

Title	Demonstrate knowledge of factors that led to the historical demise, renaissance, and revival of taonga puoro		
Level	3	Credits	6

Purpose	People credited with this unit standard are able to demonstrate knowledge of factors that led to the historical demise, renaissance, and revival of taonga puoro.
----------------	---

Classification	Taonga Puoro > Ngā Kōrero o Neherā
-----------------------	------------------------------------

Available grade	Achieved, Merit, and Excellence
------------------------	---------------------------------

Criteria for Merit	Demonstrate in-depth knowledge of factors that led to the historical demise, renaissance, and revival of taonga puoro.
---------------------------	--

Criteria for Excellence	Demonstrate comprehensive knowledge of factors that led to the historical demise, renaissance, and revival of taonga puoro.
--------------------------------	---

Guidance Information

- References
 Flintoff, Brian, 2003. *Taonga Pūoro: Singing Treasures*. Nelson, New Zealand: Craig Potton Publishing.
 Komene, Jo'el, 2009. *Kōauau auē, e auau tō au e!* The Kōauau in Te Ao Māori. A thesis submitted in partial fulfilment of the requirements for the Degree of Master of Arts at the University of Waikato. Hamilton, New Zealand, University of Waikato. <http://researchcommons.waikato.ac.nz/bitstream/handle/10289/3948/thesis.pdf?sequence=1>.
 Melbourne, Hirini, 1993, second edition 2016. *Toiapiapi – He huinga o ngā kura pūoro a te Māori. A collection of Māori musical treasures*. New Zealand, Shearwaters publishing.
 Melbourne, Hirini and Nunns, Richard, 1994. *Te Kū Te Whē*, recordings available from <http://sounz.org.nz/manifestations/show/7067>.
 Melbourne, Hirini. Nunns, Richard, 2014. *Te Ara Pūoro: A journey into the world of Māori music*. Nelson, New Zealand: Craig Potton Publishing.
 Ministry of Education, *Te Wharekura 41*. Wellington, New Zealand, Learning Media, available from http://www.tki.org.nz/r/maori/wharekura/whare41_m.html.
- Iwi tradition is encouraged in assessment against this unit standard. Iwi tradition refers to kōrero, performance features and/or styles unique to an iwi. It is expected that candidates study their own iwi traditions or those of the local iwi. Other iwi or hapū variations may be explored in order to enrich and enhance understanding.

- 3 This unit standard is intended to assess essential knowledge and skills required to ensure the survival of taonga puoro.
- 4 For an achieved grade, ākonga must demonstrate knowledge of factors that led to the historical demise, renaissance, and revival of taonga puoro.

For a merit grade, ākonga must demonstrate in-depth knowledge of historical influencing factors in the demise, renaissance, and revival of taonga puoro. This will be evidenced through:

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

For an excellence grade, ākonga must demonstrate comprehensive knowledge of historical influencing factors in the demise, renaissance, and revival of taonga puoro. This will be evidenced through:

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

5 Glossary

Period of demise pre-1970;

Period of renaissance 1971 to 1999;

Period of revival 2000 to current;

Significant (in terms of influencing factors) refers to influences that had critical consequences in shaping and demise or revival of taonga puoro; or without which critical consequences would not have occurred;

Environmental factors may include political, social, economic, technological;

Sociological factors may include media, people, events, religion, organisations.

- 6 All sources of information must be referenced.

Outcomes and performance criteria

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.

Performance criteria

- 1.1 The historical demise, renaissance, and revival of taonga puoro, spanning the three time-periods (pre 1970, 1971 to 1999, 2000 to current) is depicted on a timeline.
- 1.2 Two factors that led to the demise of taonga puoro (pre 1970) are explained.
- 1.3 Two factors that led to the renaissance of taonga puoro (1971-1999) are explained.
- 1.4 Two factors that led to the revival of taonga puoro (2000 to current) are explained.
- 1.5 Ākonga personal vision for the future development of taonga puoro is described.

Planned review date	31 December 2026
----------------------------	------------------

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 April 2017	31 December 2023
Review	2	25 January 2018	31 December 2023
Review	3	24 February 2022	N/A

Consent and Moderation Requirements (CMR) reference	0226
--	------

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

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