

Te Matatini - A Festival of Celebration

“Māori performing arts bring together people of all ages, all backgrounds, all beliefs, Māori and non-Māori alike, participants and observers. When I look, I see many faces, young and old” – Te Matatini Professor Wharehuia Milroy

Ref: <http://www.tematatini.org.nz>



Te Tairāwhiti - Te Matatini O Te Ra

PE 2.6 Investigate the sociological significance of a sporting event, physical activity, or festival

AS90437 (Version 2) Internal Assessment 3 credits

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Describe the significance of a sporting event, physical activity or festival, for self, others and society.	<ul style="list-style-type: none">Discuss the significance of a sporting event, physical activity or festival, and how it impacts on self, others and society.	<ul style="list-style-type: none">Critically discuss the significance of a sporting event, physical activity or festival, and how it impacts on self, others and society.

Student Name: _____

Date: _____

Teacher Name: _____



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Teacher Guidelines

This unit of work has been written as an example of investigating the sociological significance of a sporting event, physical activity, or festival. Te Matatini is a significant event for many people in New Zealand. It can be adapted to other significant events, i.e. National Secondary Schools' Kapa Haka; Polyfest Showcase – Auckland Secondary Schools Māori and Pacific Islands Cultural Festival.

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Context/setting

Te Matatini Festival and its influence on self, others and society.

Conditions

This achievement standard is being assessed as an assignment and should follow an appropriate teaching programme on the socio-ecological impact of Te Matatini Festival. Students can work on the assignment within class with teaching support, guidance and feedback/feed-forward, and for homework to complete this assessment by the set date. Authenticity issues need to be considered.

Recommended Resources

Te Matatini Website

<http://www.tematatini.co.nz/events/festival-2011.htm>

New award unveiled for Te Matatini 2011 Te Karere Māori News TVNZ 26 Apr 2010 (3:56):

<http://www.youtube.com/watch?v=onTHLYhdIJw>

The draw for the 2011 Te Matatini Festival in Waiohika has been announced. There will be 14 groups in each pool and the three winning teams from each pool will go on to the final day. Te Karere Māori News – 13 August 2010 (2:30):

<http://www.youtube.com/watch?v=D7vZjkj3lul&feature=channel>

Auckland Regional Kapa Haka 2010 Montage, Te Karere Māori News, July 6 2010 (3:19):

<http://www.youtube.com/watch?v=Z1T5zt0-iSM&feature=related>

Tainui Regional Kapa Haka competition 2010 Te Karere Māori News TVNZ 15 Feb 2010 (3:04):

<http://www.youtube.com/watch?v=TBp8pwQkZXM&feature=channel>

Māori Television

<http://www.Māoritelevision.com>

Māori Performing Arts

www.Māoriperformingarts.co.nz

Information on Kapa Haka and Te Matatini



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http://www.newzealand.com/travel/media/features/Māori-culture/Māoriculture_kapahakatematatini_feature.cfm

Note: Students will require access to the Internet or websites recommended to be made available on your organisation's intranet.

Additional information

Achievement Objectives 7A4, 7C1, 7C2, 7C3, 7D1 and 7D3 from The New Zealand Curriculum (2007) can be assessed through this task.

The teaching or revising of a critical thinking model also needs to be included. Refer to 'Making Meaning: Making a Difference.' pp 25–31. Curriculum in Action Series, 2004.

http://www.tki.org.nz/r/health/cia/make_meaning/index_e.php

If the students are using surveys or questionnaires then refer to the section on: Planning Consideration – Safety and ethical issues for students carrying out research in 'Making Meaning: Making a Difference.' p.34 Curriculum in Action Series, 2004.

http://www.tki.org.nz/r/health/cia/make_meaning/planconsider_safety_e.php

Students can use the tool Survey Monkey to create a survey.

http://www.surveymonkey.com/Home_Landing.aspx

Achievement Standard 90437 can be found on the NZQA website:

<http://www.nzqa.govt.nz/ncea/assessment/search.do?query=physical+education&view=files&level=02>

Note: This achievement standard will change in 2012 with the Standards Alignment – check online for the latest version.

