



TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

Te Kawa a Māui

MAOR 318

Special Topic: Māori Performance Analysis

Trimester 2, 2010 dates
Lectures begin Monday, 12 July
Lectures end Friday, 15 October
Mid-trimester break 23 August-5 September
Study week 18-22 October
Assessment/examination period 22 October-13 November

1 COURSE ORGANISATION

Ko te Pūkenga Course Coordinator	Teurikore Biddle Room 202, 48 Kelburn Parade Telephone 463 6733 Email teurikore.biddle@vuw.ac.nz
Office Hour	4pm to 5pm, Wednesday
Ngā Wa Ako Lectures	Wednesday 1:10pm – 4:00pm Te Herenga Waka Marae
Alternative Venues	Unless otherwise advised, all lectures for this course will be held at Te Herenga Waka Marae. Please refer to section 8 below for classes held in alternative venues.
Tutor	Te Rangimarie Williams
Office Hour	TBA
Class Representative	The MAOR 318 class representative is a channel through which VUWSA can liaise with the Course Coordinator on behalf of students. The class representative will be elected at the first lecture. That person's name and contact details will be given to VUWSA, the Course Coordinator and the class, through Blackboard.

All notices and course information will be posted on the course Blackboard site or on the notice boards at 48 and 50 Kelburn Parade.

2 AIMS, LEARNING OBJECTIVES AND CONTENT

2.1 Course Aims

This course focuses on an advanced repertoire of traditional and contemporary kapa haka performance and critique and analyses of professional competitive Māori performing arts. Students are required to complete a range of theory and performance-based assessments at or near a professional level of competency.

2.2 Learning Objectives and Content

Students who pass this course will:

- have been introduced to visual representations of performance
- have been introduced to postgraduate research in the area of Māori performance
- will appreciate the variation of interpretation of items typically performed at a regional and or national kapa haka competition
- have developed an understanding of the scope and nature of competitive performing arts at a regional and national level

- be able to analyse and critique assessments schedules utilised at a regional and or national competitions
- have reviewed a performance at regional and or national competitions
- will appreciate the complexities associated with teaching and learning kapa haka in preparation for a regional and/or national kapa haka competition
- will understand how Māori performing arts contributes to New Zealand's unique identity and is represented within New Zealand tourism, law and music.

3 ESSENTIAL TEXTS AND OTHER RESOURCES

3.1 Text and Resources Required

There is no course reader for this course - readings will be provided to you by the course coordinator.

3.2 Recommended Texts

Please note that it is not essential for you to purchase these books for the course.

Armstrong, A. and Ngata, R. *Māori Action Songs*.

Huata, Ngamoni, 2000. *The Rhythm of Poi*. HarperCollins: Auckland.

Karetu, Timoti, 1993. *Haka*. Reed Publishing, New Zealand.

Mead, Hirini, 2003. *Tikanga Māori: Living by Māori Values*. Huia Publishers.

Jones, P, and Ngata, A, 2007 (ed). *Ngā Mōteatea, Part 1*. Polynesian Society, Wellington, New Zealand.

Jones, P, and Ngata, A, 2006 (ed). *Ngā Mōteatea, Part 2*. Polynesian Society, Wellington, New Zealand.

Jones, P, and Ngata, A, 2007 (ed). *Ngā Mōteatea, Part 3*. Polynesian Society, Wellington, New Zealand.

Mead, H, and Ngata, A, 2007 (ed). *Ngā Mōteatea, Part 4*. Polynesian Society, Wellington, New Zealand.

Te Kawa a Māui, 2006. *Te Kawa a Māui, Academic Writing Guide 2006*.

3.3 Electronic Resources

Whare Tapere, Maori Television in-house production.

Toi Whakaari, Monday to Friday, 6pm. Māori Television.

Toi Whakaari, Monday to Friday, 8pm. Te Reo, Free view.

3.4 Helpful Websites

Te Matatini Society Incorporated. Internet (2008). Available at:

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

Creative New Zealand. Internet (2008). Available at:

<http://www.creativenz.govt.nz>

Ministry of Culture and Heritage. Internet (2008). Available at:

<http://www.cultureandheritage.govt.nz/>

Australasia Performing Right Association – New Zealand. Internet (2008).

Available at: <http://www.apra.co.nz/>

4 COURSE WORK

4.1 Ko Ngā Karaihe Lectures

Wednesday 1:10pm to 4:00pm Te Herenga Waka Marae

Alternative venues will be used where appropriate. You must attend a minimum of 9 of the 12 lectures to meet course requirements (refer 7). An attendance roll will be taken during each lecture.

