



TĪKAROHIA TE MARAMA REALISE YOUR POTENTIAL

*Assessment Support Materials*

# TAONGA PUORO

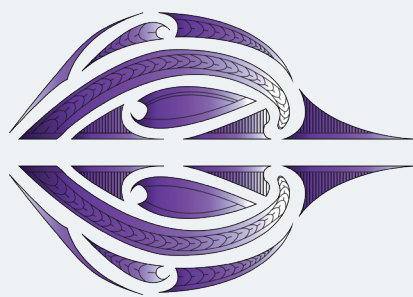


Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority



Māori Qualifications Services  
Te Ohu Tohu Mātauranga Māori





## Assessment Support Materials

# TAONGA PUORO

## Introduction

Welcome to the Assessment Support Materials for Taonga Puoro

The Assessment Support Materials for Taonga P'uro have been developed to support you and the ākonga in achieving the outcomes of the unit standards listed below and are guidelines only. Please ensure you are using the most up to date standard by checking the NZQA website before using the materials in this booklet. If you would like to provide us with feedback on these materials or suggest changes to the content of this resource please contact us on Māori Qualification Services [mqs@nzqa.govt.nz](mailto:mqs@nzqa.govt.nz)

Ngā mihi

### Level 1

- 30236** Demonstrate knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori
- 30237** Describe a taonga puoro artist or practitioner
- 30238** Collect natural materials to create uncrafted taonga puoro
- 30239** Identify, express and play reo puoro inspired by te taiao using uncrafted taonga puoro from the natural environment

### Level 2

- 30240** Demonstrate knowledge of whānau taonga puoro
- 30241** Demonstrate knowledge of the traditional use of taonga puoro in accordance with tikanga
- 30242** Construct simple taonga puoro
- 30243** Describe the relationship between te taiao and taonga pūoro, and incorporate into performance using simple taonga puoro

### Level 3

- 30244** Demonstrate knowledge of factors in the historical demise, renaissance, and revival of taonga puoro
- 30245** Construct and refine taonga puoro
- 30246** Whakatangi taonga puoro

### Level 4

- 30247** Construct, refine, and embellish taonga puoro



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New Zealand Qualifications Authority



Māori Qualifications Services  
Te Ohu Tohu Mātauranga Māori

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

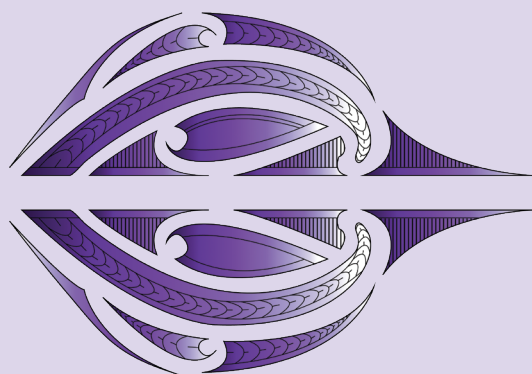
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*'The bird that partakes of the berry, his is the forest.  
The bird that partakes of knowledge, his is the world'*

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Notes:



## TAONGA PUORO

### UNIT STANDARD 30236 (VERSION 2)

HE MAURI PUORO, HE MAURI ORA!

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

(Level 1, Credits 6)

# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Taonga Puoro unit standard 30236, Demonstrate knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori.

## Assessment criteria

Paetae/Achieved	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.

There is ONE (1) assessment task for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit) or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions.

## The task is to

- 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).

Your kaiako will discuss the length of time you have to complete this. **PLEASE** remember to reference where you get your information from for this task. Your kaiako will discuss this with you.

## Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>



## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

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

### Assessment Task 1

**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, Hineraukauri, 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, Hineraukauri, 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).

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – e.g. PowerPoint, mind maps, posters, drawings etc.

**You must present information in your own words, and all sources of information must be acknowledged..**



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

DESCRIBE THE ORIGIN OF SOUND IN TERMS OF NGĀ ATUA MĀORI:

DESCRIBE THE WHĀNAU OF TAONGA PUORO ASSOCIATED WITH AT LEAST **THREE** (3) ATUA MĀORI, AND NAME AT LEAST **TWO** TAONGA PUORO FROM EACH WHĀNAU, AND DESCRIBE THEIR REO (VOICES).

ATUA 1:

NAME:

DESCRIBE THE WHĀNAU OF TAONGA PUORO:

TAONGA PUORO 1:

NAME:

DESCRIBE THE REO OF THE TAONGA PUORO:

TAONGA PUORO 2:

NAME:

DESCRIBE THE REO OF THE TAONGA PUORO:

ATUA 2:

NAME:

DESCRIBE THE WHĀNAU OF TAONGA PUORO:

TAONGA PUORO 1:

NAME:

DESCRIBE THE REO OF THE TAONGA PUORO:

TAONGA PUORO 2:

NAME:

DESCRIBE THE REO OF THE TAONGA PUORO:

ATUA 3:

NAME:

DESCRIBE THE WHĀNAU OF TAONGA PUORO:

TAONGA PUORO 1:

NAME:

DESCRIBE THE REO OF THE TAONGA PUORO:

TAONGA PUORO 2:

NAME:

DESCRIBE THE REO OF THE TAONGA PUORO:

# A few things for you to think about

## For Paetae/Achieved

Demonstrate 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:

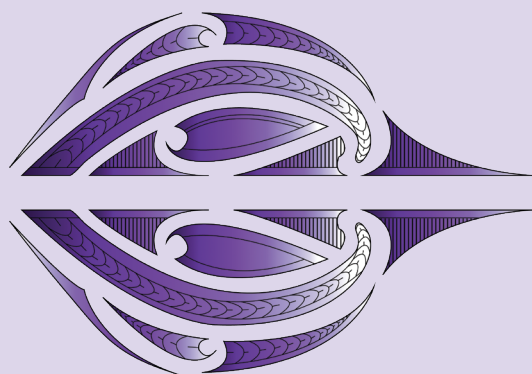
- describing the reo of each of the taonga within the taonga puoro whānau, and linking them to the traditional kōrero pertaining to that whānau.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!



## Notes:



## TAONGA PUORO

HE MAURI PUORO, HE MAURI ORA!

### UNIT STANDARD 30237 (VERSION 2)

Describe a taonga puoro artist or practitioner

(Level 1, Credits 3)

# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Taonga Puoro unit standard 30237, Describe a taonga puoro artist or practitioner.

## Assessment criteria

Paetae/Achieved	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Describe a taonga puoro artist or practitioner.	Describe a taonga puoro artist or practitioner in-depth.	Comprehensively describe a taonga puoro artist or practitioner.

There is ONE (1) assessment task for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit) or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions.

## The task is:

describe the whakapapa (iwi affiliations and place of birth), the achievements in Māori performing arts (awards, accolades, collaborations, successes, and triumphs), an influencing factor that led to the involvement in te ao puoro (social, cultural, economic, political), and a piece of work (may include but is not limited to – performance, establishment of a group, performance of a group, research, publications, recordings, composition) for ONE taonga puoro artist or practitioner.

Your kaiako will discuss the length of time you have to complete this. **PLEASE** remember to reference where you get your information from for this task. Your kaiako will discuss this with you.

## Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>.



## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

**Outcome 1** Describe a taonga puoro artist or practitioner.

**Range - may include but is not limited to – a performer/player, a taonga puoro maker, a composer, a tutor;**

**evidence of one is required.**

### Assessment Task 1

**Describe a taonga puoro artist or practitioner in terms of:**

- their whakapapa/pepeha (iwi affiliations and place of birth)
- their acknowledgments and involvement within te ao puoro (achievements may include but are not limited to – awards, accolades, collaborations, successes, triumphs within whānau, hapū, iwi and hapori)
- their background that led to their involvement in taonga puoro (an influencing factor may include but is not limited to – social, cultural, economic, political, whānau, hapū, iwi)
- an example of their work (may include but is not limited to – performance, establishment of a group, performance of a group, research, publications, recordings, composition, a taonga puoro they have made, improvisation, wānanga, digital creation, carving.)