Student Workbook

Activity 1 – What do I know? This is to be completed by students by themselves to find out what they personally know.

Activity 2 – History of Kapa Haka and Te Matatini Festival – Students gather information from the websites recommended and any other useful sites with relevant information.

Activity 3 – Survey of friends and whānau (family). Students design a survey to carry out on their friends and whānau to find out how Te Matatini festival affects them. Students will require guidance on safety and ethical issues for carrying out research (see link on below) and can also use the tool Survey Monkey to create a survey if available and useful. Support with data analysis may be required.

- **Planning Considerations: Safety and ethical issues for students carrying out research**

Teachers and students need to be aware of safety and ethical issues when students are carrying out research.



When students are planning to use surveys or questionnaires, classroom lessons should include guidance about the types of questions to be asked, ways to collect survey data, and confidentiality issues.

Students undertaking research require guidance during the development of the 'needs assessment' questions for their survey. Discuss with them:

- how many questions will be sufficient to elicit information about the issue
- whether these should be open or closed questions
- how the data gathering will be conducted (through face-to-face interviewing, an anonymous survey, or other means)
- what needs to be considered to ensure confidentiality, to respect the personal privacy of the respondents, and to show sensitivity to all members of the school community
- how unexpected disclosures during interviews should be managed
- what size the sample should be
- who will be surveyed and how they will be selected.

Students should check their survey questions with their teacher before they use them. Ethical and general approval for the activity should be sought from the school's management.

Making Meaning: Making a Difference title from The Curriculum in Action series produced for the Ministry of Education. It was first published in printed format in 2004 by Learning Media Limited and can be accessed online at:

http://www.tki.org.nz/r/health/cia/make_meaning/planconsider_safety_e.php

Activity 4 – Interviewing a performer. In this activity, students are required to interview a performer either in person or using other communication tools i.e. email, phone interview to find out how performers are affected by Te Matatini Festival and how they affect the festival.

Students at this stage should have enough information to complete Task 1A – Self, Others.

Activity 5 – Students do further research on the socio-logical impact of Te Matatini Festival investigating the following areas:

- Societal
- Cultural
- Media/Advertising
- Economic
- Political
- Competition
- Environment
- Historical

Students should now have enough information to complete Task 1A – Aotearoa/New Zealand Society.

Students can now complete Task 1B in depth and start on their essay for Task 2A and Task 2B.



Student Instructions

The context for this assessment is: *Te Matatini Festival*.

You can use all resources obtained in and out of class. Your work must be your own and original. Attempt all tasks. You will be assessed against the following criteria:

The investigation can focus on:

- an incident in or at the event, activity or **festival**
- an issue related to the event, activity or **festival**.
- the event, activity or **festival** itself.

When considering the *significance* of the sporting event, activity or **festival** and how it impacts on self, others and society, factors and issues could include, but are not limited to:

- societal
- political
- cultural
- economic
- environment
- historical

A *critical discussion* could include an analysis and/or evaluation of the socio-ecological significance of the event, activity or **festival**. It should also address both current and likely future implications.

ASSESSMENT OVERVIEW

Task 1A

When Te Matatini festival is on, what impact does it have on you, your family and friends, and Aotearoa/New Zealand society in general?

Complete the graphic organiser to respond to task 1A, providing at least 4 responses for each of self, others and Aotearoa/New Zealand society?

Task 1B

Choose two of the responses you have listed under each of self, others and Aotearoa/New Zealand on the graphic organiser provided. (Task 1A)

For each response, describe and discuss how it affects you, others and Aotearoa/New Zealand society respectively. Include in your discussion the significance of the event to you, others and society (*Society* may include community, hapū, iwi, region, nation, or global society).

Complete the attached table to respond to this.

Task 2A (To be completed on own paper)



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Considering your responses from the previous tasks, write a detailed critical discussion of the effect of Te Matatini Festival on people in Aotearoa/New Zealand and the socio-ecological impact on different groups in society.

Task 2B (To be completed on own paper)

Respond to the following question making references to information in task 2A.

- Do you think your analysis would be different in the future?
If yes, what would be different and why?
If no difference, why not?

