

<b>Title</b>	<b>Construct simple taonga pūoro</b>		
<b>Level</b>	<b>2</b>	<b>Credits</b>	<b>7</b>

<b>Purpose</b>	People credited with this unit standard are able to construct simple taonga pūoro.
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<b>Classification</b>	Taonga Pūoro > Te Whakatīnanatanga
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<b>Available grade</b>	Achieved, Merit, and Excellence
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<b>Entry information</b>	
<b>Recommended skills and knowledge</b>	Basic knowledge of te reo Māori and pronunciation of kupu Māori.  Unit 30238, <i>Collect natural materials to create uncrafted taonga pūoro.</i>

<b>Criteria for Merit</b>	Construct simple taonga pūoro with skill.
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<b>Criteria for Excellence</b>	Construct simple taonga pūoro with mastery.
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## Explanatory notes

- 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](http://www.tki.org.nz/r/maori/wharekura/whare41_m.html).

- 2 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 to enrich and enhance understanding.
- 3 This unit standard is intended to assess essential knowledge and skills required to ensure the survival of taonga pūoro by creating the taonga pūoro.
- 4 *Construct simple taonga pūoro with skill* will be evidenced through:
  - working to ensure an authentic look and sound of the taonga pūoro. This will be determined, where applicable and dependent upon the taonga pūoro being made, by the elements of craftsmanship.
- 5 *Construct simple taonga pūoro with mastery* will be evidenced through:
  - working to refine the authentic look and sound of the taonga pūoro. This will be determined, where applicable and dependent upon the taonga pūoro being made, by the elements of craftsmanship.
- 6 Legislation relevant to this unit standard are:  
Health and Safety at Work Act 2015.
- 7 Glossary  
*Elements of craftsmanship* refers to but is not limited to shape, size, holes are correctly placed and spaced, sanding, balance, knots, sounds;  
*materials* includes but is not limited to shell, stone, bone, wood, and vegetation;  
*simple taonga pūoro* refers to taonga pūoro 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, tumutumumu, rōria, pahū, kōauau, karanga manu, karanga weka, rehu, pūmoana, and pākuru.

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## Outcomes and evidence requirements

### Outcome 1

Construct simple taonga pūoro.

### Evidence requirements

- 1.1 Natural materials are used to construct simple taonga pūoro.

Range	at least three different taonga pūoro are made from natural resources, evidence of one from each of the following whānau taonga pūoro Tāwhirimātea (spinning instruments), Hineraukatauri (flutes), and Papatūānuku (percussion).
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- 1.2 Research and record construction techniques and measurements for the selected taonga pūoro.

Range may include but not limited to: cutting, sanding; shape, size, length, depth, thickness, balance, safe knots, hole size and placement.

<b>Planned review date</b>	31 December 2021
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#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 April 2017	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0226
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

#### Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

#### 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.