

Review of Achievement Standards

Internal Assessment Activity 1.1a

Subject Visual Arts

Activity name Noho Marae

Achievement Standard	1.1 Apply Visual Arts knowledge and methods related to Aotearoa New Zealand's Māori foundations and another cultural context.
Credits	5
Assessment Method	Internal – up to nine A3 pages, or digital equivalent, of visual and/or written research
Teaching and Learning time	6-7 weeks, including an overnight stay (or a day visit) on a Marae.

Curriculum Key Concepts/Content

Strands:

- Understanding the arts in context
- Developing ideas in the arts
- Communicating and interpreting in the arts.

Significant Learning:

- Engage in learning that connects to local and authentic contexts
- Demonstrate an understanding of connections that can exist between people, places, and objects
- Research and develop outcomes that reflect on and respond to Aotearoa New Zealand's unique history
- Celebrate diversity and create understanding through active participation in the arts
- Demonstrate understanding of the role of art through research, authentic experience, and art making.

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Kupu Māori

Awa: river

Manaakitanga: hospitality and caring

Maunga: mountain

Noho marae: overnight stay on a marae

Pepeha: are generally understood to be sayings which relate to the people and background of a particular hapū, iwi, waka. Including ancestral connections and significant landmarks

Poroporoaki: farewell protocol

Pūrākau: refers to stories, myths and/or legends. To Māori, pūrākau contain explanations about their natural world and their place in it

Te pou haki: flagpole

Tikanga: Māori values, processes and practices exercised by Māori in their daily lives. Derived from the word 'tika', which means correct or right, and means to do something in the correct way.

Wānanga: to meet, discuss, deliberate, consider

Whakatau: informal welcome ceremony

Whakawhanaungatanga: process of making relationship connections

Whareniui: meeting house

Student Instructions

Student Activity

In this activity, students will:

- plan and participate in the noho marae.
- record, using visual arts methods, information about the noho marae and the marae itself.
- examine and reflect on relationships between art works and how they are made, viewed, and valued.

Assessment Timeline

It is expected that students will spend approximately:

- Preparation for noho marae – 1 week
- Part 1: Noho marae and reflection – 2 weeks
- Part 2: Investigation into other sites/places of cultural significance and make connections with noho marae – 3 weeks

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What the student will need to think about before they begin this assessment

What is a noho marae?

In preparation for the noho marae, you will need to identify the marae that you are intending to visit. Then answer the following questions (use drawing and notes to record your findings):

1. What are the details of the Marae? (i.e. location, iwi, hapū, layout, protocols etc.)
2. What are the significant landmarks that are connected to the marae? Think about landmarks that are significant to local hapū/iwi and may be used to identify (pepeha).
3. What do parts of the wharenui mean? What materials are used within the marae? Why?
4. What are key areas, or visual elements that can be recorded (and how should these be recorded appropriately)?

You might also consider:

1. What are the functions of a marae?
2. What are the purposes for a noho marae?

Your teacher will have discussed the protocols of visiting a Marae and answered your questions. (Refer to teacher guidance resource.)

What the student needs to do

Part one:

You will:

Participate in the noho marae and use Visual Arts methods to record your thoughts, observations, learning, and explorations.

Key aspects of a noho marae may include:

- The pōwhiri process
- Settling in (the whakatau or whakawhanaungatanga)
- Roles and responsibilities
- Wānanga and oral histories
- Tikanga
- Structure of the wharenui and layout of the marae
- Local landmarks and/or structures (i.e. maunga, awa, te pou haki etc)
- Manaakitanga and reciprocity

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- Poroporoaki
- You can gather information from (for example):
 - Activities
 - Pūrākau
 - A site
 - A visual element

Reflection

- After your Marae visit you will:
- Reflect on the noho Marae and research/explore things you have identified during the noho that you found a connection to. Record these findings in your visual diary using visual and creative methods as well as annotations/writing.
- Use key aspects of noho marae listed above to focus your exploration.

Part two: Other sites/places of cultural significance

Identify another site or place of cultural significance. This can include looking at:

- Where you live, where you go to school, the communities you live in – home, halls, churches, etc.
- What you enjoy, e.g. sports, music, foods – sports stadiums, theaters, etc.
- Public buildings and sites – courthouses, town hall, parks, gardens, libraries.

Gather and process information

- What are the details of the site/place? (i.e. location, history, function, layout, protocols etc.)
- What are the significant landmarks of the site/place?
- What materials are used? Why?
- What are key areas, or visual elements that can be recorded (and how should these be recorded appropriately)?
- What are the similarities and differences between your Marae and your chosen site/place? What are the reasons for these similarities and differences?

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What evidence the student will provide

You will produce up to nine A3 pages, or digital equivalent, of visual and/or written research related to marae, noho marae, another cultural context, and their different visual and cultural aspects.

These methods could include:

- Journal/visual diary (or blog/website of equivalent duration)
- Photography
- Audio and visual recording
- Sketching
- Plans, diagrams and maps
- Gathered material (information pamphlets, tickets, articles, etc)
- Annotating artwork, structural elements, and visual features
- Written/recorded thoughts, reflections, and conclusions.