Articles on Te Matatini

Te Matatini – the many faces of Māori culture, tradition and performing arts

– Article from Media Resources: Tourism New Zealand’s site for international media and broadcast professionals

Every two years, hundreds of polished performers and thousands of very vocal supporters flock to Te Matatini – New Zealand’s national Māori performing arts competition.

The festival was named Te Matatini by highly regarded Māori academic Professor Wharehuia Milroy and literally means 'the many faces'.

From the fierce chants of the haka (war dance) to the harmony of choral and dance, teams must perfect every discipline of traditional Māori performing arts. These include dance, drama, storytelling, poetry, movement, coordination, laments to mourn and remember, and songs to inspire and entertain. Teams combine all of this into a polished 25 minute performance.

'Māori performing arts bring together people of all ages, all backgrounds, all beliefs, Māori and non-Māori alike, participants and observers. When I look at those performing I see many faces, young and old – Te Matatini' explains Professor Milroy.

History of the Te Matatini

The national competition, a highlight of the Māori cultural events calendar, was inaugurated in 1972 and was last held in Palmerston North in 2007. Over four days, an audience of approximately 40,000 experienced the best Māori performing art New Zealand has to offer. From the synchronised, elegant movements of the women performing the poi (juggling with balls on ropes) to the unrestrained ferocity of the male haka – Te Matatini is a spectacle like no other.



In 2007, the festival had the support of the United Nations Educational, Scientific and Cultural Organisation (UNESCO). UNESCO promoted Te Matatini through its global networks and United Nations agencies as a premier cultural event on the international festival calendar.

The festival theme for 2007 was 'Making the good things last – Kia mau tonu ai ko ngā hua pai'.

'Māori traditional performing arts is a national treasure that we are proud to celebrate and promote on the word stage,' says UNDESD (UN Decade of Education for Sustainable Development) New Zealand Coordinator Christine Robertson.

'Making the good things last is something we are confident that all Kiwis will be able to identify with. The decades is about those things we treasure, safeguarding our taonga (treasures) as a nation, those things we are willing to fight for to make sure they are there for future generations.'

'UNESCO's extraordinary support propels Māori performing arts and the New Zealand festival scene into the international arena,' says Te Matatini General Manager Wayne Johnson.

The long and hard road to success

Making it to Te Matatini is in itself a challenging process. Teams must first compete within their own tribes to qualify and groups battle in fierce competition to represent their respective rohe (regions) at Te Matatini. More than 100 teams contest at 14 regional competitions, including one in Australia.

The opportunity to compete in Te Matatini is not by right and an appearance at the national competition is often the culmination of two years of unrelenting commitment, dedication and hard work. Other commitments – sporting, work or even family may be sacrificed as the group focuses all energy into learning, perfecting and polishing their routine for Te Matatini.

Performers at the festival are not just competing, they are representing their people and their honour. When teams face crowds of up to 40,000, members of the audience will at times leap to their feet in haka to support their team.

Groups are judged on correct pronunciation of the Māori language, time keeping and innovation while adhering to tradition, original composition, leadership, unity, energy and costumes.

Te Matatini is an all encompassing festival of both the contemporary and the traditional. While kapa haka is the most significant component – other traditional art forms such as oratory, carving, weaving and tā moko (Māori tattoo) are combined with contemporary Māori drama, poetry and fine art to create an authentic insight into Māori culture.

<http://www.newzealand.com/travel/media/tourism-media-homepage.cfm>



In this unit of work you will be exploring what being involved with kapa haka performance means to you, your friends and whānau, and to society in Aotearoa/ New Zealand. You will also investigate how Te Matatini Festival is a significant sociological event. So let's get started on finding out what we know already:

Activity One: What do I know?

What is kapa haka and what do you know about it?

Brainstorm what kapa haka means to you personally and how it affects your Hauora (well-being).

Taha Tinana (Physical)

Taha Wairua (Spiritual)

Kapa Haka

Taha Whānau (Friends/Family)

Taha Hinengaro (Mental and Emotional)



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What do you think are the benefits of being involved in kapa haka performance?

What do you think might be the disadvantages of being involved in kapa haka performance?

What do you know about Te Matatini Festival and what is involved?