4.2 Ko te Nui o ngā Mahi Expected Workload

MAOR 318 2/3 13 hours per week (inclusive of lectures)

5 ASSESSMENT REQUIREMENTS

5.1 Course Work

All assessments must be posted in the Assignment folder on Blackboard on or before the due date. DO NOT hand work to the Course Coordinator or leave assignments under the Course Coordinator's door. Please keep a copy of your work.

5.2 Ko ngā Tatauranga Assessment Tasks

Information about all course assessments is contained in this course outline. Assessments will be explained in lectures and tutorials. If you are unsure about any assessment requirement, please contact the Course Coordinator and make an appointment during office hours.

The assessment tasks include individual, group and whole class activities. The final grade for MAOR 318 will be determined by the following:

5.3 Internal Course Work 100%

Video Presentation	10%	26 July 2010
Review	10%	13 August 2010
Essay	25%	17 September 2010
Kauhau	20%	29 September 2010
Practicum: Peer-Observation	25%	15 October 2010
Readings and Discussion	10%	at end of course
Noho Marae	(Mandatory requirement)	7-8 October 2010

5.4 Further Explanation of Assessments

Video Presentation **10%**

Students are required to do a visual interpretation of what they think Māori performance is. You may utilise video, audio and/or text. Your video presentation should be no longer than 3 minutes in length. You are also expected to provide commentary for your video presentation when each video presentation is viewed during lectures. A succinct summary of your commentary should be posted on Blackboard in the assignments folder and you should be prepared to provide verbal commentary about your presentation in class. Further instructions and an exemplar for this assessment will be provided during normal lecture times.

Review **10%**

Your review should be no more than 1000 words. Students are required to write a review on the performance of one of the following:

- a kapa haka group's performance at a regional competition
- a kapa haka group's performance at a national competition
- a Māori concert i.e. Pao, Pao, Pao, Hui Taurima, Te Hui Ahurei a Tūhoe.

Your elected performance for review must be approved by the course coordinator. You are required to submit a full **draft of your review**. You must **post this on your personal blog** on the course Blackboard site by **Wednesday, 4th August 2010 by 12pm**. Your course coordinator will leave comments for you on your blog to assist you with improving your review before final submission. This will be worth 5% of the 10% available for this assessment.

Your final review submission should be posted in the assignment folder on Blackboard by **Week 9, Friday, 13 August 2010** before **5pm**. You must also provide a copy of the performance (VHS, DVD, USB) you have reviewed or alternatively provide details of how the course coordinator can access the performance online.

Essay **25%**

Students are required to write a 2000 word essay on the following topics. Your topic must be approved by the course coordinator. Only a certain number of students will be allocated the same essay topic:

- What is Māori performance? Is kapa haka and Māori performing arts one and the same thing?
- What commonalities does Māori performance share with other Indigenous notions of performance?
- How have Māori participated or engaged with copyright laws in New Zealand?
- What are the roles and responsibilities prevalent in a cultural group? Are these roles important to the overall organisational structure of a cultural group, and if so, how?
- What are the cultural concepts and values associated with Māori performing arts and how are these applied throughout performance training, during performance or when teaching and learning kapa haka?

- Māori Performance as a cultural good or product within the context of Tourism
- Discuss gender within the context of Māori performance
- How and what types of weaponry are utilised within Māori performance? Focus on two to three groups maximum to provide examples of use.
- How and what types of taonga pūoro are utilised within Māori performance? Focus on two to three groups maximum to provide examples of use.
- Māori Pedagogies: Teaching and Learning Māori performing arts
- Discuss and analyse the marking schedules utilised in a regional, national or tribal competition.
- Discuss what makes for a successful kapa haka group.

A number of smaller assessments are required before final submission of your essay:

- **Annotated Bibliography.** This is worth 5% of the 25% set aside for this assessment. Post your annotated bibliography in the assignments folder before class on **Wednesday, 18 August 2010 (Week 6)**. Your course coordinator will provide feedback to help you with your final submission.
- **Produce a first Draft and submit for a Peer review process.** Post your annotated bibliography in the assignment folder before class on **Wednesday, 8 September 2010 before 12pm.**
- **Peer Review Report.** This report is worth 5% of the 25% set aside for this assessment. Post your peer review report in the assignment folder by **Friday, 10 September 2010 before 5pm.** You should have also supplied an electronic copy to your peer-review buddy via email.
- **Final Essay.** This is worth 15% of the 25% set aside for this assessment. Students should follow the normal conventions of essay writing. Post your final essay submission in the assignment folder on Blackboard. Essays should be posted by **Friday, 17 September 2010 before 5pm.**

Kauhau

20%

Students are required to give a 10 minute formal presentation on one of the following topics:

- waiata tira
- whakaeke
- mōteatea
- waiata-ā-ringa
- poi
- haka
- whakawātea.