**You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – e.g. PowerPoint, mind maps, posters, drawings etc.**

**You must present information in your own words, and all sources of information must be acknowledged.**

**Choose and name a performer/player, a taonga puoro maker, a composer, or tutor associated with Māori performing arts and complete the sections below.**

TAONGA PUORO ARTIST OR PRACTITIONER:

PRESENT THEIR WHAKAPAPA/ PEPEHA:

DESCRIBE THEIR ACKNOWLEDGMENTS AND INVOLVEMENT WITHIN TE AO PUORO:

DESCRIBE THEIR BACKGROUND THAT LED TO THEIR INVOLVEMENT IN TAONGA PUORO:

DESCRIBE A PIECE OF THEIR WORK:

YOU MAY USE ADDITIONAL PAPER TO COMPLETE YOUR RESPONSES. ATTACH THEM TO THIS BOOKLET.

# A few things for you to think about

## For Paetae/Achieved

Describe a taonga puoro artist or practitioner will be evidenced through describing:

- their whakapapa/pepeha
- their acknowledgments and involvement within te ao puoro
- an influencing factor that led to their involvement in taonga puoro
- a piece of their work.

## For Kaiaka/Merit

Describe a taonga puoro artist or practitioner in-depth will be evidenced through:

- providing their background kōrero (stories, up-bringing and background (may include their hapū, marae, and/or tūrangawaewae), where they grew up, schooling, family etc)
- describing how their achievements came to be and the significance of the achievements.

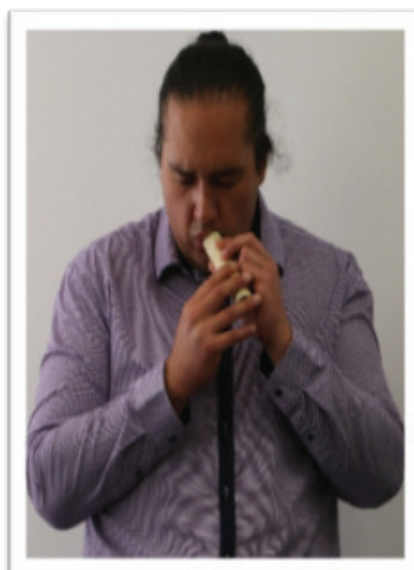
## For Kairangi/Excellence

Comprehensively describe a taonga puoro artist or practitioner will be evidenced through describing:

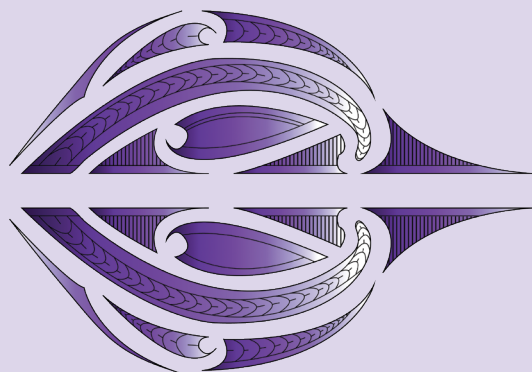
- describing how the influencing factor impacted on their involvement in taonga puoro;
- describing the history of a piece of work completed by an individual or rōpū, and its significance to the maintenance and survival of taonga puoro.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!



## Notes:



# TAONGA PUORO

HE MAURI PUORO, HE MAURI ORA!

## UNIT STANDARD 30238 (VERSION 3)

Collect natural materials to create uncrafted taonga puoro

(Level 1, Credits 3)

# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Taonga Puoro unit standard 30238, Collect natural materials to create taonga puoro.

## Assessment criteria

Paetae/Achieved	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Collect natural materials to create uncrafted taonga puoro	Demonstrate in-depth knowledge to collect natural materials to create uncrafted taonga puoro.	Demonstrate comprehensive knowledge to collect natural materials to create uncrafted taonga puoro.

There is ONE (1) assessment task for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit) or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions.

## The task is

- Collect a range (FIVE) of different natural materials from THREE different environments to make THREE different taonga puoro.

Your kaiako will discuss the length of time you have to complete this. **PLEASE** remember to acknowledge where you get your information from for this task. Your kaiako will discuss this with you.

## Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>.

## ĀKONGA ASSESSMENT &amp; TASK SHEETS

Name

NSN #

**Outcome 1** Collect natural materials to create uncrafted taonga puoro.

## Assessment Task 1

Collect a range (FIVE) different natural materials from three different environments to be used THREE different taonga puoro.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – e.g. PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and all sources of information must be acknowledged must be provided.



Collect a range (FIVE) different natural materials from THREE different environments to be used as THREE uncrafted taonga puoro.

ENVIRONMENT ONE:

LIST NATURAL MATERIALS BELOW:

1.

2.

ENVIRONMENT TWO:

LIST NATURAL MATERIALS BELOW:

1.

2.

ENVIRONMENT THREE:

LIST NATURAL MATERIALS BELOW:

1.

2.

WHAT KARAKIA WERE GIVEN IN THE PROCESS OF COLLECTING YOUR RESOURCES AND MAKING THE TAONGA PUORO?



DESCRIBE THE AREAS WHERE THE MATERIALS WERE SOURCED:

ENVIRONMENT ONE:

ENVIRONMENT TWO:

ENVIRONMENT THREE:

EXPLAIN THE EXPLAIN THE RELATIONSHIP BETWEEN THE UNCRAFTED TAONGA PUORO AND THE SOUNDS OF THE TAIAO

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

YOU MAY USE ADDITIONAL PAPER TO COMPLETE YOUR RESPONSES. ATTACH THEM TO THIS BOOKLET.

# A few things for you to think about

## For Paetae/Achieved

Collect natural materials to create uncrafted taonga puoro will be evidenced through:

- reciting appropriate karakia when collecting natural materials;
- identifying and collecting at least five different natural materials from three different environments to be used as three uncrafted taonga puoro using natural materials to make three different taonga puoro.

## For Kaiaka/Merit

In-depth knowledge to collect natural materials to create uncrafted taonga puoro will be evidenced through: reciting appropriate karakia at the beginning and end of the collection process, describing the source of the natural materials.

## For Kairangi/Excellence

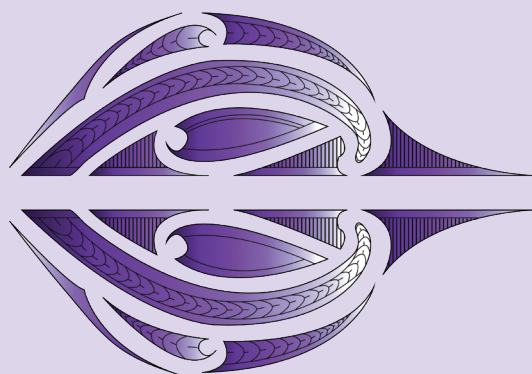
Comprehensive knowledge to collect natural materials to create uncrafted taonga puoro will be evidenced through:

- reciting appropriate karakia from memory at the beginning and end of the collection process,
- describing the whakapapa of the natural materials in terms of associated atua.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!





## TAONGA PUORO

HE MAURI PUORO, HE MAURI ORA!

### UNIT STANDARD 30239 (VERSION 2)

Identify, express, and play reo puoro inspired by te taiao using uncrafted taonga puoro from the natural environment

(Level 1, Credits 3)

# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Taonga Puoro unit standard 30239, Identify, express, and play reo puoro inspired by te taiao using uncrafted taonga puoro sourced from the natural environment.