Now share what you know with your peers and find out what they know and add any extra comments to your notes.



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Activity Two: Research – What information can I find on Te Matatini Festival?

Using the following websites and any other resources, find out information on the following and make notes on your findings and any further questions you may have to investigate why Te Matatini is a significant event in Aotearoa/New Zealand. Explain what you think about the way that Te Matatini is organised and what it means to you, others (friends/whānau) and society.

Te Matatini Website

<http://www.tematatini.co.nz/events/festival-2011.htm>

New award unveiled for Te Matatini 2011 Te Karere Māori News TVNZ 26 Apr 2010 (3:56):

<http://www.youtube.com/watch?v=onTHLYhdIjw>

The draw for the 2011 Te Matatini Festival in Waiohika has been announced. There will be 14 groups in each pool and the three winning teams from each pool will go on to the final day. Te Karere Māori News – 13 August 2010 (2.30):

<http://www.youtube.com/watch?v=D7vZjkj3lul&feature=channel>

Auckland Regional Kapa Haka 2010 Montage, Te Karere Māori News, July 6 2010 (3:19):

<http://www.youtube.com/watch?v=Z1T5zt0-iSM&feature=related>

Tainui Regional Kapahaka Competition 2010 Te Karere Māori News TVNZ 15 Feb 2010 (3:04):

<http://www.youtube.com/watch?v=TBp8pwQkZXM&feature=channel>

Māori Television

<http://www.Māoritelevision.com>

Māori Performing Arts:

www.Māoriperformingarts.co.nz

Te Matatini 2007

<http://www.youtube.com/watch?v=TRpN-INXOEI>

Inquiry Questions

1. What does Te Matatini mean?
2. What is the motto for Te Matatini? How could you apply the motto to your own life?
3. What is the emblem for Te Matatini and what does it exemplify?
4. What is the kaupapa of Te Matatini? Identify four ways that Te Matatini can achieve its purpose.
5. How is Te Matatini organised and represented?
6. What is the History of Te Matatini Festival – what is its goal/aspiration?



7. What are your thoughts about where Te Matatini has come from and its goal?
8. What Festival Management is required to cover all aspects of Te Matatini Festival?
9. How is Te Matatini Festival funded and by who? Why do you think they are involved with the funding?
10. What is the role of the Executive Committee? Who are the current representatives on this committee?
11. How are kapa (groups) chosen to be part of Te Matatini Festival? Is this a fair way for kapa to be selected? Who are the regions represented?
12. How are the Judges chosen and do you think this is a fair system? Who are the Judges for 2011?
13. How many competitors are in each kapa (group)? Do you know any competitors?
14. What role does the Group Leader for each group play? Who composes the music, songs and actions?
15. What other roles are involved with preparing for performance? Who makes the group garments? What other support people are involved with the performance?
16. What is the cost of attending Te Matatini Festival? Do you think this is a fair price? What do you think the money collected pays for?
17. Who are the Sponsors of the Festival? Who do they represent and why might they be involved?
18. What are the categories for performance and what are the judges looking for?
19. Where is Te Matatini Festival this year being held? What benefits are there for the host city/region?
20. What else can you find out about Te Matatini Festival that contributes to what happens at the event and how it might affect yourself, others and society?



SURVEY

Activity 3: What do my friends and whānau know?

With your classmates, design a survey to find out what your friends and whānau know about kapa haka and Te Matatini Festival and how this event may affect them. Think of about 8 – 10 questions that will help you gather as much useful information that you can. When your teacher has checked your questions carry out your survey on 10 people (friends and whānau).

You may choose to carry out your survey using the tool Survey Monkey and email the survey to your friends/whānau: http://www.surveymonkey.com/Home_Landing.aspx

Before you get started on developing your questions your teacher will discuss safety and ethical issues you need to be aware of when carrying out a survey.

Questions you may consider asking:

Have they heard of Te Matatini Festival and if they have, how?

Are they interested in kapa haka or going to the festival/watching it on TV?

What is their personal involvement in kapa haka or Te Matatini Festival?

What is the value of kapa haka to the person?

What is the value of Te Matatini Festival to the person?

