

<b>Title</b>	<b>Describe the relationship between te taiao and taonga pūoro, and incorporate into performance using simple taonga pūoro</b>		
<b>Level</b>	<b>2</b>	<b>Credits</b>	<b>4</b>

<b>Purpose</b>	People credited with this unit standard are able to demonstrate knowledge of the relationship between te taiao and taonga pūoro, and incorporate sounds from te taiao into performance.
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<b>Classification</b>	Taonga Pūoro > Te Whakatangi
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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.  <i>Unit 30239, Identify, express and play sounds inspired by te taiao using uncrafted taonga pūoro sourced from the natural environment; Unit 30242, Construct simple taonga pūoro.</i>

<b>Criteria for Merit</b>	Demonstrate in-depth knowledge of the relationship between te taiao and taonga pūoro, and incorporate te taiao into a performance.
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<b>Criteria for Excellence</b>	Demonstrate comprehensive knowledge of the relationship between te taiao and taonga pūoro, and incorporate te taiao into a performance.
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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.
- 4 This unit standard is intended for learners of taonga pūoro. Assessment will take place in a learning situation, not in a public performance.
- 5 *Demonstrate in-depth knowledge of the relationship between te taiao and taonga pūoro, and incorporate te taiao into the performance* will be evidenced through:
  - incorporating sounds from te taiao into taonga pūoro performance with skill and meaning
    - kia hāngai te whakatangi oro ki te wairua o te taiao, ā, kia tika te tū (performing with deliberate sounds, which are relevant to the chosen sound and setting from te taiao)
    - kia puta te ihi, te wehi, me te wana.
- 6 *Demonstrate comprehensive knowledge of the relationship between te taiao and taonga pūoro, and incorporate te taiao into performance* will be evidenced through:
  - incorporating sounds from te taiao into taonga pūoro performance with mastery and meaning
    - kia tika te whakaputa i te wairua 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 sounds and appropriate expression from start to finish)
    - kia puta te ihi, te wehi, me te wana, i te tīmatanga ki te mutunga.
- 7 Glossary
 

*ihi* – refers to the projection of a performer’s personal magnetism, which elicits awe and respect;

*wehi* – refers specifically to the awe generated by charismatic performers or performances;

*wana* – refers to the excitement generated by a performer or performance;

*performance* – refers to the presentation of taonga pūoro playing skills that incorporate sounds from te taiao before an assessor;

*simple taonga pūoro* refers to taonga pūoro 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;

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

## Outcomes and evidence requirements

### Outcome 1

Describe the relationship between te taiao and taonga pūoro.

#### Evidence requirements

1.1 The relationship between te taiao and taonga pūoro is described in terms of sound.

Range may include but not limited to – ngā kararehe, ngā tūmomo rākau, ngā tūmomo manu, ngā kaitiaki, ngā ngārara, ngā atua, ngā taniwha; evidence of at least three is required.

### Outcome 2

Use simple taonga pūoro to express and play sounds inspired by te taiao.

#### Evidence requirements

2.1 Performance demonstrates playing skills that reflect te taiao in relation to sound.

Range may include but not limited to – ngā kararehe, ngā tūmomo rākau, ngā tūmomo manu, ngā kaitiaki, ngā ngārara, ngā atua, ngā taniwha; evidence of three different sounds from one taonga pūoro from each of the whānau taonga pūoro.

2.2 Performance generates ihi, wehi and wana.

<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 (CMR). 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.

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**Comments on this unit standard**

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