## Assessment criteria

Paetae/Achieved	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Identify, express, and play reo puoro inspired by te taiao using uncrafted taonga puoro from the natural environment.	Use two uncrafted taonga puoro made from natural resources to play reo puoro recognisable as those from te taiao.	Use uncrafted taonga puoro made from natural resources to play reo puoro that is identifiable as a close likeness to those of te taiao.

There are TWO (2) assessment tasks for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit) or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions.

## The task is

- identify and describe THREE reo puoro from THREE different environments, and
- express the reo puoro using uncrafted taonga puoro.

Your kaiako will discuss the length of time you have to complete this. **PLEASE** remember to reference where you get your information from for this task. Your kaiako will discuss this with you.

## Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>.

## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

- Outcome 1** Identify reo puoro from te taiao.
- Range - includes but is not limited to the ngahere, moana, awa;  
evidence of **THREE** different reo puoro from at least **THREE** environments is required.

### Assessment Task 1

Identify a range of reo puoro from three different environments:

- Te ngahere
- Te moana
- Te awa

- Outcome 2** Use uncrafted taonga puoro sourced from natural resources to express and play reo puoro inspired by te taiao.

Use uncrafted taonga puoro sourced from natural resources to express and play reo puoro inspired by te taiao from **THREE** different environments:

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – e.g. PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, reo puoro.



**Identify a range of reo puoro from THREE (3) different environments and complete the sections below.**

NGĀ ORO O TE NGAHERE (REO PUORO FROM THE NGAHERE):

NGĀ ORO O TE MOANA (REO PUORO FROM THE MOANA):

NGĀ ORO O TE AWA (REO PUORO FROM THE AWA):

MIMIC REO PUORO FROM TE TAI AO USING UNCRAFTED TAONGA PUORO MADE FROM NATURAL RESOURCES.

PRACTICE MIMICKING THE REO PUORO YOU HEARD IN THE THREE DIFFERENT ENVIRONMENTS AND THEN PLAY THEM FOR YOUR ASSESSMENT, EITHER:

PLAY FOR YOUR KAI AKO, AND RECORD OR VIDEO YOUR PERFORMANCE;

PREPARE AN AUDIO RECORDING;

PREPARE A VIDEO RECORDING OF YOU PLAYING THE REO PUORO.

YOU MAY USE ADDITIONAL PAPER TO COMPLETE YOUR RESPONSES. ATTACH THEM TO THIS BOOKLET.

## A few things for you to think about

### For Paetae/Achieved

Identify, express, and play reo puoro inspired by te taiao using uncrafted taonga puoro sourced from the natural environment will be evidenced through:

- identifying three reo puoro from three different environments
- the expression and playing of reo puoro inspired by te taiao using uncrafted taonga puoro made from natural resources

### For Kaiaka/Merit

Use uncrafted taonga puoro made from natural resources to play reo puoro to a close likeness inspired by te taiao will be evidenced through:

- producing reo puoro inspired by te taiao with a combination of two uncrafted taonga puoro made from natural resources
- producing reo puoro with the taonga puoro that are recognisable as those from te taiao.

### For Kairangi/Excellence

Use uncrafted taonga puoro made from natural resources to play recognisable reo puoro inspired by te taiao will be evidenced through:

- producing reo puoro inspired by te taiao with a combination of three uncrafted taonga puoro made from natural resources
- producing reo puoro the taonga puoro that are identifiable as a close likeness to those of te taiao.

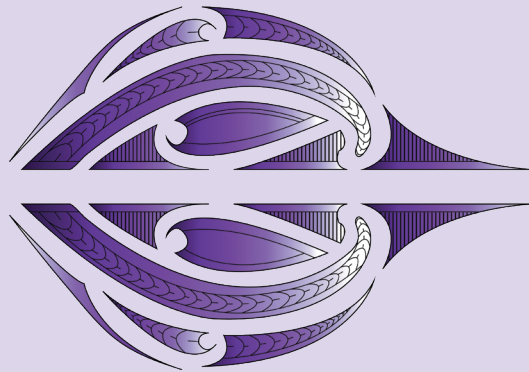
If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!



Tēnā koe





# TAONGA PUORO

HE MAURI PUORO, HE MAURI ORA!

**UNIT STANDARD 30240 (VERSION 3)**

Demonstrate knowledge of whānau taonga puoro

(Level 2, Credits 6)

# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

This is your assessment booklet for Taonga Puoro unit standard 30240, Demonstrate knowledge of taonga puoro whānau..

## Assessment criteria

Paetae/Achieved	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of whānau taonga puoro	Demonstrate in-depth knowledge of whānau taonga puoro	Demonstrate comprehensive knowledge of whānau taonga puoro

There is ONE (1) assessment task for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit) or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions.

### The task is to:

Demonstrate knowledge of whānau taonga puoro. **TWO** instruments from each whānau is required. The whānau are Tāne, Tangaroa, Tāwhirimātea, Hineraukatauri, and Hinepūtehue.

You must

- describe the instruments including their name, appearance, identification of the parts, their reo (voice), and playing technique;
- provide background information on the traditional korero and tikanga of the instruments;
- describe the whakapapa of the instruments.

Your kaiako will discuss the length of time you have to complete this. **PLEASE** remember to reference where you get your information from for this task. Your kaiako will discuss this with you.

### Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>.

## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

**Outcome 1**     **Demonstrate knowledge of whānau taonga puoro .**  
**Range - evidence of TWO instruments from each whānau is required.**

### Assessment Task 1

#### Demonstrate knowledge of whānau taonga puoro

**TWO** instruments from each whānau is required. The whānau are Tāne, Tangaroa, Tāwhirimātea, Raukatauri, and Hinepūtehue.

You must

- describe the instruments including their name, appearance, identification of the parts, their reo (voice), and playing technique;
- provide background information on the traditional korero and tikanga of the instruments;
- describe the whakapapa of the instruments

**You may use the attached sheet to record your answers (you will need one copy of the sheets for EACH taonga) and/or use a range of other techniques to present your descriptions e.g. PowerPoint, mind maps, posters, drawings etc.**

**You must present information in your own words, and all sources of information must be acknowledged.**

**Choose TWO taonga puoro from EACH of the whānau taonga puoro of Tāne, Tangaroa, Tāwhirimātea, Hineraukauri, and Hinepūtehue; and complete the sections below FOR EACH taonga puoro.**

PRESENT THE TAONGA PUORO AND THE CHOSEN INSTRUMENT:

DESCRIBE THE APPEARANCE OF THE TAONGA PUORO:

IDENTIFY THE PARTS:

DESCRIBE THE REO:

LEVEL  
2

DESCRIBE HOW YOU PLAY THE TAONGA PUORO:

PROVIDE BACKGROUND INFORMATION ABOUT THE TRADITIONAL KŌRERO AND TIKANGA OF THE INSTRUMENTS:

DESCRIBE THE WHAKAPAPA OF THE INSTRUMENTS:

YOU WILL NEED TO COPY ONE SET OF THESE PAGES FOR EACH TAONGA PUORO YOU ARE DESCRIBING, AND MAY NEED TO EXPAND THE BOXES IF REQUIRED. ATTACH ALL PAGES TO THIS BOOKLET.

# A few things for you to think about

## For Paetae/Achieved

Demonstrate knowledge of whānau taonga puoro will be evidenced through describing:

- two instruments from each whānau - The whānau are Tāne, Tangaroa, Tāwhirimātea, Hineraukatauri, and Hinepūtehue
- their appearance
- their parts
- their reo
- their playing technique.

## For Kaiaka/Merit

Demonstrate in-depth knowledge of whānau taonga puoro will be evidenced through:

- Providing information on the characteristics of each whānau taonga puoro.