How it affects their Hauora (wellbeing)?

Do they support kapa haka performances/events? How?

Will they be going to Te Matatini?

Will they watch it on TV? Listen to it on the radio? Access the Internet?

Are they a performer, supporter, spectator?

Will they purchase any merchandise being sold?

Does their whānau support kapa haka? How?

What are the benefits of kapa haka to their whānau/hapū/iwi/Aotearoa?

What are the disadvantages of being involved/supporting kapa haka?

Do they think that Te Matatini Festival is a significant event in Aotearoa/NZ and why?

What else can you ask???

WHAT DID YOU FIND OUT?



List the main themes that emerged from *your* survey.

Example: All my friends are involved in kapa haka and are in the school kapa haka. They are all going to be following Te Matatini Festival either by attending in person or watching it on TV/checking it out on the internet site.

8 out of 10 people surveyed said that they enjoyed being involved in kapa haka because it brings the whānau (family) together.

5 out of 10 people surveyed said that they thought Te Matatini Festival is a significant event to them because ...

From the information I collected from my survey I think ...

Get together with your classmates and share your findings.

Did you find out anything new, interesting, different?

What are your thoughts on whether Te Matatini Festival is a significant event in Aotearoa/NZ?



PERFORMERS

Activity 4: What is required to be a performer?

Interview a performer and find out what is required to be a performer in a kapa (group) competing at Te Matatini level? If you can't interview in person, you may consider emailing them the questions.

Some things you may consider finding out:

What is their name and where are they from? Whānau, Iwi, Hapū?

How long they have been involved in kapa haka performance?

What kapa (group) and region they are representing?

Are they affiliated to any specific whānau/hapū/iwi?

What does being involved with kapa haka mean to them?

What's cool about kapa haka? What's not cool?

What is required to be involved? Physical fitness requirements; Skills; Talents; Abilities?

What is the cost to participate? Do teams get financial support?

How much time is involved?

Do they get paid any money for performing?

What are their expectations for themselves and others?

What else would you like to find out? List up to 5 of your own questions to find out more about how Te Matatini Festival affects others.

1.

2.

3.

4.

5.

Now complete Task 1A Graphic Organiser – Effects on Self and Effects on Others (family and friends).



WHO ELSE IS INVOLVED IN TE MATATINI?

Activity 5

Find out information on the following groups in society that may be affected by Te Matatini and complete Task 1A Graphic Organiser – Effects on Aotearoa / New Zealand Society

<http://www.bayofplentytimes.co.nz/local/news/festival-to-attract-15000-to-auranga/3769027/>

<http://www.bayofplentytimes.co.nz/local/news/artists-set-scene-for-bold-festival/3794757/>

<http://www.bayofplentytimes.co.nz/local/news/kapa-haka-packs-in-the-crowds/3795250/>

http://en.wikipedia.org/wiki/Te_Matatini

Societal

- **Spectators – audience**

What is the role of a spectator?

How can they be involved in the event and how are they affected by the event?

What types of people attend Te Matatini Festival (age, ethnicity, interest)?

What are the advantages/disadvantages of attending Te Matatini Festival?

What are the advantages/disadvantages of watching the event on TV or listening to it on the radio?

What are the barriers/enablers to participation / attending the event / watching kapa haka?

How does kapa haka affect individuals, whānau and groups?

What are the social effects of spectatorship – positive and negative?

How do you show your support for your favourite kapa/team?

Does Te Matatini Festival bring people together? Why/why not?

How does Te Matatini Festival affect society?

- **Cultural**

What cultural roles are there? What part do they play and how do they affect the festival? How does the festival affect them?

Tangata Whenua role

Kaumatua/Kuia

Kaitiaki



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Manuhiri role

Powhiri

Poroporoake

Support for each kapa (group) at the end of their presentation

Who else is involved? Who else plays a cultural role and what is the importance of their role?

- *Judging*

What qualities are required to be a Competition Judge?

How are they affected by this event and what influence do they have on the event?

Article on Kuini Reedy – This lifetime of expression has led her to be one of a select group of judges at the **Te Matatini** National Kapa Haka Festival,

http://www.danz.org.nz/Magazines/DQ/July07/kuini_reedy.php

- *Media/Advertising*

What types of media are involved with the Te Matatini Festival and how are they used?

