

Ngā Toi Puoro e Rua — Two Pieces

Approach: One to one

Focus: Discussing the features of two pieces of music and indicating personal response to the music.

Resources: Audio recording on laptop computer.

Questions/instructions:

In this activity we are going to listen to two different pieces of music. After each one, I'm going to ask you to tell me about the music.

E whakarongo ana tāua ki ngā puoro rerekē e rua. Kia mutu ia puoro, ka hōmai ōu whakaaro mō aua puoro.

Click the **Play** button to start the video. Listen to song one.

Click the **Pause** button.

1. That piece was called *Yellow Submarine*. Try to describe the music to me. Tell me about things like the kinds of sounds, the instruments, rhythms and anything else you noticed.

Ko te *Waka Ruku Kōwhai* tēnā waiata. Hōmai he kōrero mō taua waiata. He aha ngā momo oro, ngā whakatangitangi, ngā ūngeri me ētahi atu mea i rongo koe?

2. Tell me some things about the music that you thought were specially interesting.

Kōrerohia mai, ōu whakaaro mō ngā mea whakamere [interesting] o te puoro.

		% responses	
		GE _d	MI
discussion of instrumentation	strong	10	14
	moderate	36	49
	weak	46	29
	absent	8	8
discussion of rhythmic elements	strong	1	2
	moderate	11	8
	weak	23	35
	absent	65	55
discussion of dynamics/orchestration	strong	5	0
	moderate	20	16
	weak	30	19
	absent	45	65
indications of personal response/engagement	strong	1	0
	moderate	29	17
	weak	36	37
	absent	34	46
overall evidence of ability to discuss music	strong	0	2
	quite strong	15	18
	moderate	34	23
	weak	51	57

Now let's listen to the second piece.

Whakarongo ki te waiata tuarua.

Click the **Play** button and listen to song 2.

3. That piece was called *Te Papa*. Try to describe the music to me. Tell me about things like the kinds of sounds, the instruments, rhythms and anything else you noticed.

Ko *Te Papa* tēnā waiata. Hōmai he kōrero mō taua waiata. He aha ngā momo oro, ngā whakatangitangi, ngā ūngeri me ētahi atu mea i rongo koe?

4. Tell me some things about the piece that you thought were specially interesting.

Kōrerohia mai, ōu whakaaro mō ngā mea whakamere o te puoro.

		% responses	
		GE _d	MI
discussion of instrumentation	strong	7	13
	moderate	45	50
	weak	42	33
	absent	6	4
discussion of rhythmic elements	strong	2	2
	moderate	14	10
	weak	20	23
	absent	64	65
discussion of dynamics/orchestration	strong	0	2
	moderate	11	15
	weak	32	14
	absent	57	69
indications of personal response/engagement	strong	6	0
	moderate	27	27
	weak	38	33
	absent	29	40
overall evidence of ability to discuss music	strong	2	6
	quite strong	13	15
	moderate	40	27
	weak	45	52

Commentary:

The results achieved by Māori students in general education (GE_d) and Māori immersion (MI) settings were not statistically significantly different.