## For Kairangi/Excellence

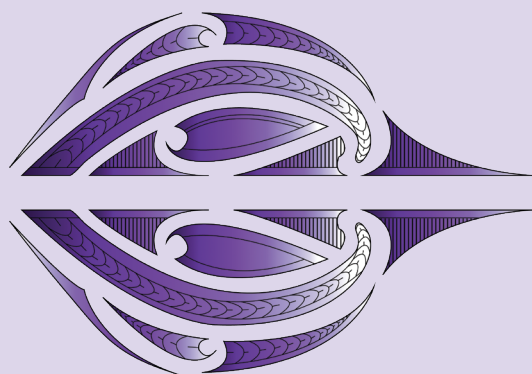
Demonstrate comprehensive knowledge of taonga puoro whānau will be evidenced through describing:

- Comprehensively describing the inter-connections between the different whānau taonga puoro through the atua Māori.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

Tēnā koe



## TAONGA PUORO

HE MAURI PUORO, HE MAURI ORA!

### UNIT STANDARD 30241 (VERSION 2)

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

(Level 2, Credits 5)

# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

This is your assessment booklet for Taonga Puoro unit standard 30241, Demonstrate knowledge of the traditional use of taonga puoro in accordance with tikanga.

## Assessment criteria

Paetae/Achieved	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 in accordance with tikanga.	Demonstrate comprehensive knowledge of the traditional use of taonga puoro in accordance with tikanga.

There is ONE (1) assessment task for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit) or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions.

### The task is:

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 whānau are Tāne, Tangaroa, Tāwhirimātea, Raukatauri, and Hinepūtehue. Identify and explain tikanga relevant to taonga puoro that are unique to iwi or hapū.

Your kaiako will discuss the length of time you have to complete this. **PLEASE** remember to reference where you get your information from for this task. Your kaiako will discuss this with you.

### Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

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## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

**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, weather, waiata;

evidence of one taonga puoro from each whānau taonga puoro stated below is required.

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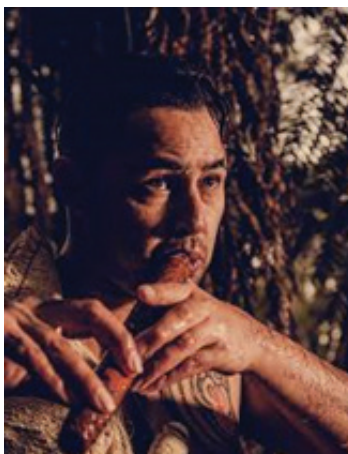
### Assessment Task 1

**Demonstrate knowledge of 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 whānau are Tāne, Tangaroa, Tāwhirimātea, Hineraukatauri, and Hinepūtehue.
- Identify and explain tikanga relevant to taonga puoro that are unique to iwi or hapū.

**You may use the attached sheet to record your answers (you will need one copy of the sheets for EACH taonga) and/or use a range of other techniques to present your descriptions e.g. PowerPoint, mind maps, posters, drawings etc.**

**You must present information in your own words, and all sources of information must be acknowledged.**



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

DESCRIBE THE TRADITIONAL USE OF ONE TAONGA PUORO FROM TE WHĀNAU A TĀNE WITHIN A CULTURAL CEREMONY OR RITUAL PRACTICE.

DESCRIBE THE TRADITIONAL USE OF ONE TAONGA PUORO FROM TE WHĀNAU A TANGAROA WITHIN A CULTURAL CEREMONY OR RITUAL PRACTICE.

DESCRIBE THE TRADITIONAL USE OF ONE TAONGA PUORO FROM TE WHĀNAU A TĀWHIRIMĀTEA WITHIN A CULTURAL CEREMONY OR RITUAL PRACTICE.

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DESCRIBE THE TRADITIONAL USE OF ONE TAONGA PUORO FROM TE WHĀNAU A HINERAUKATAURI WITHIN A CULTURAL CEREMONY OR RITUAL PRACTICE.

DESCRIBE THE TRADITIONAL USE OF ONE TAONGA PUORO FROM TE WHĀNAU A HINEPŪTEHUE WITHIN A CULTURAL CEREMONY OR RITUAL PRACTICE.

IDENTIFY AND EXPLAIN TIKANGA RELEVANT TO TAONGA PUORO THAT ARE UNIQUE TO IWI OR HAPŪ.

YOU MAY EXPAND THE BOXES IF REQUIRED, AND USE ADDITIONAL PAPER TO COMPLETE YOUR RESPONSES. ATTACH THEM TO THIS BOOKLET.

# A few things for you to think about

## 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 whānau are Tāne, Tangaroa, Tāwhirimātea, Hineraukatauri, and Hinepūtehue.

## For Kaiaka/Merit

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

- 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 whakam
  - ārama i ngā tikanga e pā ana ki ngā momo taonga puoro ā iwi, ā hapū rānei (identifying specific iwi or hapū tikanga relevant to taonga puoro).

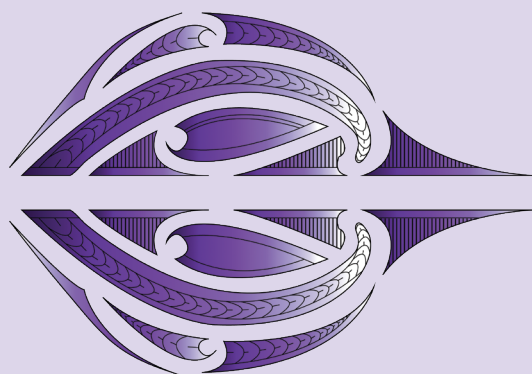
## For Kairangi/Excellence

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

- 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).

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!



# TAONGA PUORO

HE MAURI PUORO, HE MAURI ORA!

## UNIT STANDARD 30242 (VERSION 2)

Construct simple taonga puoro

(Level 2, Credits 8)

# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Taonga Puoro unit standard 30242, Construct simple taonga puoro.

## Assessment criteria

Paetae/Achieved	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Construct simple taonga puoro.	Construct simple taonga puoro with skill.	Construct simple taonga puoro with mastery.

There is ONE (1) assessment task for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit) or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions.

### The task is to:

Construct simple taonga puoro.

At least three different taonga puoro are to be made from natural resources, **ONE** from **EACH** of the following whānau puoro

- Tāwhirimātea (spinning instruments),
- Hineraukatauri (flutes), and
- Papatūānuku (percussion).

Research and record construction techniques and measurements for the taonga puoro. Consider cutting, sanding; shape, size, length, depth, thickness, balance, safe knots, hole size and placement.

Your kaiako will discuss the length of time you have to complete this. **PLEASE** remember to reference where you get your information from for this task. Your kaiako will discuss this with you.

### Authenticity

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If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

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## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

**Outcome 1 Construct simple taonga puoro.**

### Assessment Task 1

#### Construct simple taonga puoro.

At least **THREE** different taonga puoro are to be made from natural resources. You may choose at least three whānau taonga puoro

- Tāwhirimātea (spinning instruments),
- Hineraukatauri (flutes), and
- Papatūānuku (percussion).
- Hinepūtehue (gourd instruments)
- Tangaroa (marine shell instruments)

You must supply a photograph of each taonga puoro you make.

Research and record construction techniques and measurements for the taonga puoro. Consider cutting, sanding; shape, size, length, depth, thickness, balance, safe knots, hole size, placement and embellishments

materials may include but is not limited to shell, stone, bone, wood, and vegetation, hue, uku, finish (oil, kōkōwai, glue, kapia, feathers, lashing)

**You may use the attached sheet to record your answers (you will need one copy of the sheets for EACH taonga) and/or use a range of other techniques to present your descriptions e.g. PowerPoint, mind maps, posters, drawings etc.**

**You must present information in your own words, and all sources of information must be acknowledged.**

**CONSTRUCT SIMPLE TAONGA PUORO. TAONGA PUORO (THREE REQUIRED)**

At least three different taonga puoro are to be made from natural resources.