How effective are they in promoting the event?

How do the media influence the event? For example: television rights; timing of performances; what is reported etc

How do the media affect society in its different forms in promoting the event?

- *Use of the Internet to promote/support/share Te Matatini performance*

How is the internet used to support/promote/share Kapa haka performance items? Here is a selection of Māori (groups) performing. How else is the internet used to advertise/support/educate/promote Kapa haka and Te Matatini Festival and how does it affect yourself/others/society?

<http://www.youtube.com/watch?v=0FxFFLsPzT4&feature=related>

<http://www.youtube.com/watch?v=LjDYolkA9nA&feature=related>

<http://www.youtube.com/watch?v=xz1f7DjELGY&feature=related>

- **Economic**

What are the advantages of hosting Te Matatini Festival for the Gisborne rohe (district)?

What are the advantages for the Waiohika Estate – the venue for the festival?

Who else will benefit from the festival and how? Some examples are:

Marae, Motels, Hotels, Cafe`s, Restaurants, Supermarkets, Local shops

Air travel, hire cars, local transport

Local and regional tourist attractions and entertainment, i.e. pools, movies

Who else?

How does the festival affect the local economy of the Host City?

- *Employment*

Who are all the different groups of people employed to organise and run this event?



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Consider who cleans the venue, sets up the venue, advertises the event, collects tickets, sells food etc

How do these people benefit from the event and how are they affected?

- *Sponsorship*

Who are sponsoring this event?

What do you perceive are the reasons that they would choose to be a sponsor?

What is in it for the sponsor?

How does their sponsorship affect the event?

What does the event do for the sponsor?

- *Trades and Stalls*

What will be sold at the event?

What benefits are there to having a Stall at the event or Trading at the event?

What would you be willing to purchase at the event and why?

What does the event offer businesses and organisations selling and trading?

- *Food and Beverages*

What type of food and beverages will be sold at the festival?

Will there be healthy options?

What messages are portrayed to people attending the event around food/nutrition?

- *Who else will be displaying at the event?*

There will be other groups with displays set up at this event. Find out who some of them are and discuss what you think they are promoting and why.

Example: Māori art and crafts

http://www.Māoriart.org.nz/events/te_matatini

http://www.Māorithreads.com/component/option,com_virtuemart/page,shop.browse/category_id,27/Itemid,1/

- *Careers Pathways in Māori Performing Arts*

What are the opportunities of developing a career through Māori Performing Arts?

Does performing or being involved with Te Matatini Festival affect a person's ability to engage in employment or careers in this industry?

- **Possible Issues for Te Matatini Festival**

What are some issues involved with Te Matatini Festival?

Historic vs Contemporary material? Representation of kapa (groups)? What else?

Example of one issue: Te Arawa rohe (region) withdrew from Te Matatini Festival for four years.

What were their reasons for not participating?

How were they being affected by the event?

How did their decisions affect the event?

What did they choose to do during their four year absence?

What are they choosing now and how is this affecting their involvement in the event?



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What is your interesting point of view about the issue?
Do you agree or disagree with their choices? Why?

Te Arawa's back with a vengeance – article in The Daily Post 11.08.2008

<http://www.dailypost.co.nz/localnews/storydisplay.cfm?storyid=3781268&thesection=localnews&thesubsection=&thesecondsubsection=>

Te Arawa dancing to own tune – article in The NZ Herald 17.11.2007

http://www.nzherald.co.nz/Māori/news/article.cfm?c_id=252&objectid=10476544

Article from Te Puni Kōkiri

<http://www.tpk.govt.nz/en/in-print/kokiri/kokiri-10-2008/te-arawa-ki-te-mataini/>

- **Political Influence and involvement**

What political issues are involved with the organisation of Te Matatini Festival?

What role does the Government have in the organisation of this event and why?

Who from the Government attends this event and why do you think they would choose to attend?

How is Te Matatini Festival affected by politics?

How are politics influenced by the festival?

Read through the following Media Releases from the Government in 2008. What political interests do the Ministers involved have for commenting on Te Matatini Festival?

