

Integrated Unit Study 3

Kei Whea Te Aute? – Where is the Leader? Level Three – Years 5-6

Tikanga-aa-iwi - Social Studies Strand: Social Organisation and Culture		Nгаа Toi – The Arts Strand: Performing Arts
Understand that people have social, cultural, and economic roles, rights, and responsibilities. (p.73)		Level 3 – All Performing Arts Objectives specified in the New Zealand Curriculum (p 26-27)
Key Focus Questions - Nгаа Paatai Arotahi Matua		
<p>What are roles, rights and responsibilities?</p> <p>What does social, cultural and economic mean?</p> <p>What are the social, cultural, and economic roles, rights, and responsibilities of; Mum and Dad, My teacher, My principal, Our Kaumaatua – the chiefs and ancestors of Nгааati Whanaunga?</p>	<p>- He aha eenei mea, te tuunga, te tika, me te haepapa?</p> <p>- He aha te tikanga o 'paapori', o 'ahurea', me 'oohanga'?</p> <p>- He aha nгаа tuunga, nгаа tika me nгаа haepapa aa-paapori, aa-ahurea, aa-haepapa hoki o; taku whaea raaua ko taku paapaa, taku kaiako, taku tumuaki kura, oo taatou kaumaatua, nгаа rangatira me nгаа tuupuna o Nгааati Whanaunga?</p>	<p>What is a Paatere? -</p> <p>How is a Paatere performed? -</p> <p>When is it appropriate to perform a Paatere? -</p> <p>Why do people perform Paatere? -</p>
Suggested Learning Activities - Nгаа mahi ako - Hei Whakaaro Pea		
Develop a profile showing the Social, cultural and economic responsibilities of people in the community, including the chiefs of Nгааati Whanaunga according to their Peepeha	<p>Hangaia he kootaha hei whakaatu i nгаа haepapa aa-paapori, aa-ahurea, aa-oohanga hoki o te hunga o te hapori tae atu ki nгаа rangatira o Nгааati Whanaunga e ai ki oo raatou peepeha</p>	Recite and perform the Paatere Kei whea te Aute? Incorporated body actions showing the sea, mountains, land and rivers etc
Teaching and Learning Resources - Nгаа Rauemi Whakaako, Ako Hoki		
Large sheet of paper Colour crayons and pencils	<p>- He Rau Pepa Rahi</p> <p>- He pia kano me nгаа pene raakau</p>	<p>Song Charts focusing on each verse of the Paatere 'Kei whea te Aute?' -</p> <p>Students do a body action for different words -</p>
Assessment Criteria - Nгаа Paearu Te Aromatawai		
Students understand the social, cultural, and economic roles, rights, and responsibilities of people in the community and Iwi.	<p>- Ka maarama nгаа aakonga ki nгаа tuunga, nгаа tika me nгаа haepapa aa-paapori, aa-ahurea, aa-haepapa hoki o te hunga i te hapori me te iwi</p>	All requirements of Performing Arts Objectives at Level 3 have been achieved

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Nga Toi – The Arts Strand: Performing Arts	Puutaiao – Science Strand: The Living World (Ecology)	
Level 3 – All Performing Arts Objectives specified in the New Zealand Curriculum (p 26-27)	Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced. (p.64)	
Key Focus Questions - Nga Paatai Arotahi Matua		
<ul style="list-style-type: none"> - He aha teenei mea te paatere? - He peehea te whakaputa i te paatere ki mua i te tangata? - Ko eehea nga waa tika ki te tuu ki te kawae i te paatere? - He aha te iwi e whakaputa ai i te paatere? 	<p style="text-align: center;">What is a habitat? What is adaptation? Where do living things live? What physical features and characteristics do they need to survive in their habitat? How do they survive in cold and hot weather? How do they adapt to natural and man-made changes?</p>	<ul style="list-style-type: none"> - He aha teenei mea te noohanga? - He aha teenei mea te urutaunga? - Ka noho nga mea ora ki hea? - He aha nga hanganga aa-tinana, me eeteahi atu aahuatanga e hiahia ana raatou kia ora raatou? - He peehea raatou e ora ai i nga raa makariri, me nga rangi wera? - He peehea raatou e urutau ai i nga huringa taiao, i nga huringa ko te tangata te puutake?
Suggested Learning Activities - Nga mahi ako - Hei Whakaaro Pea		
<p>Takina, whakaaturia hoki te paatere Kei whea te Aute? Titoa he whiunga aa-tinana hei whakaahua i te moana, i nga maunga, i te whenua, i nga awa, me eeraa atu mea</p> <ul style="list-style-type: none"> - whakaahua i te moana, i nga maunga, i te whenua, i nga awa, me eeraa atu mea 	<p style="text-align: center;">Choose an animal or plant that lives in either the sea, the bush or the river. Do a study on this plant or animal based on the above questions. Present your study to the class</p>	<p>Koowhiria he kararehe, he otaota raanei e noho ana i te moana raanei, i te ngahere raanei, i nga awa raanei. Aata rangahaua teenei otaota, teenei kararehe raanei I runga anoo i nga paatai i runga ake nei Whakaaturia too rangahau ki te akomanga</p> <ul style="list-style-type: none"> - otaota, teenei kararehe raanei I runga anoo i nga paatai i runga ake nei Whakaaturia too rangahau ki te akomanga
Teaching and Learning Resources - Nga Rauemi Whakaako, Ako Hoki		
<ul style="list-style-type: none"> - He Paanui Whakaahua Waiata e arotahi ana ki ia koowae o te paatere 'Kei Whea te Aute?' - Ka whakaahua nga aakonga i teeteahi whiunga aa-tinana moo nga kupu rerekee 	<p style="text-align: center;">Pictures and Photographs of living things, Websites and Science Learning resources</p>	<ul style="list-style-type: none"> - He Pikitia, he Whakaahua o nga mea ora He Pae Tukutuku me nga Rauemi Akoranga Puutaiao
Assessment Criteria - Nga Paearu Te Aromatawai		
<p>Kua tutuki katoa nga whakaritenga o nga Whaainga moo Toi Whakaari i te Taumata 3</p> <ul style="list-style-type: none"> - whakaritenga o nga Whaainga moo Toi Whakaari i te Taumata 3 	<p style="text-align: center;">Students can explain how living things are suited to their particular habitat and how they survive environmental changes, both natural and human-induced.</p>	<ul style="list-style-type: none"> - Ka taea e nga aakonga te whakamaarama he peehea nga mea ora e tau moo o raatou noohanga, me peehea hoki e ora ai i nga wero o te taiao, ahakoa naa nga aahuatanga o waho, nga aahuatanga ko te tangata te puutake, raanei.