

Tī Rākau - Tī Rākau

Approach: Team

Focus: Accurate rhythmic movement.

Resources: Video recording on laptop computer (music: *E Papa*), 4 sets of rākau, 4 bibs.



Questions/instructions:

This activity uses the computer.

Click the **Tī Rākau** button.

Important: Whenever giving instructions or viewing video, have the students put their sticks aside. Students wear bibs numbered 1–4.

In this activity you will be working in pairs with the rākau or sticks.

I want [A1 - name] and [A2 - name] to work together, and [A3 - name] and [A4 - name] to work together.

We're going to watch a video which shows a group of children doing what I'll be asking you to try. The children in the video will be doing the moves listed on this card.

Now let's watch the demonstration on video. Watch very carefully because you will be trying to do the same movements in your pairs.

Click the **Play** button to show **Part 1** of the video. Then show prompt card, and read out the moves.

[Part 1 shows video of children as above with music soundtrack]

Chorus	floor-tap-tap	8 times
Right tap	floor-tap-right-to-right-tap	8 times
Chorus	floor-tap-tap	8 times
Left tap	floor-tap-left-to-left-tap	8 times
Chorus	floor-tap-tap	8 times
Right flip	floor-touch-right-flip	8 times
Chorus	floor-tap-tap	8 times
Left Flip	floor-touch-left-flip	8 times

Now I want you to practise doing those movements in pairs for two minutes. You can use this card to remind you of the movements. It's important to practise doing the same things together in your pairs, and not too quickly.

Give students 2 sticks each.

Allow 2 minutes for practice, then get students' undivided attention.

He mahi rorohiko tēnei.

Pāwhiria te pātene **Tī Rākau**.

Kia Mataara: I te wā whakahau, mātakitaki rīpene ataata rānei, kī atu ki ngā ākonga kia waiho ngā rākau.

Ka mauria pari tūnga 1 – 4 e ngā ākonga.

Ka mahi takirua koutou me ngā rākau.

Me mahi ngātahi a [B1 ingoa], me [B2 ingoa], me mahi ngātahi anō a [B3 ingoa], me [B4 ingoa].

Ka mātaki tātou tētahi rīpene o ētahi tamariki e mahi ana i ētahi mahi hei whāinga mā koutou. Kei te whai ēnei tamariki i ngā mahi kua whakarārangihia ki tēnei kāri.

Nā, me mātaki koutou i ngā whakaaturanga mai i te ataata nā te mea, ka whakamātau anō kōrua i aua mahi.

Whakaaturia te rīpene ataata – Wāhanga I. Whakaaturia te kāri tautoko, ā, pānui-ā-wahatia ngā tauira.

[Part 1 shows video of children as above with music soundtrack]

Whiti Matua	papa-tuki-tuki	x8
Tuki Matau	papa-tuki;tuki matau ki matau	x8
Whiti Matua	papa-tuki-tuki	x8
Tuki Mauī	papa-tuki; tuki mauīki mauī	x8
Whiti Matua	papa-tuki-tuki	x8
Huripoki Matau	papa-toro-huripoki-matau	x8
Whiti Matua	papa-tuki-tuki	x8
Huripoki Mauī	papa-toro-huripoki-mauī	x8

Nā, whakamātauria e kōrua ēnei nekeneke rākau mō te rua meneti. Whakamahia tēnei kāri kia mahara ai korua ki ngā nekeneke. He mea tino tika kia whakamātauria ngā nekeneke ōrite e ia takirua, engari kia āta haere.

Hōatu kia rua ngā rākau ki ia tamaiti

Waiho ngā meneti e rua hei whakamātau.

Ka oti, me areare ngā taringa.

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		GEd	MI
<p>Now I want you to try doing your movements to music. But first we'll listen to the music before you try doing it with music. Put your sticks down while you listen.</p> <p>Click the <i>Play</i> button to show <i>Part 2</i> of the video. <i>[Part 2 shows written cues only, as on cue card, with voice over reading cues accompanied by music soundtrack]</i></p> <p>Now I want you to try doing the movements to music.</p> <p>Get ready, then I'll start the music.</p> <p>Click the <i>Play</i> button to show <i>Part 3</i> of the video. <i>[Part 3 same as Part 2]</i></p>	<p>Nā, i nāianeī me whakamahi ngā nekeneke rākau me te puoro. Engari, me whakarongo ki te puoro i te tuatahi, kātahi ka mahi. Waiho ngā rākau ki raro, i a koutou e whakarongo ana.</p> <p>Tīmataria te rīpene ataata – Wāhanga 2. <i>[Part 2 shows written cues only, as on cue card, with voice over reading cues accompanied by music soundtrack]</i></p> <p>Nā, whakamahia ngā nekeneke rākau me te puoro. Kia rite, kātahi ka tīmataria e au te puoro. Waiho a koutou rākau, me whakarongo koutou.</p> <p>Tīmataria te rīpene ataata – Wāhanga 3. <i>[Part 3 same as Part 2]</i></p> <p>Global rating of individual performance of set task, with music:</p>	<p>very high 18 12</p> <p>quite high 47 65</p> <p>moderate 26 33</p> <p>low 9 0</p>	
<p>To finish off, I would like you and your partner to work together to make up your own performance using the sticks. You can make your performance as different and as interesting as you can, but it should keep to a steady beat.</p> <p>You can have 2 minutes to practise, then I'll ask each pair to show what you can do.</p>	<p>Hei whakamutunga, me mahi tahi kōrua ko tō hoa, ki te whakarite i tā kōrua ake whakaaturanga, mā ngā rākau. He pai tonu menā ka tino rerekē, ka tino mīharo hoki tā kōrua whakaaturanga, engari me whai te taki [beat].</p> <p>E rua ngā meneti whakamātau mā kōrua, kātahi ka whakaatu i ngā mahi nekeneke rākau ka taea e kōrua.</p> <p>Global rating of performance as pair to own plan: <i>(consider number of things tried, difficulty level, and performance level)</i></p>	<p>very high • •</p> <p>quite high • •</p> <p>moderate • •</p> <p>low • •</p>	

Commentary:

The results achieved by Māori students in general education (GEd) settings and students in Māori immersion (MI) settings were not statistically significantly different. The paired work was not marked because it was rare to find two Māori students paired in general education settings.