<http://beehive.govt.nz/release/2009+te+matatini+kapa+haka+festival+launch>

<http://www.scoop.co.nz/stories/PA0809/S00101.htm>

- **Environment**

How is the local environment affected by Te Matatini Festival?

What do organisers need to consider to run this event?

Who else is affected by this event?

Examples: Marae, Venue grounds and surroundings, wildlife ...

- **Historical**

What is the history of Te Matatini Festival and how has it affected what it currently looks like?

- **Physical**

What training is required to be a performer? How does this affect performance?

How are performers affected by competing in the event?

What types of warm up activities are required – physical movement / voice? Why is this important and how does it affect performance?

What is the importance of physical activity and movement for performers and non-performers?

- **Body Image**

Is there a particular type of body that is better for performance? What are your views on this?

What messages might the audience/spectators get about what a “performer” should look like?

Does body image affect or have an influence on the performers? How and why?



Haemata

He mea waihanga mō tētahi kaupapa a Te Tāhuhu o te Mātauranga.

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- *Traditional roles – gender roles*

Are there particular gender roles in the performance and production of Te Matatini Festival?
What is the effect of this?

- **Competition**

In what ways has competition affected what happens at Te Matatini Festival?

How are kapa (groups) competitive with each other?

What roles do supporters/spectators affect the competition?

Does competition influence who is picked in each kapa?

How do kapa haka (groups) develop a competitive edge with each other (i.e. composition of waiata, haka)?

- **National Identity – Tangata Whenua**

What does Te Matatini Festival mean for Māori people / Non-Māori people?

Iwi/Hapū/Whānau?

How does this event affect our national identity? What are your thoughts?

Task 2A - A critical discussion

(To be completed on own paper)

Considering your responses from the previous tasks, write a detailed critical discussion of the effect of Te Matatini Festival on people in Aotearoa/New Zealand and the socio-ecological impact on different groups in society.

In developing your discussion, think about how Te Matatini festival has had an effect on different groups in society: Self, friends and whānau, other groups in society (community, hapū, iwi, region, nation, global society).

Make links to what you have researched in Task 5, i.e. spectatorship; advertising; media; economic; political etc

Ideas to write your discussion:

Introduction – what are you going to discuss and what are your views/beliefs around Te Matatini being a significant event?

Body – What has affected you? What is your involvement and what affects this? What has been interesting for you to find out and what is your interesting point of view? What connections can you make to how other groups (friends, whānau, and society) affect your view of Te Matatini Festival?

What has affected your friends and whānau? What influences them to participate or not participate? What are their interesting points of view about Te Matatini Festival? How are they connected to other groups in society involved or affected by the Festival?

Who else is affected in society by Te Matatini Festival? How are they affected? How do they affect the Festival? What is your viewpoint of these groups and the roles that they play?

Conclusion – what did you find out that makes Te Matatini a significant event in Aotearoa/New Zealand?



Task 2B: The Future of Te Matatini Festival

(To be completed on own paper)

Respond to the following question making references to information in task 2A.

Do you think your analysis of why Te Matatini is a significant event in Aotearoa/ New Zealand would be different in the future?

If yes, what would be different and why? If no difference, why not?

Consider the history of Te Matatini Festival and the changes it has experienced to the present day and what might change in the future.

What might change for you personally and your friends/whānau? How might this affect your experience of Te Matatini Festival in the future?

What might change for the other groups affected or involved with Te Matatini Festival?



TASK 1A: Te Matatini Festival is a significant kapa haka event in Aotearoa/New Zealand.

What effects does it have on you, your family and friends, and Aotearoa/New Zealand society in general? Complete the graphic organiser below, providing **at least four responses** for each of Self, Others and Aotearoa/New Zealand Society.

Self <ul style="list-style-type: none">••••	Others <ul style="list-style-type: none">••••
Effects of Te Matatini Festival 	
Aotearoa/New Zealand Society <ul style="list-style-type: none">••••	



TASK 1B: Complete the table below with the following information:

For two of the responses you have listed under each of self, others and Aotearoa/New Zealand Society in Task 1A. Describe and discuss how it affects you, others and Aotearoa/New Zealand society respectively. (Include in your discussion the significance of the event to you, others and society.)

