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**TAONGA PUORO**  
**Demonstrate knowledge and skills of**  
**taonga puoro**

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<b>level:</b>	<b>3</b>
<b>credit:</b>	<b>2</b>
<b>planned review date:</b>	December 2006
<b>sub-field:</b>	Māori Performing Arts
<b>purpose:</b>	<p>People credited with this unit standard are able to: demonstrate an understanding of tikanga in relation to taonga puoro; explore the construction of taonga puoro; and gather for, construct, and play taonga puoro.</p> <p>This unit standard is for people who want to learn or to improve their knowledge and skills of taonga puoro.</p>
<b>entry information:</b>	<p>Prerequisites: Unit 7261, <i>Tohu i ngā whakautu</i>; Unit 7269, <i>Whakarite mihi ki te tangata</i>; Unit 7265, <i>Pānui tuhinga hei whakaatu i ngā hanga kōrero</i>; Unit 7257, <i>Whakamahi i ngā tikanga tuhituhi</i>; or demonstrate equivalent knowledge and skills.</p> <p>It is recommended that people undertaking this unit standard consider working towards unit standards above level 2 from the subfield <i>Reo Māori</i>.</p>
<b>accreditation option:</b>	Evaluation of documentation by NZQA.
<b>moderation option:</b>	A centrally established and directed national moderation system has been set up by NZQA.
<b>special notes:</b>	<p>1 Glossary</p> <p><i>construction</i> is defined as natural form, modified form, modification process;</p> <p><i>tikanga</i> refers to meaning, values and Māori world view;</p> <p><i>whānau</i> refers to a group of taonga puoro related by sound origin;</p> <p><i>kawa</i> refers to the accepted practice, ritual and ceremony;</p> <p><i>karakia</i> refers to ritual or ceremonial incantations.</p>

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- 2 In this unit standard, the term *experienced* in performance criteria 3.1 of this unit standard is determined by the Māori Performing Arts tutor.

### **Elements and Performance Criteria**

#### **element 1**

Demonstrate understanding of tikanga in relation to taonga puoro.

#### **performance criteria**

- 1.1 Demonstration explains the origins of sound in nature in relation to the whakapapa of taonga puoro.
- Range: Ranginui, Papatūanuku and their children should be used as prime sources.
- 1.2 Demonstration identifies whānau of taonga puoro.
- Range: must include but is not limited to four whānau.
- 1.3 Demonstration identifies examples of instruments included in each whānau and their relationship to the origin of sound.
- 1.4 Demonstration acknowledges the significance of karakia associated with the whakapapa of taonga puoro.
- 1.5 Demonstration explains the kawa of taonga puoro.
- Range: must include examples of when and why the making and playing of taonga puoro suit the occasion.

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**element 2**

Explore the construction of taonga puoro.

**performance criteria**

- 2.1 Exploration recognises the qualities of different materials for construction of taonga puoro.  
Range: must include but is not limited to wood, stone, bone, shell, vegetation.
- 2.2 Exploration identifies collection sources and processes.  
Range: when, where, how; selection, presentation, conservation of resource.
- 2.3 Exploration identifies the preparation of materials for the construction of taonga puoro.  
Range: preservation, quality voice.
- 2.4 Exploration recognises the use of technology in construction of taonga puoro.  
Range: tools, techniques.
- 2.5 Exploration recognises taonga puoro aesthetic design.  
Range: presentation embellishment, including carving style.
- 2.6 Exploration recognises taonga puoro functional design.
- 2.7 Exploration recognises the use of karakia in construction of taonga puoro.  
Range: collection, construction, completion.

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**element 3**

Gather for, construct and play taonga puoro.

**performance criteria**

- 3.1 Gathering of natural resources for taonga puoro is experienced.  
Range: recognition, identification, preservation, conservation; at least three different sound sources.
- 3.2 Effort to find the voice of selected sound sources is evident.  
Range: at least three sound sources.
- 3.3 Natural resources are used to construct two different taonga puoro.
- 3.4 Sound is demonstrated evidencing success in construction and playing, using the two constructed taonga puoro.

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**Comments on this unit standard**

Please contact the NZQA Māori Qualifications Services [mqs@nzqa.govt.nz](mailto:mqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.

**Please Note**

Providers must be accredited by the Qualifications Authority or a delegated inter-institutional body before they can register credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

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Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for providers wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

This unit standard is covered by AMAP 0149 which can be accessed at <http://www.nzqa.govt.nz/site/framework/search.html>.