

<b>Title</b>	<b>Whatu piupiu</b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	<p>This unit standard is for people furthering their knowledge and practice in Ngā Mahi ā te Whare Pora.</p> <p>People credited with this unit standard are able to: plan to make a piupiu; harvest harakeke for piupiu; prepare harakeke ready to complete piupiu; prepare tools for piupiu; construct pattern board for piupiu; and whatu piupiu.</p>
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<b>Classification</b>	Ngā Mahi ā te Whare Pora > Whatu
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<b>Available grade</b>	Achieved
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<b>Entry information</b>	
<b>Recommended skills and knowledge</b>	Unit 29711, <i>Demonstrate knowledge of the whakapapa and tikanga of Te Whare Pora.</i>

### Explanatory notes

- 1 *Ngā Mahi ā te Whare Pora* – a house or place that is set aside to teach and conserve the art of weaving.
- 2 *Traditional* refers to pre-1945;  
*Contemporary* refers to post-1945.
- 3 Recommended resources:  
Australian Museum, National Museum of New Zealand. (2000). *Taonga Maori - A Spiritual Journey Expressed Through Maori Art*. Sydney. The Australian Museum.  
Pendergrast, M. (1987). *Te Aho Tapu - The Sacred Thread*. Auckland: Reed Publishing.  
Puketapu-Hetet, E. (2016). *Maori Weaving*. Lower Hutt: Hetet Press.  
Reed, A.W. (2002). *Taonga Tuku Iho - Illustrated Encyclopedia of Traditional Maori Life*. Auckland: New Holland Publishers.  
*Rene Orchiston collection catalogue*, 3rd edition. Downloaded from:  
<http://www.landcareresearch.co.nz/resources/collections/harakeke/rene-orchiston-collection-catalogue>.  
Rickard, L. (2008). *How to Make a Piupiu*. New Zealand. Penguin Group.  
Other – kaitohu raranga, kaumātua, archives, ipurangi, libraries, museums, private collections.

- 4 Ākonga will keep a fully documented visual diary to assist with assessment and authenticity.
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## **Outcomes and evidence requirements**

### **Outcome 1**

Plan to make a piupiu.

#### **Evidence requirements**

- 1.1 Plan incorporates project specifications for a piupiu.

Range includes but is not limited to – size, pattern, materials, tools, pattern board, preservation techniques.

### **Outcome 2**

Select tools and materials to complete piupiu.

#### **Evidence requirements**

- 2.1 Tools for harvesting and preparation are identified.

Range may include but is not limited to – kuku, pounamu, obsidian, knives, scrapers, needles, haehae.

- 2.2 Materials are prepared.

Range quantity, quality, type, size.

### **Outcome 3**

Construct pattern board for piupiu.

#### **Evidence requirements**

- 3.1 Pattern board is constructed in accordance with the requirements of the project.

Range size, wood type.

- 3.2 Piupiu pattern can be identified on the pattern board.

### **Outcome 4**

Whatu piupiu.

#### **Evidence requirements**

- 4.1 Harakeke is scored and scraped in accordance with piupiu pattern.

- 4.2 Piupiu tags are joined using whatu.

- 4.3 Waistband is completed.
- 4.4 Tau is completed.
- 4.5 Piupiu is preserved ready for dyeing.
- 4.6 Piupiu is dyed, washed, and hung to dry.

<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	30 September 1998	31 December 2016
Review	2	26 April 2001	31 December 2016
Review	3	22 May 2009	31 December 2016
Rollover	4	21 March 2013	31 December 2018
Review	5	20 April 2017	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0162
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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 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.