Task 1B	Describe and discuss the significance of these effects on self (you).
Self Response No 1	<hr/>
Response No 2	<hr/>



	<hr/> <hr/> <hr/>
Task 1B	Describe and discuss the significance of these effects on others (friends and whānau/family).
Others Response No 1	<hr/>



<p>Response No 2</p>	<hr/>
<p>Task 1B</p>	<p>Describe and discuss the significance of these effects on society (can include community / hapū / iwi / rohe / region / nation).</p>
<p>Aotearoa/New Zealand Society Response No 1</p>	<hr/> <hr/> <hr/>



Assessment Schedule PhysEd/2/6 – A4

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement towards Achievement with Excellence
1A	See attached completed graphic organiser	<p>Four relevant ideas are listed under <u>each</u> heading</p> <p>eg. Self: I participate in kapa haka and have an interest and goal to one day perform in Te Matatini Festival.</p> <p>Others: My whānau is going to Te Matatini to support our family who are performing in one of the Māori (teams).</p> <p>Aotearoa/NZ society: Te Matatini Festival brings lots of Māori and Non-Māori people together to celebrate the performing art of kapa haka.</p>		
1B	See attached completed table for evidence	<p>At least 4 effects are clearly identified and their significance described.</p> <p>eg. Effect: Through participating and training in kapa haka I have developed the skills to be a good performer and perform in a rōpū at Te Matatini Festival.</p>	<p>At least four effects are discussed from the response from task 1A (graphic organiser) and their significance is explained.</p> <p>eg. Effect: Through participating and training in kapa haka I have developed the skills to be a good performer and perform in a rōpū at Te Matatini Festival.</p>	



Haemata

He mea waihanga mō tētahi kaupapa a Te Tāhuhu o te Mātauranga.

		<p>Significance: When I perform I feel confident in my abilities and my whānau show support for what I am doing by coming along to watch my group when we perform in front of audiences. They are really encouraging me to reach my goal of performing at Te Matatini Festival.</p>	<p>Significance: When I perform I feel confident in my abilities and my whānau show support for what I am doing by coming along to watch my group when we perform in front of audiences. They are really encouraging me to reach my goal of performing at Te Matatini Festival. This gives me a strong sense of who I am and provides lots of opportunities for me and my whānau to celebrate Māori culture and being together – whānaungatanga. We get together with our hapū and iwi to perform waiata and haka which keeps our culture alive. Having a goal like going to Te Matatini Festival gives our hapū and iwi good reasons to perform at the highest level and we enjoy competing against other really talented rōpū (groups). We learn lots together by attending this festival and get to meet up with a lot of our wider whānau and friends. It's not always easy to balance all my other commitments with my kapa haka training and performances so I need all the whānau support I can get to be successful.</p>	
2A/2B	Students write a detailed critical discussion of the effect of Te		Students discuss the significance of the Te Matatini Festival and its effects on different groups in society.	Students critically discuss the significance of Te Matatini Festival and demonstrate an in depth understanding of



	<p>Matatini Festival on people in Aotearoa/New Zealand and the socio-ecological impact on different groups in society.</p> <p>Student writes about whether their analysis would be different in the future, how and why or why not.</p>		<p>Student reflects on whether their analysis would be different in the future, giving valid reasons for judgements made. They consider what might change their point of view. This is whether they think their views would change or not. They need to be able to justify their stand either way.</p>	<p>the socio-ecological impact on different groups in Aotearoa/New Zealand society.</p> <p>Reflection shows in depth understanding of future possibilities with clear justification for their statements.</p>
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Overall Judgement:

For Achieved, students must have achieved for Task 1a and Task 1b (or sufficient evidence from Task 2a and 2b, for achieved).

For Merit, students must have achieved for Task 1a, and merit for Task 1b, Task 2a and Task 2b.

For Excellence, students must have achieved for Task 1a, merit for Task 1b and excellence for Task 2a and Task 2b (evidence may be used from Tasks 2a and 2b to support the awarding of an achieved grade).