**Choose at least three** of the following whānau taonga puoro:

**Please tick  
which one  
applies**

1. Tāwhirimātea (spinning instruments)

2. Hineraukatauri (flutes)

3. Papatūānuku (percussion)

4. Hinepūtehue (gourd instruments)

5. Tangaroa (marine shell instruments)

Research and record construction techniques and measurements for the taonga puoro:

- cutting
- sanding
- shape
- size
- length
- depth
- thickness
- balance
- safe knots
- hole size
- hole placement
- embellishments

References:

Attach a photo of your completed taonga puoro here:



### CONSTRUCT SIMPLE TAONGA PUORO. TAONGA PUORO (THREE REQUIRED)

At least three different taonga puoro are to be made from natural resources.  
**ONE** from **EACH** of the following whānau taonga puoro:

Please tick  
 which one  
 applies

1. Tāwhirimātea (spinning instruments)
2. Hineraukatauri (flutes)
3. Papatūānuku (percussion)
4. Hinepūtehue (gourd instruments)
5. Tangaroa (marine shell instruments)

Research and record construction techniques and measurements for the taonga puoro:

- cutting
- sanding
- shape
- size
- length
- depth
- thickness
- balance
- safe knots
- hole size
- hole placement
- embellishments

References:

Attach a photo of your completed taonga puoro here:

### CONSTRUCT SIMPLE TAONGA PUORO. TAONGA PUORO (THREE REQUIRED)

At least three different taonga puoro are to be made from natural resources.

**ONE** from **EACH** of the following whānau taonga puoro:

Please tick  
which one  
applies

1. Tāwhirimātea (spinning instruments)

2. Hineraukatauri (flutes)

3. Papatūānuku (percussion)

4. Hinepūtehue (gourd instruments)

5. Tangaroa (marine shell instruments)

Research and record construction techniques and measurements for the taonga puoro:

- cutting
- sanding
- shape
- size
- length
- depth
- thickness
- balance
- safe knots
- hole size
- hole placement
- embellishments

References:

Attach a photo of your completed taonga puoro here:

# A few things for you to think about

## For Paetae/Achieved

Construct simple taonga puoro.

- At least three different taonga puoro are to be made from natural resources. Choose at least 3 of the following. whānau taonga puoro Tāwhirimātea (spinning instruments), Hineraukatauri (flutes), and Papatūānuku (percussion or beats), - Hinepūtehue (gourd instruments) and Tangaroa (marine shell instruments).
- Research and record construction techniques and measurements for the taonga puoro. Consider cutting, sanding; shape, size, length, depth, thickness, balance, safe knots, hole size, placement and embellishments.

## For Kaiaka/Merit

Construct simple taonga puoro with skill.

- At least three different taonga puoro are to be made from natural resources. Choose at least 3 of the following whānau taonga puoro Tāwhirimātea (spinning instruments), Hineraukatauri (flutes), and Papatūānuku (percussion), Hinepūtehue (gourd instruments), Tangaroa (marine shell instruments) Hinepūtehue (gourd instruments) and Tangaroa (marine shell instruments).
- Research and record construction techniques and measurements for the taonga puoro. Consider cutting, sanding; shape, size, length, depth, thickness, balance, safe knots, hole size, placement and embellishments.
- Skill will be evidenced through working to ensure an authentic look and sound of the taonga puoro. This will be determined, where applicable and dependent upon the taonga puoro being made, by the elements of craftsmanship.

## For Kairangi/Excellence

Construct simple taonga puoro with mastery.

- At least three different taonga puoro are to be made from natural resources. Choose at least 3 of the following whānau taonga puoro Tāwhirimātea (spinning instruments), Hineraukatauri (flutes), and Papatūānuku (percussion).
- Research and record construction techniques and measurements for the taonga puoro. Consider cutting, sanding; shape, size, length, depth, thickness, balance, safe knots, hole size and placement.
- Mastery will be evidenced through working to refine the authentic look and sound of the taonga puoro. This will be determined, where applicable and dependent upon the taonga puoro being made, by the elements of craftsmanship.

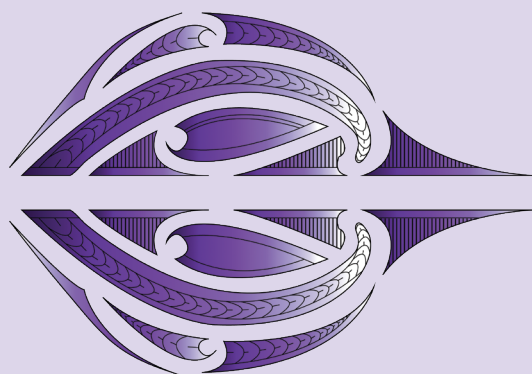
If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

## Notes:

Tēnā koe

This is your assessment booklet for taonga puoro unit standard 30243, Describe the relationship between te taiao and taonga puoro, and incorporate into performance using simple taonga puoro.



## TAONGA PUORO

HE MAURI PUORO, HE MAURI ORA!

### UNIT STANDARD 30243 (VERSION 2)

Describe the relationship between te taiao and taonga puoro, and incorporate into performance using simple taonga puoro

(Level 2, Credits 4)

# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

## Assessment criteria

Paetae/Achieved	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Describe the relationship between te taiao and taonga puoro, and incorporate into performance using simple taonga puoro.	Demonstrate in-depth knowledge of the relationship between te taiao and taonga puoro, and incorporate te taiao into a performance.	Demonstrate comprehensive knowledge of the relationship between te taiao and taonga puoro, and incorporate te taiao into a performance.

There are TWO (2) assessment tasks for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit) or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions.

### The tasks are:

- Describe the relationship between te taiao and taonga puoro. The relationship between te taiao and taonga puoro is described in terms of sound. The reo puoro may include ngā kararehe, ngā tūmomo rākau, ngā tūmomo manu, ngā kaitiaki, ngā ngārara, ngā atua, ngā taniwha - evidence of at least three is required.
- Incorporate reo puoro from te taiao into performance using simple taonga puoro. The performance demonstrates playing skills that reflect te taiao in relation to sound. The reo puoro may include ngā kararehe, ngā tūmomo rākau, ngā tūmomo manu, ngā kaitiaki, ngā ngārara, ngā atua, ngā taniwha - evidence of three different reo puoro from one taonga puoro from each of the whānau taonga puoro. The performance generates ihi, wehi and wana.

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to acknowledge all sources of information for these tasks. Your kaiako will discuss this with you. Your performance will be videoed.

### Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

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## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

**Outcome 1** Describe the relationship between te taiao and taonga puoro, and incorporate te taiao into performance using simple taonga puoro.

### Assessment Task 1

**Describe the relationship between te taiao and taonga puoro.**

Describe the relationship between te taiao and taonga puoro in terms of sound. The reo puoro may include ngā kararehe, ngā tūmomo rākau, ngā tūmomo manu, ngā kaitiaki, ngā ngārara, ngā atua, ngā taniwha ngā hau, ngā wai, ngā maunga. Evidence of at least three is required.

**Outcome 2** Express and play reo puoro inspired by te taiao into performance using simple taonga puoro.

### Assessment Task 2

**Incorporate reo puoro from te taiao into performance using simple taonga puoro.**

Give a performance using simple taonga puoro that demonstrates playing skills that reflect te taiao in relation to sound. The reo puoro may include ngā kararehe, ngā tūmomo rākau, ngā tūmomo manu, ngā kaitiaki, ngā ngārara, ngā atua, ngā taniwha - evidence of three different reo puoro from one taonga puoro from each of the whānau taonga puoro. Your performance must generate a sense of ihi, ihi, wehi and wana.

*Whānau taonga puoro* for the purposes of this standard refers to Tāwhirimātea (spinning instruments), Hineraukatauri (flutes), and Papatūānuku (percussion instruments).