You are required to examine and critically analyse two groups performance of the same type of performance. For example: Waka Huia and Ruatāhuna interpretation of a whakaeke. What are the commonalities and or differences? If there are distinguishing differences between both groups, what are they? You should also comment on any musical arrangements if applicable, choreography, actions, use of language where applicable.

You are required to complete this assessment on **Week 10, Wednesday, 29th September 2010 during normal lecture times.**

Practicum: Peer-observation of teaching Māori song and dance **25%**

Students will be paired up with another member of the class. Students are required to teach one item to a class, group or cultural group. You must teach one of the following items:

- waiata tira
- whakaeke
- mōteatea
- waiata-ā-ringa
- poi
- haka
- whakawātea.

You must seek the permission from the appropriate people to teach their compositions or alternatively you can teach your own original composition. In order to complete this assessment students are required to complete the following tasks:

- **Pre-observation meeting.** Set a time and date to discuss with your buddy what you plan to teach, your aim and objective for the session, the length of time you need to set aside for your lesson etc. In addition to the prompt sheet provided by the course coordinator, what other aspects of your teaching would you like comments on?
- **Peer Observation.** Attend the session your buddy is teaching and utilising the prompts provided by the course coordinator and notes from your pre-observation meeting as a guideline write down what you have observed. This will help you to prepare your peer-report.
- **Peer-Report.** Based on what you have observed, write a report about your buddy's ability to teach their chosen item. What did they do really well? What areas could they improve on? You should show your report to your buddy before you submit it, and note in your peer-report that your buddy has sighted your final report.

Please speak to the course coordinator if you are having difficulty arranging a group to teach your chosen item of performance. The course coordinator will organise a group for you to teach.

Your final peer report should be posted in the assignment folder on Blackboard by **Week 12, Friday, 15th October 2010 before 5pm.**

Readings and Discussions **10%**

Students are required to submit summaries identifying key concepts and questions in relation to the readings, lectures and discussions had during normal class times. You should post your summaries in your individual blog on the course Blackboard site. In addition to that you are required to lead at least one discussion on a reading or the lecture topic for the day. This means you will ask your peers questions about the reading or topic of discussion during normal lecture times. **Your summative grade for this assessment will be awarded at the end of the course.**

Noho Marae

Mandatory Course Requirement

All students are expected to attend the noho marae, to be held at Ako Pai Marae from 5:00pm on Thursday, 7 October until 8:00am on Friday, 8 October.

MAOR 318 and MAOR 221 will combine at this noho marae stay. MAOR 221 students will be looking at traditional and contemporary forms of Maori composition. MAOR 318 students will be responsible for teaching both types of waiata. Both classes will work together to achieve a common goal. In addition to that, this will be an opportunity for you to work on course assessments. If you have a valid reason for not attending the noho marae, you are expected to write a 3000 word essay on a Waiata Tawhito. You should submit this make-up assignment in the Assignment Box at 50 Kelburn Parade on the day of the noho marae before 5pm. Further explanations for the marae stay will be provided during normal lecture times.

The koha for the noho marae is \$15.00 to be paid to the Māori Studies Office, 50 Kelburn Parade prior to the noho marae. Please work NOW to ensure that you have this time off work and other commitments.

6 PENALTIES

Careful planning and time management will aid you in submitting or performing your work by the required date. For your information, the following is the Te Kawa a Māui policy on late assignments.

By prior arrangement and only for very good reasons an extension might be granted. However, without an express extension from the Course Coordinator, the following late penalties will apply:

- 5% will be deducted for every day or part day that the assignment is late (including weekends). Note, 5% is equivalent to one grade – ie, from an A+ to an A
- after five days the assignment will be accepted for the purposes of meeting the 'course requirements' or 'terms' but no mark will be given.

7 MANDATORY COURSE REQUIREMENTS

In order to complete this course, students must:

- attend 9 out of 12 lectures
- attend the noho marae or complete the make-up assignment and
- complete all internal assessments.

