

## EXPLORE – How is te taiao reflected in toi Māori?

*Ponder the ways toi Māori reflects an entwined relationship with the environment*

### Big ideas



Kauae Raro Commission (detail), 2023, by Kauae Raro Research Collective. Te Papa

- The influence of te taiao on toi Māori is extensive, interwoven, permanent and reciprocal
- Place-based art traditions reflect the ecosystem that surrounds hapū and iwi Māori.
- Toi Māori is integrated into daily living. It has practical and aesthetic functions that contribute to supporting collective life
- Toi Māori motivates us to look deeper into our relationships with te taiao through creativity, connection and collaboration.
- Contemporary toi Māori continues to develop and grow as a powerful tool advocating for the vitality of te taiao.

### Social Sciences

#### Understand

#### **E kore au e ngaro; he kākano i ruia mai i Rangiātea.**

We know who we are and where we come from; therefore, we can move forward with confidence.

#### **Māori history is the foundational and continuous history of Aotearoa New Zealand.**

Māori have been settling, storying, shaping, and have been shaped by these lands and waters for centuries. Māori history forms a continuous thread, directly linking the contemporary world to the past. It is characterised by diverse experiences for individuals, hapū, and iwi within underlying and enduring cultural similarities.

Know		Do	
<p><b>Ngā ahurea me te tuakiri kiritōpū   Culture and collective identity</b></p> <p>This context focuses on how the past shapes who we are today, familial links and bonds, networks and connections, the importance of respect and obligation, and the stories woven into people’s collective and diverse identities. It recognises the dynamic nature of culture and identity and the social and cultural importance of community practices, heritage, traditions, knowledge, and values. In Aotearoa New Zealand, the dynamic nature of culture and identity can be observed through people’s different experiences of migration, settlement, and participation</p>	<p><b>Phase One (Year 1 -3)</b> – Relationships, language, and culture shape identity.</p> <p>– People express their culture through their daily lives and through stories about their past.</p> <p><b>Within Aotearoa New Zealand’s histories</b> – Māori are tangata whenua. They were the first people of this land and have stories about their origins and arrival.</p> <p>– People in our area have come from a variety of places and some retain connections to those places.</p> <p><b>Phase Two (Year 4-6)</b> – Culture shapes individual and collective identities and creates diversity within societies.</p> <p>– People’s cultural practices and relationships can vary but reflect similar purposes.</p>	<p><b>Te ui pātai whaihua hei ārahi tūhuratanga whaitake   Asking rich questions to guide worthy investigations</b></p> <p>Posing rich questions about society opens up interesting lines of inquiry that support meaningful and deep investigations into social issues and ideas.</p>	<p><b>Phase One (Year 1-3)</b> generate questions that reflect my curiosity about people and communities and that can’t be answered by a simple yes or no.</p> <p><b>Phase Two (Year 4-6)</b> ask a range of appropriate questions to help focus an investigation on social issues and ideas.</p> <p><b>Phase Three (Year 7-8)</b> ask a range of questions that support meaningful investigations into social issues and ideas.</p>

	<p><b>Within Aotearoa New Zealand's histories</b></p> <p>Māori voyaging through the Pacific was deliberate and skilful and brought with it Pacific whakapapa and cultural identities. These identities were transformed over the centuries through adaptations to and relationships with the environment, and through the formation of hapū and iwi that eventually occupied Aotearoa New Zealand.</p> <p><b>Phase Three (Year 7-8)</b></p> <p>People use different ways to sustain and evolve their culture and identity.</p>		
<p><b>Te tūrangawaewae me te taiao   Place and environment</b></p> <p>This context focuses on the place of Aotearoa New Zealand in Te Moana-nui-a-Kiwa and the world. It explores the economic, cultural, recreational, spiritual, and aesthetic significance of places for people, and how communities seek to enhance liveability and wellbeing within the resources they have available. It considers the</p>	<p><b>Phase One (Year 1-3)</b></p> <p>People express their connection to places in different ways.</p> <p><b>Within Aotearoa New Zealand's histories</b></p> <p>Tangata whenua are deeply connected to the local area. Naming places was key to establishing and maintaining mana and tūrangawaewae. Many of the names of geographical features, towns, buildings, streets, and places tell</p>	<p><b>Te whakaaro huatau   Thinking conceptually</b></p> <p>Thinking conceptually involves forming generalisations around key concepts to make sense of society and social issues. Conceptual depth develops through the exploration of multiple examples across time and place.</p>	<p><b>Phase One (Year 1-3)</b></p> <p>Define some social science concepts and explain how they relate to an investigation.</p> <p><b>Phase Two (Year 4-6)</b></p> <p>Define and explain concepts that are relevant to what I am learning about, using relevant examples.</p> <p><b>Phase Three (Year 7-8)</b></p> <p>Make connections between concepts by exploring different contexts.</p>

interrelationships between human activity and the natural world and the consequences of competing ideas about the control, use, protection, and regeneration of natural resources.

stories. Sometimes there is more than one story.

**Phase Two (Years 4-6)**

People interact with places, resources, and environments for personal, social, cultural, economic, and spiritual reasons.

***Within Aotearoa New Zealand's histories***

People adapted their technologies and tools to the new environment of Aotearoa New Zealand.

**Phase 3 (Year 7-8)**

***Within Aotearoa New Zealand's histories***

Māori cared for and transformed te taiao, and expressed their connection to place by naming the land and its features.

**Phase Four (Year 9-10)**

- Apply conceptual understandings across contexts and case studies in order to develop generalisations.

- Explain that concepts are contested and mean different things to different groups.

Visual Arts		Level 1	Level 2	Level 3	Level 4
<b>Understanding the visual arts in context</b>	<b>How is te taiao reflected in toi Māori?</b> explores the practices, patterns and motivations that artists have to create art that reflects identity, language and culture	Share ideas about how and why their own and others' works are made and their purpose, value, and context.		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.	
<b>Practical knowledge</b>	<b>How is te taiao reflected in toi Māori?</b> creates opportunities for ākonga to create artwork with a variety of tools, materials, elements and principles.	Explore a variety of materials and tools and discover elements and selected principles.		Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.	Explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.
<b>Developing ideas</b>	<b>How is te taiao reflected in toi Māori?</b> develops visual ideas in response to the inquiry and other artists' work.	Investigate visual ideas in response to a variety of motivations, observation, and imagination.		Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.	
<b>Communicating and interpreting</b>	<b>How is te taiao reflected in toi Māori?</b> explores the ways in which meaning can be created and communicated through the visual arts.	Share the ideas, feelings, and stories communicated by their own and others' objects and images.		Describe the ideas their own and others' objects and images communicate.	Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.