*Simple taonga puoro* refers to taonga puoro made from natural materials that can be constructed with simple tools and equipment, for example, saw, drill, sandpaper; and may include but is not limited to kū, pūrerehua, poroiti, tumutumu, rōria, pahū, kōauau, karanga manu, karanga weka, rehu, pūmoana, and pākuru.

**You may use the attached sheet to record your answers and you must also provide a video recording of your taonga puoro performance.**

**You must present information in your own words, and references must be provided where appropriate.**

## Describe the relationship between te taiao and taonga puoro, and incorporate te taiao into performance using simple taonga puoro.

DESCRIBE THE RELATIONSHIP BETWEEN TE TAI AO AND TAONGA PUORO IN TERMS OF REO PUORO.

THE REO PUORO MAY INCLUDE NGĀ KARAREHE, NGĀ TŪMOMO RĀKAU, NGĀ TŪMOMO MANU, NGĀ KAITIAKI, NGĀ NGĀRARA, NGĀ ATUA, NGĀ TANIWHA, NGĀ HAU, NGĀ WAI, NGĀ MAUNGA - EVIDENCE OF AT LEAST **THREE** IS REQUIRED.

1.

2.

3.

**INCORPORATE REO PUORO FROM TE TAI AO INTO PERFORMANCE USING SIMPLE TAONGA PUORO.** THE REO PUORO MAY INCLUDE NGĀ KARAREHE, NGĀ TŪMOMO RĀKAU, NGĀ TŪMOMO MANU, NGĀ KAITIAKI, NGĀ NGĀRARA, NGĀ ATUA, NGĀ TANIWHA, NGĀ HAU, NGĀ WAI, NGĀ MAUNGA. EVIDENCE OF THREE DIFFERENT REO PUORO FROM ONE TAONGA PUORO FROM EACH OF THE WHĀNAU TAONGA PUORO (A TOTAL OF **NINE** REO PUORO).

THE PERFORMANCE GENERATES IHI, WEHI AND WANA.

**ĀKONGA MUST PROVIDE A VIDEO RECORDING OF THEIR TAONGA PUORO PERFORMANCE.**

**HEI WHAKAARO:**

*KAI AKO MAY WANT TO CONSIDER ALLOWING ĀKONGA TO PERFORM IN THE MOST APPROPRIATE ENVIRONMENT TO ENHANCE THEIR PERFORMANCE I.E. IN THE BUSH, BESIDE THE SEA OR THE RIVER*

YOU MAY USE ADDITIONAL PAPER TO COMPLETE YOUR RESPONSES. ATTACH THEM TO THIS BOOKLET.



# A few things for you to think about

## For Paetae/Achieved

Describe the relationship between te taiao and taonga puoro, and incorporate te taiao into performance using simple taonga puoro.

- Describe the relationship between te taiao and taonga puoro. The relationship between te taiao and taonga puoro is described in terms of sound. The reo puoro may include ngā kararehe, ngā tūmomo rākau, ngā tūmomo manu, ngā kaitiaki, ngā ngārara, ngā atua, ngā taniwha - evidence of at least three is required.
- Incorporate reo puoro from te taiao into performance using simple taonga puoro. The performance demonstrates playing skills that reflect te taiao in relation to sound. The reo puoro may include ngā kararehe, ngā tūmomo rākau, ngā tūmomo manu, ngā kaitiaki, ngā ngārara, ngā atua, ngā taniwha - evidence of three different reo puoro from one taonga puoro from each of the whānau taonga puoro.
- The performance generates a sense of ihi, wehi and wana.

## For Kaiaka/Merit

Demonstrate in-depth knowledge of the relationship between te taiao and taonga puoro, and incorporate te taiao into the performance will be evidenced through:

- Incorporating reo puoro from te taiao into taonga puoro performance with purpose
  - kia hāngai te whakatangi oro ki te wairua o te taiao, ā, kia tika te tū (performing with deliberate reo puoro, which are relevant to the chosen sound and setting from te taiao)
  - kia puta te ihi, te wehi, me te wana.

## For Kairangi/Excellence

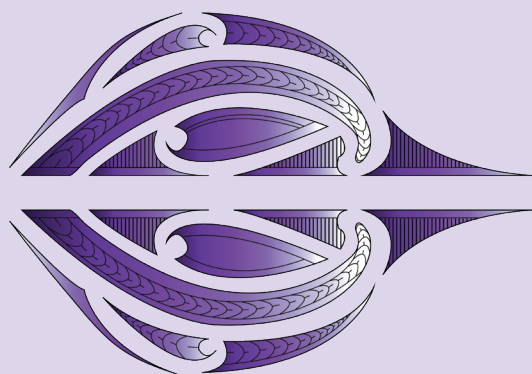
Demonstrate comprehensive knowledge of the relationship between te taiao and taonga puoro, and incorporate te taiao into performance will be evidenced through:

- incorporating reo puoro from te taiao into taonga puoro performance with accuracy and fluency
  - kia tika te whakaputa i te wairua o me te tangi o ngā oro reo kia hāngai pū ana ki ērā o te taiao, i te tīmatanga ki te whakamutunga (sustaining the performance with deliberate reo puoro and appropriate expression from start to finish)
  - kia puta te ihi, te wehi, me te wana, i te tīmatanga ki te mutunga.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

## Notes:



# TAONGA PUORO

HE MAURI PUORO, HE MAURI ORA!

## UNIT STANDARD 30244 (VERSION 3)

Demonstrate knowledge of factors that led to the historical demise,  
renaissance, and revival of taonga puoro

(Level 3, Credits 6)

# ĀKONGA BOOKLET

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Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Taonga Puoro unit standard 30244, Demonstrate knowledge of influencing factors in the historical demise, renaissance, and revival of taonga puoro.

## Assessment criteria

Paetae/Achieved	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of factors that led to the historical demise, renaissance, and revival of taonga puoro.	Demonstrate in-depth knowledge of factors that led to the historical demise, renaissance, and revival of taonga puoro	Demonstrate comprehensive knowledge of factors that led to the historical demise, renaissance, and revival of taonga puoro.

There is ONE (1) assessment task for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit) or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions.

### The tasks is to:

- Describe the historical demise, renaissance, and revival of taonga puoro by:
- depicting the historical demise, renaissance, and revival of taonga puoro, spanning the three time-periods on a timeline;
- explaining **TWO** factors that led to the demise of taonga puoro pre-1970 e.g. political, social, economic, technological, media, people, events, religion, organisations;
- explaining **TWO** factors that led to the renaissance of taonga puoro (1971-1999) e.g. political, social, economic, technological, media, people, events, religion, organisations;
- explaining **TWO** factors that led to the revival of taonga puoro (2000 to current) e.g. political, social, economic, technological, media, people, events, religion, organisations;
- describing your own vision for the future development and retention of taonga puoro.

Your kaiako will discuss the length of time you have to complete this. **PLEASE** remember to acknowledge all sources of information for this task. Your kaiako will discuss this with you.

## Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

**Outcome 1 Demonstrate knowledge of factors that led to the historical demise, renaissance, and revival of taonga puoro**

**Range - demonstration includes the following periods – period of demise - pre-1970, period of renaissance - 1971 to 1999, period of revival - 2000 to current.**

### Assessment Task 1

**Describe the historical demise, renaissance, and revival of taonga puoro by:**

- depicting the historical demise, renaissance, and revival of taonga puoro, spanning the three time-periods on a timeline;
- explaining **TWO** factors that led to the demise of taonga puoro pre-1970 e.g. political, social, economic, technological, media, people, events, religion, organisations;
- explaining **TWO** factors that led to the renaissance of taonga puoro (1971-1999) e.g. political, social, economic, technological, media, people, events, religion, organisations;
- explaining **TWO** factors that led to the revival of taonga puoro (2000 to current) e.g. political, social, economic, technological, media, people, events, religion, organisations;
- describing your own vision for the future development and retention of taonga puoro.

