngā kura puoro a te Māori. A collection of Māori musical treasures. New Zealand, Shearwaters publishing.

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 knowledge of the traditional use of taonga puoro in accordance with tikanga:

- the traditional use of one taonga puoro from each whānau is described within a cultural ceremony or ritual practice.

The whanau are Tānemāhuta, Tangaroa, Tāwhirimātea, Hineraukatauri, and Hinepūtehue.

For Kaiaka/Merit

Demonstrate in-depth knowledge of the traditional use of taonga puoro will be evidenced through:

- explaining in-depth the tikanga practices associated with taonga puoro in accordance with iwi tradition
 - kua marama ki ngā tikanga e pā ana ki ngā taonga puoro ā iwi, ā hapū rānei
 - kua marama te whakamārama i ngā tikanga e pā ana ki ngā momo taonga puoro ā iwi, ā hapū rānei (identifying iwi or hapū tikanga relevant to taonga puoro).

For Kairangi/Excellence

Demonstrate comprehensive knowledge of the traditional use of taonga puoro will be evidenced through:

- comprehensively explaining the tikanga practices associated with taonga puoro in accordance with iwi tradition
 - kua matatau te whakamārama i ngā tikanga e pā ana ki ngā taonga puoro ā iwi, ā hapū (explaining tikanga relevant to taonga puoro that are unique to iwi or hapū).

ASSESSMENT SCHEDULE

Assessment Task 1	Evidence Statements	Judgement Statements
<p>Demonstrate knowledge of the traditional use of taonga puoro in accordance with tikanga.</p>	<p>Evidence for Paetae/Achievement</p> <p>It is expected that ākonga responses will vary according to the selected instruments. However, the following components should be included in the ākonga responses:</p> <p>Demonstrate knowledge of the traditional use of taonga puoro in accordance with tikanga:</p> <ul style="list-style-type: none"> • the traditional use of one taonga puoro from each whānau is described within a cultural ceremony or ritual practice. The whanau are Tāne, Tangaroa, Tāwhirimātea, Hineraukatauri, and Hinepūtehue. <p>Evidence for Achievement with Kaiaka/Merit</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> • kua marama ki ngā tikanga e pā ana ki ngā taonga puoro ā iwi, ā hapū rānei • kua marama te whakamārama i ngā tikanga e pā ana ki ngā momo taonga puoro ā iwi, ā hapū rānei (identifying iwi or hapū tikanga relevant to taonga puoro). <p>Evidence for Achievement with Kairangi/Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> • kua matatau te whakamārama i ngā tikanga e pā ana ki ngā taonga puoro ā iwi, ā hapū (explaining tikanga relevant to taonga puoro that are unique to iwi or hapū).. 	<p>Judgement for Paetae/ Achieved, Kaiaka/Merit and Kairangi/Excellence</p> <p>Knowledge of the traditional use of taonga puoro in accordance with tikanga is demonstrated.</p>

Image reference

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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)