

EXPRESSIONS WHIRINAKI EDUCATIONAL RESOURCE

Expressions Whirinaki Arts & Entertainment Centre is Upper Hutt's own art hub. We are committed to offering engaging and accessible visual and performing art experiences for local students and have a range of exciting and world class programmes.

Tūhurahia ngā tātai reta Māori



Explore the Māori Alphabet



INTRODUCTION

Te Reo Māori is one of the three official languages of Aotearoa (the other two being English and New Zealand Sign Language). AEIOU is an exhibition that links artworks to the Māori alphabet, encouraging students to use Te Reo in their everyday conversations, to recognize the Te Reo that they do know, and to extend their knowledge.

In the exhibition, Fifteen letters of the Māori alphabet are displayed and interpreted through a mixture of taonga, artworks and other items.

Te Reo Māori is the indigenous language of Aotearoa, New Zealand. It is one of three official languages of the nation. The language itself is central to Māori culture, identity and forms part of the heritage of our country.

PRONUNCIATION IS KEY

The Māori alphabet contains five vowels and ten consonants. The vowels are: a, e, i, o, u, and are pronounced quite differently to English. Vowels with macrons have a longer sound: ā, ē, ī, ō, ū.

The consonants are: h, k, m, n, p, r, t, w and there are two digraphs: wh, ng (two letters that combine to form one sound).

www.youtube.com/watch?v=BI0ST3CtkE

Educator and author Sharon Hoult demonstrates a beginners guide to Te Reo pronunciation



HISTORY OF TE REO MĀORI

Te Reo Māori has experienced a varied history, from being a language that was solely spoken in the early 1800s, to a complete reversal where English was prominent more widely in the mid 1900s. Despite the change in roles, the Māori language has survived and experienced revitalization since the 1970s.

The resurgence in Te Reo Māori began during the 1970s. At a time when fewer families spoke Māori, fears were prevalent that it was dying out as an everyday language.

In response, Māori language education initiatives such as Te Kōhanga Reo, Kura Kaupapa Māori and Te Ataarangi were created.

In 1987, the Māori Language Act was passed into legislation recognising Te Reo Māori as an official language of Aotearoa New Zealand. It also formed a body, known as Te Taura Whiri i te Reo Māori, the Māori Language Commission which promotes Māori as a living language and as an ordinary means of communication. Te Taura Whiri i te Reo Māori sets quality standards for

written and spoken Māori, and provides research which informs policy related to the promotion, maintenance and growth of the Māori language.

Since then, the focus has widened to include Māori broadcasting, and subsequently led to the establishment of Te Mangai Paho- the Māori Broadcasting Funding Agency.

In April 2016, Parliament passed The Māori Language Act 2016. This act established Te Mātāwai to lead revitalisation of te reo Māori on behalf of iwi and Māori.

It is written in te reo Māori and English, with the Māori language text prevailing—a first for the New Zealand legal system.

The act includes an acknowledgement that the Crown's past policies and practices concerning the Māori language have had a detrimental effect on generations of iwi and Māori.

Te Mātāwai met for the first time at Ōtaki in October 2016.

In August 2017, Rotorua became the first city in New Zealand to declare itself as bilingual in Te reo Māori and English.

WHAKARONGO- LISTENING

With an education visit to AEIOU students will be expected to listen and respond to words or short phrases in Te Reo.

- Kia ora Koutou
- Turituri
- Horoi o ringa
- Ahi ahi Marie
- E noho ra
- E tu Whanau
- Korero mai
- Ke te pehea koe?
- Pakipaki

Expressions Whirinaki visits will offer students the opportunity to share what they already know about Te Reo Māori, to ask their own questions, and to gain new knowledge and understanding.

Pakirehua - Enquiry:

- How much Te Reo Māori do we know? How can we extend our knowledge?
- How do we talk about art? What words do we use to describe a visual text?
- How is art used to present an overarching theme? In this case the Māori alphabet.

TITIRO- LOOKING AT ART WITH STUDENTS

Art is about:

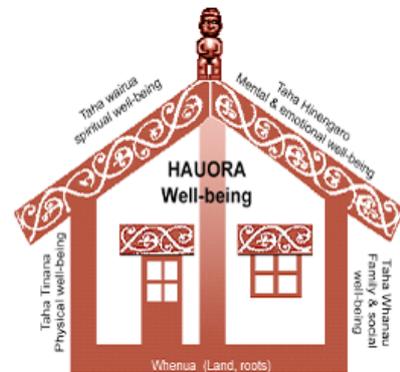
- looking closely
- understanding life and the human spirit
- connecting to the past

Art Enquiry questions

1. What can you see?
2. Describe every part of the item or image (colors, shapes, patterns, people place, objects etc)
3. What does it remind you of?
4. Do you like it? Why?
5. How does it make you feel?
6. If there is action in the image, what do you think is happening? Describe the story
7. If you could hear noises from the item or image, what might they sound like? What might people say?
8. Describe what it might feel like to touch different things in the image, or the item.
9. If you could step inside, where would you go? What would you do?
10. What does the image make you wonder?
11. If you talk to the artist, what would you ask them?
12. If you could add or change something about the piece, what would you do?

- connecting to our own and other cultures
- thinking critically and solving problems
- knowing ourselves deeply
- feeling and expressing

Whare tapawha (Durie, 1994)



KATOITOI - RESPONSE

Students will be encouraged to respond to the association of the verbal and visual text to their own knowledge of te Reo and Tikanga Māori., and to extend this knowledge.

K is for Koura- students will View the screen print Koura atua by Paul Jackson. This will lead to an activity matching the image to the text, reinforcing the link between verbal text (in this case the letter K) to visual text (the picture of a Koura). This leads to enquiry questions such as;

- Why did Māori catch Koura?
- Was this a seasonal food source?
- Do we still view Koura as a regular food source in the present day? Why/why not
- Why did Māori celebrate at Matariki with feasts?
- How was food stored for winter by pre European Māori?

AEIOU



koura crayfish

Paul Jackson
Koura Atua, 1994
screen print on paper
Rotorua Museum (1995.321)



E NOHO - SIT!

This item illustrates a visual link to a common phrase in use by students, to reinforce their knowledge and to help them gain confidence in identifying with the knowledge of Te Reo they already have.

- What other simple physical instructions do students know in Te Reo?
- What other Te Reo words to students know in relation to this item? Chair/turu, red/Whero, legs/waewae, rest/okioki

AEIOU
Explains the
Māori Alphabet



e noho! sit!

Bentwood chair, cut down for use by a child, c.1920s
Norma Evans collection
Rotorua Museum (2004.2.102)



ROTORUA
museum
Explains Te Reo Māori

AEIOU
Explains the
Māori Alphabet



whare house



colour postcard of Tama Te Kapua whareniui
Ōhinemutu, Rotorua, New Zealand
P.P.L. Hastings P.67
Rotorua Museum (29712)

WHARE - HOUSE

The verbal and visual link of a Whare or house is used multiple times in the exhibition. Whare are portrayed as a historic reflection, a modern day artwork, and a place in our community. The letters blend of 'Wh' to make a sound similar to the English "F" is unique to Te Reo, and is a sound that students are familiar with. The discussion of Whare as a word and place speaks to students of Whanau, belonging and community.

- Where would you consider you Whare to be?
- Why were Whareniui and Marae important to Māori in the past and how have their role changed over time?
- Have you visited your local Marae?
- Whare tapa Wha as a Haora model for students, and the discussion of the elements of this

RARANGA - WEAVING

In the past raranga was a functional necessity to the Māori way of life, providing fiber for storage, rope, food collection, clothing, tools as well as many other things. This has developed into a traditional art form. The rolling "r" of Raranga is unique to Māori language and the adoption of this is a big leap towards correct pronunciation of Te Reo for learners of the language.

Discussion prompted by the understanding of the word Raranga:

- Do you know how to weave?
- What sorts of things would Pre European Māori use weaving for?
- What plants would be used for weaving?
- Traditionally, Poi were made from Harakeke. What do we use nowadays to make poi?
- Weaving makes things stronger. What do we weave together in our own lives to make us strong?



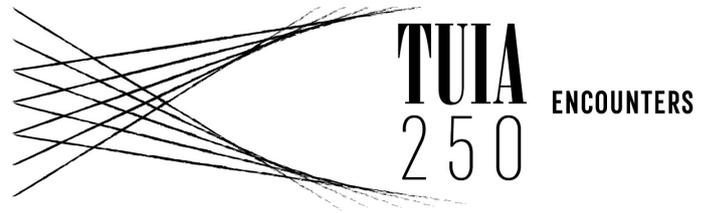
TUIA 250 IN AEIOU

In 2019 New Zealand will commemorate the 250th anniversary of the first onshore encounters between Māori and non-Māori, and the feats of Polynesian navigators and explorers who reached and settled in Aotearoa New Zealand many years earlier.

Tuia – Encounters 250 is a national commemoration of the multiple histories that formed our nation and aims for New Zealanders to talk about our rich histories and our national identity

AEIOU is a reflection of the Kaupapa of the program, encouraging students to talk about their Knowledge of Te Reo Māori and presenting a balanced and honest historical narrative to better understand our relationships, and build a strong foundation for a richer shared future.

In experiencing the art in AEIOU students will be asked some of the following enquiry questions, based around the



theme of Whakapapa and identity.

- What Māori place names do we know?
- How does everyday language change over time?
- How do we greet each other?
- What do we benefit from interacting with other cultures?
- How do we celebrate Matariki and has this developed over recent times?

Through viewing the exhibition, students relate the Te Reo word to the objects and art displayed. These items reflect our dual heritage as a nation, encompassing Māori art, photography, and items pre and post Māori settlement.



CURRICULUM LINKS

Visual arts

Level 1-3

Through viewing AEIOU and experiencing an education visit, students will understand the visual arts in context and:

- Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued. **UC**
- Explore some art-making conventions, applying

Level 4-8

Students will, through Viewing AEIOU and taking part in our education program.

- Use research and analysis to investigate contexts, meanings, intentions, and technological influences related to the making and valuing of art works. **UI**
- Research and analyse contexts relevant to their intentions and to the expression of meanings in their own work. **UI**
- Apply understanding from broad research into the characteristics and constraints of materials,

knowledge of elements and selected principles through the use of materials and processes. **DK**

- Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works. **DI**
- Describe the ideas their own and others' objects and images communicate **CI**

techniques, technologies, and established conventions in a selected field. **DK**

- Extend and refine skills in a selected field, using appropriate processes and procedures. **DK**
- Generate, analyse, clarify, and regenerate options in response to selected questions or a proposal in a chosen field. **DI**
- Research and analyse selected approaches and theories related to visual arts practice. **CI**
- Critically reflect on, respond to, and evaluate art works. **CI**



PRE AND POST VISIT ACTIVITIES

- Learn some Waiata poi to use the poi that you have made.
- Have a go at weaving with harakeke, observing the traditional practices surrounding this, such as cutting the correct leaves and karakia.
- Look at the map of New Zealand, what major cities have Anglicized names and what would be their alternatives in Te Reo?
- Organize a Matariki celebration for your school, class, or Whanau.
- See if you can find the constellation of Matariki in the night sky. See if someone you know has a telescope to see it closer.
- Print, cut out and blu tack Te Reo words for common household items around your house, and encourage the use of them.
- Set a challenge of using Te Reo at least once a day for a month (and beyond)!

KEY COMPETENCIES

Key competency

Relating to others; ability to listen actively (to educator, peers, and parents in a variety of situations)

Principles

Coherence; with and across learning areas opens up pathways for further learning

Community

Connects with wider lives of students and engages supports of families, whanau, and communities

Treaty of Waitangi

Opportunity to acquire knowledge of te reo Māori me ona tikanga

READING LIST

Māori Art For Kids by Julie Noanoa

An excellent treasury of art projects for children with a Māori Themes and methods.

First 1000 Words in Māori by Heather Avery & Stephen Cartwright

Book of Common Words in Māori, with illustrations.

Te Kete Kupu by Maraea Hunia

300 essential words in Māori for everyday

Upper Hutt Public Library has an excellent selection of picture books in Te Reo, as well as copies of English books that have been translated into Te Reo. These come under the classification JMF (Junior Māori fiction) in the children's section.

WEBSITES TO VISIT

www.tepapa.govt.nz/discover-collections/read-watch-play/Māori/matariki-Māori-new-year/how-find-matariki-star-cluster

Te Papa educator Martin Langdon guides us to find Matariki in the night sky

www.tetaurawhiri.govt.nz/resources/

Excellent site of all resources from the past ten years or so from the Māori language commission, including posters relating to Te Reo in sport the home, and common phrases

www.youtube.com/watch?v=2NB4zDxyuAg

Excellent Youtube tutorial on how to make a hei tiki pendant with children, from the book by Julie Noa noa

www.tepapa.govt.nz/learn/for-educators/teaching-resources/te-reo-Māori-language-week-activity-book

Te Papa Māori language downloadable activity book

PLANNING A VISIT

Getting here

Public Transport: with buses and trains stopping at Upper Hutt Station, Expressions is just a five minute walk down the road.

Bringing your own bus or cars: car parking and bus drop off points are right behind Expressions in the carpark near H2O Xtream swimming pool.

During Your Visit

Lunch & morning tea:
We have an indoor space to enjoy morning and afternoon tea should the weather require (subject to availability)

School bags & jackets:
Yes you can bring your school bags and jackets as we have a space for them while you visit.

For further information or to book a visit please contact

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Claire is also available throughout the year to visit your school and discuss the exhibition programme and the opportunities for your students.
Please contact her to make a time to visit you.