**You may use the attached sheet to record your answers and you must also provide a video recording of your taonga puoro performance.**

**You must present information in your own words, and references must be provided where appropriate.**

**Describe the historical demise, renaissance, and revival of taonga puoro.**

**Complete the sections below.**

PRESENT A TIMELINE OF THE HISTORICAL DEMISE, RENAISSANCE, AND REVIVAL OF TAONGA PUORO, SPANNING THE THREE TIME-PERIODS (PRE-1970, 1971 TO 1999, 2000 TO CURRENT).

EXPLAIN **TWO** FACTORS THAT LED TO THE DEMISE OF TAONGA PUORO PRE-1970 E.G. POLITICAL, SOCIAL, ECONOMIC, TECHNOLOGICAL, MEDIA, PEOPLE, EVENTS, RELIGION, ORGANISATIONS.

EXPLAIN **TWO** FACTORS THAT LED TO THE RENAISSANCE OF TAONGA PUORO (1971-1999) E.G. POLITICAL, SOCIAL, ECONOMIC, TECHNOLOGICAL, MEDIA, PEOPLE, EVENTS, RELIGION, ORGANISATIONS.

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EXPLAIN TWO FACTORS THAT LED TO THE REVIVAL OF TAONGA PUORO (2000 TO CURRENT)  
E.G. POLITICAL, SOCIAL, ECONOMIC, TECHNOLOGICAL, MEDIA, PEOPLE, EVENTS, RELIGION,  
ORGANISATIONS.

DESCRIBE YOUR OWN VISION FOR THE FUTURE DEVELOPMENT AND RETENTION OF TAONGA PUORO.

YOU MAY USE ADDITIONAL PAPER TO COMPLETE YOUR RESPONSES. ATTACH THEM TO THIS  
BOOKLET.

# A few things for you to think about

## For Paetae/Achieved

Demonstrate knowledge of influencing factors that led to demise, renaissance, and revival of taonga puoro will be evidenced through:

- depicting the historical demise or revival of taonga puoro, spanning the three time- on a timeline
- explaining two factors that led to the demise of taonga puoro pre-1970
- explaining two factors that led to the renaissance of taonga puoro (1971-1999)
- explaining two factors that led to the revival of taonga puoro (2000 to current)
- a description of the student's own vision for the future development and retention of taonga puoro.

## For Kaiaka/Merit

Demonstrate in-depth knowledge of influencing factors that led to the demise or revival of taonga puoro will be evidenced through:

- identifying and describing a significant environmental influence in the demise or revival of taonga puoro
- identifying and describing a significant influence from any one of the sociological factors in the demise or revival of taonga puoro
- an in-depth description of the students own vision for the future development and retention of taonga puoro.

## For Kairangi/Excellence

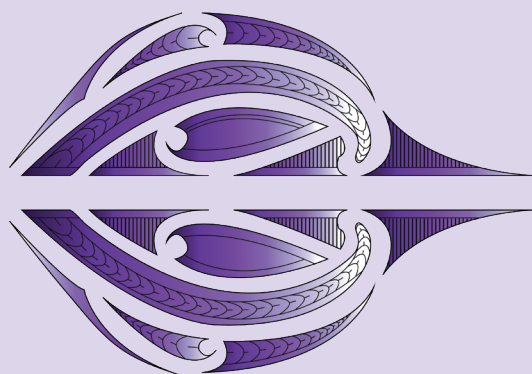
Demonstrate comprehensive knowledge of influencing factors that led to the demise or revival of taonga puoro will be evidenced through:

- identifying and linking the environmental influence with specific changes and transformations in the demise or revival of taonga puoro
- identifying and linking the influences from one sociological factor with specific changes and transformations in the demise or revival of taonga puoro
- a comprehensive description of the students own vision for the future development and retention of taonga puoro.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!





# TAONGA PUORO

HE MAURI PUORO, HE MAURI ORA!

## UNIT STANDARD 30245 (VERSION 2)

Construct and refine taonga puoro

(Level 3, Credits 12)

# ĀKONGA BOOKLET

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Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Taonga Puoro unit standard 30245, Construct and refine taonga puoro.

## Assessment criteria

Paetae/Achieved	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Construct and refine taonga puoro	Construct and refine taonga puoro with skill.	Construct and refine taonga puoro with mastery.

There is ONE (1) assessment task for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit) or Kairangi (Excellence). Your grade will depend on how well your taonga puoro is constructed and refined..

## The tasks is to:

Construct and refine a taonga puoro using natural materials

- recite simple karakia;
- describe the materials used in terms of their qualities;
- describe traditional collection sources and processes;
- prepare materials for the construction process;
- use tools in accordance with tikanga and/or health and safety regulations;
- refine taonga shape according to tradition;
- refine the aesthetic appeal of the taonga.

Your kaiako will discuss the length of time you have to complete this. **PLEASE** remember to reference where you get your information from for this task. Your kaiako will discuss this with you.

## Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

### Outcome 1

#### Construct taonga puoro.

Range - taonga puoro are made from natural materials that include but are not limited to wood, hue, bone, or uku;

evidence of one taonga puoro is required.

### Outcome 2

#### Refine taonga puoro.

## Assessment Task 1

### Construct and refine a taonga puoro using natural materials:

- recite simple karakia
- describe the materials used in terms of their qualities
- describe traditional collection sources and processes
- prepare materials for the construction process Range of materials may include but is not limited to wood, stone, bone, shell, vegetation, hue, uku, finishes (oil, kōkōwai, glue, kapia, feathers, lashing).
- use tools in accordance with tikanga and/or health and safety regulations Range of materials may include but is not limited to wood, stone, bone, shell, vegetation, hue, uku, finishes (oil, kōkōwai, glue, kapia, feathers, lashing).
- refine taonga shape according to tradition
- refine the aesthetic appeal of the taonga.

**You must present information in your own words, and references must be provided.**

**You should provide photographs that show the process of the construction and refinement of you taonga puoro.**

# A few things for you to think about

## For Paetae/Achieved

Construct and refine taonga puoro will be evidenced through:

- reciting of simple karakia;
- describing materials in terms of their qualities;
- describing traditional collection sources and processes;
- preparation of materials for the construction process;
- using tools in accordance with tikanga and/or health and safety regulations;
- refining the taonga shape in accordance with tradition;
- refining the esthetic appeal of the taonga puoro.

## For Kaiaka/Merit

Construct and refine taonga puoro with skill will be evidenced through:

- working to ensure an authentic look and sound of the taonga puoro. This will be determined, where applicable and dependent upon the taonga puoro being made, by the elements of craftsmanship which include but are not limited to:
  - shape
  - size
  - -holes are correctly placed and spaced
  - sanding
  - balance
  - knots
  - reo puoro

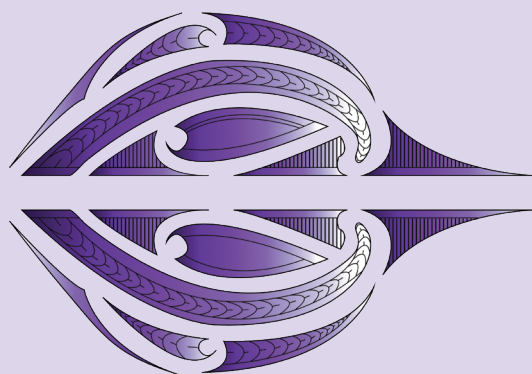
For Kairangi/Excellence

Construct and refine taonga puoro with mastery will be evidenced through:

- working to refine the authentic look and sound of the taonga puoro. This will be determined, where applicable and dependent upon the taonga puoro being made, by the elements of craftsmanship which include but are not limited to:
  - dimensions
  - smoothness
  - flow of design
  - balance

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!