8 COURSE PROGRAMME

Week	Date and Alternative Venues	Lecture	Reading Audio/Visual	Other Information
1	14 July	L1 Introduction to course aims and objectives	How to create a video presentation	
		D: Whakaeke	Revision: Te Rita Papesch in State of the Māori Nation	
		AP: How to do an annotated bibliography	BB material on annotated bibliography	
2	21 July Class held in Matariki, 46KP	L2 Te Reo and Tikanga in Māori performance	Whare Tapere: Reo and Tikanga	
		D: Does kapa haka contribute towards learning the Māori language and protocol, how?	Essay example and worksheet for providing feedback	
		AP: An example of a full draft and how to provide feedback		
3	28 July	L3: Guest Speaker: Dr Brian Dietrich: A comparative study: Haka and Hula	Reading 1: TBA	Send your video BLOG to Teurikore by 26 July before 5:00pm
		D: Copyright Laws	Reading 2: Copyright and Performers Rights	
		D: Customary concepts associated with Performance and Performers Rights	Reading Three: revise Pou Temara reading on Whati, Hapa, Korapa	
4	4 August	L4 Guest Speaker: Dr Julia Albrecht: Kapa Haka and Tourism	Reading 1: TBA	Post first review draft on your Blackboard BLOG by 4 August before 12:00pm
		D: Social Organsitaion of Kapa Haka	Reading 2: Te Haa Magazine (Te Matatini)	
		View video presentations and commentary		
		AP: What to do with your feedback?		

Week	Date and Alternative Venues	Lecture	Reading Audio/Visual	Other Information
5	11 August	L5 Whakaeke	Whare Tapere: Whakaeke	Post final review submission in the assignment folder on Blackboard by 13 August before 5:00pm
		Guest Speaker (TBC): Dr Allan Thomas – Biography on Richard Nunns and Taonga Puoro	Reading 1: TBA	
		AP: What you are looking for when doing Peer-observation		
6	18 August Go to RB105 (Rankine Brown Building), Video Conference Facility	L6 Guest Speaker: Dr Raukura Roa: Mōteatea	Reading 1: TBA	Post annotated bibliography on your BB site BLOG
		D: Whakaawe wahine Whakaawe tane	Whare Tapere: Whakaawe Wahine, Whakaawe Tane, Mōteatea	
		AP: An example of a review. How to do a review		
MID TRIMESTER BREAK 23 August 2010 - 5 September 2010				
7	8 September	L7 Waiata-ā-ringa	Whare Tapere: Waiata-ā-ringa	Post your first full essay draft on your BB site BLOG
		D: Ngā Roopu Hou		
		AP: Kauhau preparation		
8	15 September Go to RB105 (Rankine Brown Building), Video Conference Facility	L8 Guest Speaker: Karyn Paringatai: Poi	Whare Tapere: Poi	Submit your peer review report by 10 September before 5pm via email. Cc a copy of your email to Teurikore. Submit your final essay by 17 September before 5:00pm
		D: The role of the Manukura Wahine		
		AP: Peer-Observation meeting		

Week	Date and Alternative Venues	Lecture	Reading Audio/Visual	Other Information
9	22 September Go to RB105 (Rankine Brown Building), Video Conference Facility	L9 Haka	Whare Tapere: Haka, Manukura Tane	
		D: The role of the Manukura Tane		
		AP: Kauhau Preparation (update)		
10	29 September	L10 Kauhau Presentations		
11	6 October Go to RB105 (Rankine Brown Building), Video Conference Facility	L11 Guest Speaker: Haani Huata: Judging at National Kapa Haka competitions	Whare Tapere: Ngā Kaiwhakawā Reading 1: TBA	Noho: Ako Pai Marae (7-8 October)
		D: Teaching and Learning MPA		
		AP: Essay Assessment (update)		
12	13 October	L12 Whakawātea	Whare Tapere: Whakawātea	Post your peer-observation report on Blackboard by 15 October before 5:00pm
		Postgraduate Research in Māori Performance: Deanne O'Carroll Patariki Hape Angela Karini		

9 ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the internet

- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

10 GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including academic grievances, student and staff conduct, meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

11 WITHDRAWAL DATES

Have you changed your mind about the courses you want to do this trimester? If you do not withdraw from a course in time, you will receive a fail grade. A fail grade stays permanently on your academic record. You can avoid the fail grade by withdrawing properly from courses before it is too late!

It is not enough just to stop attending lectures and tutorials, or to tell your lecturer or school administrator. You must complete a course add/drop form, available from your Faculty, Student and Academic Services Office, and submit it by the due date.

Further information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>