

Multicultural Perspectives in Music Education

Lesson Plan for Grades Seven Through Twelve– Maori

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Maori Waiata a Ringa

National Standards:

2. Singing, alone and with others, a varied repertoire of music.
4. Composing and arranging music within specified guidelines.
6. Listening to, analyzing, and describing music.
9. Understanding music in relation to history and culture.

Objectives:

1. After listening to “Aio” and “AEIOU” students will identify attributes of the Waiata a Ringa (National Standard #6).
2. Students will sing a simplified version of “AEIOU” (National Standards #2, 4).
3. Students will dance to “AEIOU” (National Standard #9).

Materials:

From Smithsonian Global Sound

- “AEIOU” (Maori) performed by Kahurangi from *Kahurangi: Music of the New Zealand Maori* (FW04433)
<http://www.smithsonianglobalsound.org/trackdetail.aspx?itemid=37096>

From Amazon.com

- “Aio” (Maori) performed from *Te Matarae Orehu: Maori Arts Festivals Winners “Live”* (Track 5) http://www.amazon.com/Maori-Arts-Festivals-Winners/dp/B000QR0OJY/ref=dm_ap_alb1?ie=UTF8&qid=1209427778&sr=1-127

Other Materials:

- Room for movement
- Guitar (optional)

Procedures:

1. View the map of Aotearoa (New Zealand) and provide important background information to students. Aotearoa (Island of the Long White Cloud) is a grouping of three islands in the South Pacific Ocean in a region known as “Oceania.” The main languages spoken are English and Maori. Maori are the indigenous peoples of New Zealand and make up approximately 15% of the total population. The center of traditional Maori life is the *Marai* (meeting house). When you are

welcomed on a Marai you will be taking through a formal *powhiri* (welcoming) ceremony.

Maps and other information can be found at:

<https://www.cia.gov/library/publications/the-world-factbook/geos/nz.html>

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

Students can experience an interactive *powhiri* welcoming ceremony at:

<http://www.newzealand.com/travel/about-nz/features/powhiri/powhiri-introduction.cfm>

< insert Maori Image 1 here>

2. Have students listen to “Aio”.
3. Lead a discussion with the students about their listening experience:
 - a. Example questions: How would you describe this style of singing? Does it remind you of any styles of music or musical cultures you have heard before? What do feel this song is about?
 - b. Possible answers include: This song is modern, it contains instrumentation (guitar), and there are specifically designated vocal harmonies. This song is intended for dancing and is a *waiata a ringa* (song with hands). The dancers portray the text with fluid movement of their bodies.

A video of a *waiata a ringa* can be viewed at:

<http://www.maori.org.nz/waiata/default.asp?pid=sp93&parent=84>

<insert Maori image 2>

4. Have students listen to “AEIOU”.
5. Lead a discussion about their listening experience:
 - a. Example questions: How does this song differ from the last two recordings? Do you believe it is a traditional *waiata arhoa* or a *waiata a ringa*?
 - b. Possible answers include: This song appears older than “Aio” but more modern than “Waiata aroha”. Like “Aio” this song is a *waiata a ringa*.
6. Lead students through the aural learning of “AEIOU” (see figure 1) you may wish to play the guitar chords along with your students as they sing. (While the recording of this selection is in the key of B it has been transcribed here in the key of D to allow for student voices and to create an easier accompaniment for the guitar. Any key you wish to sing this selection in is culturally appropriate.)
7. Once the students are able to sing the melody line incorporate the dance movements (see figure 2).
8. When students are secure with singing the melody line while dancing ask them to improvise vocal harmonies above and below the melody.
9. Counting off in Maori “Tahi...rua...toru...wha” have student do a mini-presentation of “AEIOU”.

Maori Image 1



Maori image 2



Maori figure 1

AEIOU

Arr. A. Clements

Trans. T. Cody

The musical score consists of three staves. The first staff begins with a treble clef, a key signature of two sharps (F# and C#), and a common time signature (C). It contains a whole note chord marked with a large 'X' and a 'D' above it, followed by a whole note chord marked with a large 'A' and an 'A' above it. The second staff continues the melody with various notes and rests, including a whole note chord marked with a large 'A' and an 'A' above it. The third staff concludes the piece with a double bar line and repeat dots. The lyrics are written below the staves, corresponding to the notes and rests.

A,_____ E,_____ I,_____ O, U._____ A,_____ E,_____

I,___O, U._____ Pi - ko pi-ko pi-ko pi-ko pi-ko pi-ko to-ro pi - ko.____

To - ro to-ro to-ro to-ro to-ro to-ro pi - ko to - ro!_____

Maori figure 2

Please see attached pdf file entitled “MPME Maori Figure 2”