# TAONGA PUORO

HE MAURI PUORO, HE MAURI ORA!

**UNIT STANDARD 30246 (VERSION 2)**

Whakatangi taonga puoro

(Level 3, Credits 4)

# ĀKONGA BOOKLET

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Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Taonga Puoro unit standard 30246, Whakatangi taonga puoro.

## Assessment criteria

Paetae/Achieved	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Whakatangi taonga puoro	Whakatangi taonga puoro with skill.	Whakatangi taonga puoro with mastery.

There is ONE (1) assessment task for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit) or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions.

### The tasks is:

Select and play a taonga puoro in accordance with the tradition and tikanga of the taonga puoro, showing accurate timing, volume; and displaying te piki me te heke o te reo puoro in accordance with the performance style and tikanga of the taonga puoro. Your performance must generate a sense of ihi, wehi, wana.

Your kaiako will discuss the length of time you have to complete this. **PLEASE** remember to reference where you get your information from for this task. Your kaiako will discuss this with you.

### Authenticity

As per NZQA requirements:

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If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

**Outcome 1 Whakatangi taonga puoro.**  
**Range - evidence of one taonga puoro is required.**

### Assessment Task 1

#### Play taonga puoro

- in accordance with the tradition and tikanga of the taonga puoro;
- accurate timing, volume, and te piki me te heke o te reo puoro is displayed in accordance with the performance style and tikanga of the taonga puoro;
- performance generates a sense of ihi, wehi, wana.

Taonga puoro for the purposes of this standard include kōauau, ponga ihu, poi āwhiowhio, hue puruhau, pūtangitangi, nguru, pōrutu.

**You must present information in your own words, and references must be provided.**

**You should provide photographs that show the process of the construction and refinement of you taonga puoro.**



# A few things for you to think about

## For Paetae/Achieved

Whakatangi taonga puoro will be evidenced through:

- playing in accordance with the tradition and tikanga of the taonga puoro;
- accurate timing, volume, and te piki me te heke o te reo puoro is displayed in accordance with the performance style and tikanga of the taonga puoro;
- performance generates a sense of ihii, wehi, wana.

## For Kaiaka/Merit

Whakatangi taonga puoro with skill will be evidenced through:

- producing the appropriate reo of the taonga puoro with awareness, and according to the intended purpose of the occasion.

Reo of the taonga puoro for the purpose of this standard refers to the voice – pitch, tone, tangi, rangi, emotion, wairua of the sound created.

## For Kairangi/Excellence

Whakatangi taonga puoro with mastery will be evidenced through:

- kia pakari te whakatangitangi me te tū, ā, e puta ana te ihi, te wehi, me te wana (performing with awareness and intention);
- producing the appropriate reo of the taonga puoro, demonstrating rhythmic flow, and playing in collaboration with others or as an individual.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!



## Image reference

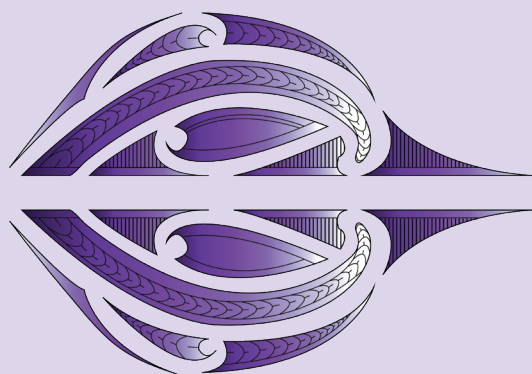
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- Māori Qualifications Services. (2016), MQS TP 1312 (00) photograph. Figure 1, page 65
- Māori Qualifications Services. (2016), MQS TP 1312 (00) photograph. Figure 2, page 65
- Māori Qualifications Services. (2016), MQS TP 1312 (00) photograph. Figure 3, page 65

## Notes:



# TAONGA PUORO

HE MAURI PUORO, HE MAURI ORA!

## UNIT STANDARD 30247 (VERSION 3)

Construct, refine, and embellish taonga puoro

(Level 4, Credits 12)

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# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Taonga Puoro unit standard 30247, Construct, refine, and embellish taonga puoro.

## Assessment criteria

Paetae/Achieved	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Construct, refine, and embellish taonga puoro.	Construct, refine, and embellish taonga puoro with skill.	Construct, refine, and embellish taonga puoro with mastery.

There is ONE (1) assessment task for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit) or Kairangi (Excellence). Your grade will depend on how well your taonga puoro is constructed, refined, and embellished.

## The tasks is to:

construct, refine, and embellish taonga puoro:

- recite appropriate karakia at the start and completion of taonga puoro construction;
- prepare materials for the construction process - range of materials may include but not is limited to shell, wood, bone, hue, uku, finishes (oil, kōkōwai, glue, kapia, feathers, lashing);
- use tools in accordance with tikanga and/or health and safety regulations - range of materials may include but not is limited to shell, wood, bone, hue, uku, finishes (oil, kōkōwai, glue, kapia, feathers, lashing);
- refine taonga shape according to tradition;
- refine the aesthetic appeal of the taonga;
- embellish the taonga puoro appropriately;
- apply appropriate surface finishings;
- attach appropriate adornments;
- explain designs and embellishments.

Your kaiako will discuss the length of time you have to complete this. **PLEASE** remember to reference where you get your information from for this task. Your kaiako will discuss this with you. It is expected that a complex design is applied to simple taonga puoro.

## Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

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## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

### Outcome 1 Construct taonga puoro.

Range - taonga puoro are made from shell, wood, and bone and include – pūtōrino, pūkāea, pūtātara, pūpakapaka, rehu, and pōrutu;  
evidence of one taonga puoro is required.

### Outcome 2 Refine taonga puoro.

### Outcome 3 Embellish taonga puoro.

## Assessment Task 1

### Construct, refine, and embellish taonga puoro.

- recite appropriate karakia at the start and completion of taonga puoro construction;
- prepare materials for the construction process;
- use tools in accordance with tikanga and/or health and safety regulations - range of materials may include but not is limited to shell, wood, bone, hue, uku, finishes (oil, kōkōwai, glue, kapia, feathers, lashing);
- refine taonga shape according to tradition - range of materials may include but not is limited to shell, wood, bone, hue, uku, finishes (oil, kōkōwai, glue, kapia, feathers, lashing);
- refine the aesthetic appeal of the taonga;
- embellish the taonga puoro appropriately;
- apply appropriate surface finishings;
- attach appropriate adornments;
- explain designs and embellishments.

It is expected that a complex design is applied to simple taonga puoro.

**You must present information in your own words, and references must be provided.**

## A few things for you to think about

Construct, refine, and embellish taonga puoro will be evidenced through:

- reciting appropriate karakia at the start and completion of taonga puoro construction;
- preparing materials for the construction process;
- using tools in accordance with tikanga and/or health and safety regulations;
- refining taonga shape according to tradition;
- refining the aesthetic appeal of the taonga;
- embellishing the taonga puoro appropriately;
- applying appropriate finishings;
- attaching appropriate adornments;
- explaining designs and embellishments.

### For Kaiaka/Merit

Construct and refine taonga puoro with skill will be evidenced through:

- working to ensure an authentic look and sound of the taonga puoro. This will be determined, where applicable and dependent upon the taonga puoro being made, by the elements of craftsmanship which include but are not limited to:
  - shape
  - size
  - holes are correctly placed and spaced
  - sanding
  - balance
  - knots
  - reo puoro

### For Kairangi/Excellence

Construct and refine taonga puoro with mastery will be evidenced through:

- working to refine the authentic look and sound of the taonga puoro. This will be determined, where applicable and dependent upon the taonga puoro being made, by the elements of craftsmanship which include but are not limited to:
  - smoothness
  - flow of design
  - balance
  -

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

## Notes:

## Notes: