

# Integrated Unit Study 2

## Kei Whea Te Aute? – Where is the Leader? Level Five – Years 9-10

Tikanga-aa-iwi - Social Studies Strand: The Changing World		Ngaa Toi – The Arts Strand: Sound Art
Understand how the ideas and actions of people in the past have had a significant impact on people's lives. (p 74)		Level 5 – All Sound Art Objectives specified in the New Zealand Curriculum (p 30 - 31)
Key Focus Questions - Ngaa Paatai Arotahi Matua		
<p>What influences and impact do past ideas and actions of people have on me, my family, my community and my Iwi?</p> <p>What influences and impact do past ideas and actions of Ngaati Whanaunga have on their younger generations?</p>	<p>- He aha te hua, me te tukunga iho o oo mua whakaaro, o oo mua mahi hoki a taku iwi ki ahau, ki taku whaanau, ki taku hapori, me taku iwi.</p> <p>- He aha te hua me te tukunga iho o oo mua whakaaro me oo mua mahi a Ngaati Whanaunga ki aa raatou reanga hou</p>	<p>What is sound in terms of a note, tune, sequence, pitch etc? -</p> <p>How is the above achieved when playing a wind, string or percussion instrument? -</p> <p>What is a Taonga Puuoro? (Maori Instruments) -</p> <p>What kinds of Taonga Puuoro are there? -</p>
Suggested Learning Activities - Ngaa mahi ako - Hei Whakaaro Pea		
<p>Present how the ideas and actions of (tangata rongonui – significant people) influenced or inspired your life</p> <p>Present how the people of Ngaati Whanaunga influenced the lives of their younger generations</p>	<p>- Whakaaturia he peehea too ngaakau i kawe ai e eetei whakaaro, e eetei mahinga hoki naa eetei taangata rongonui.</p> <p>- Whakaaturia he peehea te awe o Ngaati Whanaunga ki te hiikoi o aa raatou tamariki i too raatou ao.</p>	<p>Chant the Paatere Kei Whea te Aute? -</p> <p>Create a musical piece / sequence using a conventional instrument and Taonga Puuoro -</p> <p>Present and musical piece with a taonga puuoro and conventional musical instrument -</p>
Teaching and Learning Resources - Ngaa Rauemi Whakaako, Ako Hoki		
CD, DVD, GPS Maps, Photographs, Google maps, Websites	<p>- He Koopae CD, he DVD, he Mahere GPS, He Whakaahua, He Mahere Google, He Pae Tukutuku</p>	<p>guitar, keyboard, (drums) - taramu, Flutes( koauau) etc -</p> <p>DVD – Kei Whea te Aute? -</p>
Assessment Criteria - Ngaa Paearu Te Aromatawai		
Students understand and appreciate how the ideas and actions of ancestors/tupuna have influenced the lives of younger generations	<p>- Ka maarama ngaa aakonga he peehea oo raatou ngaakau, otiraa te reanga hou katoa, i kawe ai e eetei whakaaro, e eetei mahinga hoki naa ngaa tuupuna.</p>	All requirements of Visual Art Objectives at Level 5 have been achieved -

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<p>Nгаа Toi – The Arts Strand: Sound Art</p>	<p>Puutaiao – Science Strand: The Physical World</p>	
<p>Level 5 – All Sound Art Objectives specified in the New Zealand Curriculum (p 30 - 31)</p>	<p>Identify and describe the patterns associated with physical phenomena found in simple everyday situations involving sound. (p 66)</p>	
<p>Key Focus Questions - Ngaa Paatai Arotahi Matua</p>		
<ul style="list-style-type: none"> <li>- He aha teenei mea te oro, ina koorerotia te tangi, te rangi waiata, he rerenga rangi, he kauorooro?</li> <li>- He peehea teenei e tutuki ai ina whakatangi taonga hau, taonga whakatangi paakuru, whakatangi miro raanei te tangata?</li> <li>- He aha teenei mea te taonga puuoro? (Ngaa Taonga Whakatangitangi Maaori)</li> <li>- He aha ngaa momo taonga puuoro?</li> </ul>	<p>What is meant by frequency, volume, and waves in relation to sound?</p> <p>What physical processes take place when sounds are heard and made?</p> <p>What happens to our larynx (voice box) when we make sounds?</p> <p>What happens to our ears when we hear sounds?</p> <p>How can our hearing / voice be damaged?</p>	<ul style="list-style-type: none"> <li>- He aha te tikanga o te iarere, o te kaha o te tangi, me ngaa aratuku ina paa ki teenei mea te oro?</li> <li>- He aha ngaa tukanga kikokiko ka haere ina whakaputaina he tangi, ina mahia raanei?</li> <li>- He aha ngaa mea ka paa ki oo taatou paeoro ina whakapuaki oro taatou?</li> <li>- He aha ngaa tukanga kikokiko ka haere ina rongo oo taatou taringa i ngaa oro?</li> <li>- Ka taea te tuukino ngaa taringa/te reo?</li> </ul>
<p>Suggested Learning Activities - Ngaa mahi ako - Hei Whakaaro Pea</p>		
<ul style="list-style-type: none"> <li>- Takina te Paatere Kei Whea te Aute?</li> <li>- Titoa he waiata/rerenga rangi raanei ki teetehi taonga whakatangitangi noo te ao whaanui, me teetehi waiata ki teetehi taonga puuoro.</li> <li>- Whakaaturia he waiata ki te taonga puuoro, he waiata hoki ki teetehi taonga whakatangitangi noo te ao whaanui hoki.</li> </ul>	<p>Draw and label a diagram of what happens to our ears when we hear sounds and the larynx when we make sounds with our voices</p> <p>Design a poster that expresses the importance of looking after our hearing/voices</p>	<ul style="list-style-type: none"> <li>- Tuhia, tapaina hoki he hoahoa o oo taatou taringa ina rongo taatou i ngaa oro, o te paeoro hoki ina whakapuaki oro taatou, maa oo taatou reo koorero.</li> <li>- Hoahoatia he paanui whakaahua hei whakakite i te nui o te tiaki i oo taatou taringa/reo</li> </ul>
<p>Teaching and Learning Resources - Ngaa Rauemi Whakaako, Ako Hoki</p>		
<ul style="list-style-type: none"> <li>- he rakuraku, he piana, he taramu, he kooauau me eeraa atu mea</li> <li>- DVD – Kei Whea te Aute?</li> </ul>	<p>Label diagrams – Charts of human ears and voice box.</p>	<ul style="list-style-type: none"> <li>- Tapaina ngaa hoahoa – He tuutohi mahere moo ngaa taringa me te paeoro o te tangata.</li> </ul>
<p>Assessment Criteria - Ngaa Paearu Te Aromatawai</p>		
<ul style="list-style-type: none"> <li>- Kua tutuki katoa ngaa whakaritenga o ngaa Whaainga moo Toi Ataata i te Taumata 5</li> </ul>	<p>Students are able to identify and describe patterns associated with sound, and explain how the body respond to sound</p>	<ul style="list-style-type: none"> <li>- Ka taea e te aakonga te tautuhi me te whakamaarama i ngaa tauira o teenei mea te oro, he peehea hoki te urupare o te tinana ki te oro</li> </ul>