

Mai i te Piki Haumarangai ki te Heke Haumaru — High to Low

Approach: Station

Focus: Identifying upward or onward pitch movements or trends.

Resources: Video recording on laptop computer.



Questions/instructions:

SECTION 1

The first section asked students to listen to two notes, chords, and musical phrases and identify whether the second was higher, the same, or lower in pitch than the first. After an example with answer given, six assessment items followed.

This activity is done on the computer.

Kei runga tēnei mahi i te rorohiko.

Draw a ring around the words to show your answers.

Porohitangia ngā kupu hei whakaatu i ō whakautu.

	1. piki	heke	ōrite
1. hig	2. piki	heke	ōrite
2. hig	3. piki	heke	ōrite
3. hig	4. piki	heke	ōrite
4. hig	5. piki	heke	ōrite
5. hig	6. piki	heke	ōrite
6. hig	7. piki	heke	ōrite
7. higher	lower	same	

1. Example

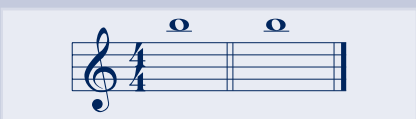


2.



higher 71 49

3.



same 84 60

4.



lower 61 26



5.

same 84 58

6.



lower 80 70

7.



higher 45 60

SECTION 1 TOTAL: 5-6 57 28

3-4 26 42

1-2 16 25


0 1 5

SECTION 2

The second section asked students to identify whether the sequences of notes in some musical phrases were moving up in pitch, staying the same, or moving down in pitch. An example with answer given was followed by six assessment items

1.	runga	raro	ōrite
2.	runga	raro	ōrite
3.	runga	raro	ōrite
4.	runga	raro	ōrite
5.	runga	raro	ōrite
6.	runga	raro	ōrite
7.	runga	raro	ōrite
4.	up	down	same
5.	up	down	same
6.	up	down	same
7.	up	down	same


1. Example



% responses

GEd MI


2.



up

68 49

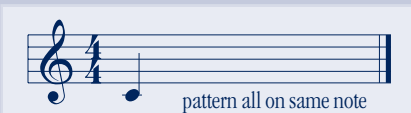
3.



down

71 58


4.



same

73 60

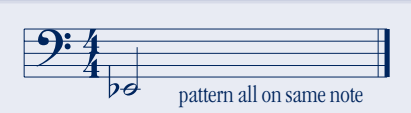
5.



up

80 70


6.



same

76 53

7.



down

67 51

SECTION 2 TOTAL:

5-6

57 39

3-4

23 21

1-2

19 26

0

1 14

Commentary:

Māori students in general education (GEd) settings scored statistically significantly higher than did Māori students in Māori immersion (MI) settings. This task required knowledge of music notation.