

## Patua te Patu — Beat the Beat

**Approach:** One to one

**Focus:** Identifying a beat in a piece of music and hitting a drum in time with it.

**Resources:** Drum, beater, video recording on a laptop computer.

### Questions/instructions:

In this activity you will be playing the drum to the beat of some music. Let's watch the video. It will tell you what to do.



Mō tēnei mahi, kei te patu koe i tētahi pahū, ki te patu o ētahi puoro. Mātakiria te ataata. Mā te ataata e whakaatu me aha koe.

**Ensure that the drum is visible to camera — the view is not obstructed by the computer screen. Click the *Play* button to start the video.**

*The video shows a student identifying the beat in a musical example and hitting a drum in time with it. Subsequently, three pieces of music are played and the student is asked to hit the drum in time with a beat in each piece.*

### Commentary:

Māori students in Māori immersion (MI) settings scored statistically significantly higher than did Māori students in general education (GEd) settings. MI students were much more successful with the first piece of music, and a little more successful with the other two pieces.

		% responses	
		GEd	MI
1. "Dharpa Tree" from Yothu Yindi's "Tribal Voice"	establishing a steady beat:	achieved quickly	44 85
		eventually achieved	33 10
		not achieved	23 8
	did beat fit with music?	yes	71 84
		no	29 16
2. "Soulflower" from Emma Paki, "Tribal Stomp"	establishing a steady beat:	achieved quickly	39 47
		eventually achieved	27 37
		not achieved	34 16
	did beat fit with music?	yes	62 76
		no	38 24
3. "Spring" from Vivaldi's "Four Seasons"	establishing a steady beat:	achieved quickly	21 26
		eventually achieved	18 27
		not achieved	61 47
	did beat fit with music?	yes	35 47
		no	65 53

## Pupuhi Kape Pao — Blow Pluck Hit

**Approach:** Station

**Focus:** Identifying, by listening to musical performances, whether the sole instrument was played by blowing, plucking, or hitting.

**Resources:** Computer program on a laptop computer.

### Questions/instructions:

This activity is done on the computer.

Kei runga tēnei mahi i te rorohiko.

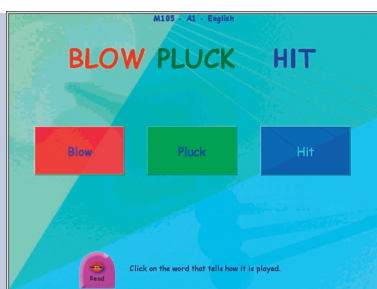
Click on the button that says **Blow**

**Pluck Hit** to begin the task. The

computer will then tell you what to do. If it doesn't, tell the teacher.

Pāwhiria te pātene e kī ana **Pupuhi Kape Pao**, kia tīmata ai te mahi. Mā te rorohiko e tohutohu me aha koe. Ki te kore, kōrerohia atu ki te kaiako.

*Students were asked to listen to a piece of music being played on a instrument or cluster of related instruments. In each case, they were to indicate whether the instrument was played by blowing, plucking, or hitting. They clicked on their chosen option.*



		% responses	
		GEd	MI
1. Qin – China	pluck	99	71
2. Gamelon gongs – Phillipines	hit	97	81
3. Aruding – Phillipines	pluck	71	79
4. Shakuhachi – Japan	blow	99	81
5. Steel band – Trinidad	hit	84	48
6. Rihe panpipes – Soloman Islands	blow	97	88
Total score:		6	61 31
		5	32 31
		3-4	6 24
		0-2	1 14

### Commentary:

Māori students in Māori immersion (MI) settings scored statistically significantly higher than did Māori students in general education (GEd) settings. MI students were much more successful with the first piece of music, and a little more successful with the other two pieces.