

Title	Demonstrate knowledge of traditional kōrero associated with taonga puoro		
Level	3	Credits	4

Purpose	People credited with this unit standard are able to demonstrate knowledge of traditional kōrero associated with taonga puoro.
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Classification	Taonga Puoro > Ngā Kōrero o Neherā
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Available grade	Achieved, Merit, and Excellence
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Criteria for Merit	Demonstrate in-depth knowledge of traditional kōrero associated with taonga puoro.
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Criteria for Excellence	Demonstrate comprehensive knowledge of traditional kōrero associated with taonga puoro.
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Guidance Information

- 1 References

Best, E (1934). *The Māori as he was: A brief account of Māori life as it was in pre-european days - The arts of pleasure*, Wellington, Dominion Museum, pp147 – 155.

Flintoff, B (2014). 'Māori musical instruments – taonga puoro', Te Ara - the Encyclopedia of New Zealand, Available at: <https://teara.govt.nz/en/maori-musical-instruments-taonga-puoro>.

McLean, M (1968). An investigation of the open tube flute or kōauau. *Journal of Polynesian society* 88 (3):213-241.

Melbourne, H (1993, 2016). *Toiapiapi – He huinga o ngā kura pūoro a te Māori. A collection of Māori musical treasures*. 10th ed. New Zealand, Shearwaters publishing.

White, J (1887 – 1891). *The ancient history of the Māori, his mythology and traditions*. Wellington, New Zealand: Government print.
- 2 Iwi traditions are 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 For an achieved grade, ākonga must demonstrate knowledge of traditional kōrero associated with taonga puoro.

For a merit grade, ākonga must demonstrate an in-depth knowledge of traditional kōrero. This must be evidenced through:

- extending the two traditional kōrero to include main characters and influences, key themes, tikanga and how these have been maintained.

For an excellence grade, ākonga must demonstrate comprehensive knowledge of traditional kōrero. This must be evidenced through:

- identifying iwi and hapū variations to the kōrero;
- explaining how the kōrero has influenced the making and playing of taonga puoro, within a contemporary context.

- 5 Ākonga will keep a fully documented visual diary or workbook to assist with assessment and authenticity.
- 6 All sources of information must be referenced.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of traditional kōrero associated with taonga puoro.

Range evidence of two kōrero are required.

Performance criteria

1.1 Traditional kōrero are retold.

Range pakiwaitara, pūrākau, mōteatea, whakataukī, whakatauākī, tongi kura, ngā kōrero a ngā tīpuna, ngā kōrero ā-hapū, ā-iwi, ngā tikanga ā-hapū, ā-iwi.

1.2 Specific taonga puoro associated with the traditional kōrero are identified.

1.3 Tikanga of taonga puoro in the traditional kōrero are explained.

Planned review date	31 December 2026
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	31 May 2018	31 December 2023
Review	2	24 February 2022	N/A

Consent and Moderation Requirements (CMR) reference	0226
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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.