



Michael Parekowhai *Atarangi II* at Te Tuhi.

# SECRET MEANINGS

**Te Tuhi Workshop, Yr 1 – 4**  
Throughout 2017

te tuhi



## What we will learn on our visit

During this Te Tuhi workshop *Secret Meanings* we will experience a towering Cuisenaire rod sculpture by internationally acclaimed New Zealand artist Michael Parekowhai.

We will learn about shape, colour and symbolic meaning through colour. We will discuss how Cuisenaire rods teach languages and help solve mathematical problems.

During our visit we will observe *Atarangi II* and discover the size, material and the many colours used in this towering sculpture. In the art studio we will celebrate the secrets of colour by creating our own personal colour wheel. We will learn what a colour wheel is, what kinds of colours are used and how to mix paint to create primary, secondary and tertiary colours.

## Suggested Pre Visit Discussion and Exercises

Before our gallery visit we will learn about...

### Colours in the world

**Where does colour come from? Where can colour be seen?** Please download power point presentation *Secret Meanings: Lesson 1* from our webpage – [www.tetuhi.org.nz/schools](http://www.tetuhi.org.nz/schools)

### Colours and numbers

**How can colour mean numbers? How can we use colour to solve math problems?** Please download power point presentation *Secret Meanings: Lesson 2* from our webpage – [www.tetuhi.org.nz/schools](http://www.tetuhi.org.nz/schools)

## Colours and words

**How can words mean colour? How can we learn new words or languages using Cuisenaire rods?** Please download power point presentation *Secret Meanings: Lesson 3* from our webpage – [www.tetuhi.org.nz/schools](http://www.tetuhi.org.nz/schools)

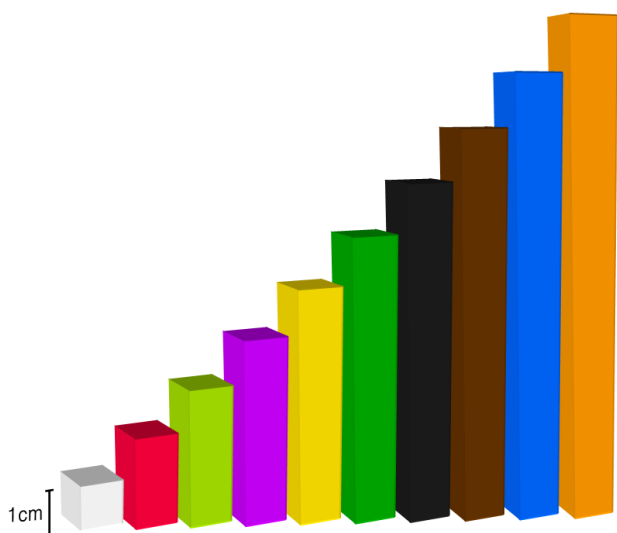
## Suggested Post Visit Discussion and Exercises

*After our visit we will extend our learning by exploring...*

### Our Te Tuhi visit

**What did we learn on our visit? What did we think about the artwork?** We will talk about what we have learnt during our visit. This may include sharing our thoughts on the kind of art we observed, sharing the ideas we talked about in the gallery and the kind of art we created. We can then share this experience with others by:

- Writing a letter to someone special (mum or dad)
- Writing a post for our classroom blog page
- Record a video to post on our classroom blog page
- Record sound bites for school radio
- Scripting a short presentation for assembly
- Designing an advertisement for the school newsletter showing people why they should go to the art gallery.



## Learning Outcomes / Level 1 Visual Arts levels

### Understanding the Arts in Context

During our pre visit exercises we will learn about colour and symbolic meaning and share our ideas and understanding through the art we make.

### Developing Ideas

During our pre visit exercises we will develop our ideas and understanding about colour by discussing how colour can reflect many things such as nature, food, animals and feelings.

### Developing Practical Knowledge

During our visit we will create our own personal colour wheel. We will learn how to mix paint to create primary, secondary and tertiary colours.

### Communicating and Interpreting

During our visit we will share our ideas and thoughts about the art we see and make. We will listen to how others have created their art.

## Mathematics

### Number Knowledge

During our pre visit exercises we will learn new ways of thinking about numbers and solving mathematic problems

## English

### Speaking, Writing and Presenting – Processes and strategies

During our pre visit exercises we will explore how colour can help describe words and Cuisenaire rods can help tell a story. This will help us see a connection between speaking, writing, and visual language.

## Social Sciences

During our pre visit exercises we will explore how Cuisenaire rods help teach different languages and the different reasons why people choose to learn.

Image:<http://en.wikipedia.org/wiki/File:Cuisenaire-Rods-2.png>

## Key Competencies

At Te Tuhi all our workshops are designed with these key competencies in mind.

### Thinking

Success Criteria: I know I will be successful if I...

- Share my opinions about the ideas we are discussing about the artworks
- Share my questions and confusions I have about the artworks and how they are represented
- Add to other people's ideas in group discussion

### Using language, symbols and texts

Success Criteria: I know I will be successful if I...

- Make connections and think deeply about the artworks I see
- Listen carefully to the specialised art language that the Te Tuhi facilitator shares with us
- Respond in oral, visual or writing when sharing my ideas

### Relating to others

Success Criteria: I know I will be successful if I...

- Listen actively when people are sharing their opinions
- Take my turn to share my ideas and opinions
- Work quietly in the art studio so that others can think and concentrate on their artwork to produce their best work

### Participating and contributing

Success Criteria: I know I will be successful if I...

- Use my time productively by engaging in sharing my ideas
- Listen actively to the ideas of others
- Take a risk and share my questions or confusions to help my understanding.

### Managing self

Success Criteria: I know I will be successful if I...

- Use a quiet voice when I am in a gallery space so other visitors can reflect on the artworks without disturbance
- Walk quietly and sensibly and show respect in the public gallery and art studio
- Use the gallery time to think deeply about what I am seeing and link my experiences to the artwork (important "think time")

## Additional Information

*Atarangi II* is a giant enlargement of a stack of Cuisenaire rods, an educational system originally used to teach young children relationships between numbers.

This system was invented by Belgian teacher Georges Cuisenaire in the 1950s, and uses a visual language to describe mathematical equations, with each rod a different colour and length to represent a different unit value. New Zealand students of a certain era will have memories of Cuisenaire rods forming a staple part of the classroom equipment.

Te Ataarangi, an immersion style of learning is considered one of the most significant programmes in the revitalisation of Te reo Maori. This style of learning was developed by Katerina te Heikoko Mataira and Ngoingoi Pewhairangi.

More recently Cuisenaire rods have been used in the teaching of languages, including teaching te reo Maori, a method known as Te Ataarangi, developed by Katerina te Heikoko Mataira and Ngoingoi Pewhairangi.

## Te Tuhi Risk Analysis Management Safety Checklist for Group Visits

The checklist identifies all possible risks and provides safety guidelines for groups taking part in Te Tuhi School Education Programmes. The following is a general guide only and we strongly advise a familiarisation visit. Our Education staff are happy to meet with you at this time.

### Supervision of children and young people.

Please carry lists of children and young people at all times. Ensure that supervising adults are fully briefed as to their responsibilities. We require the below ratios of adult to children and young people. Children and young people must remain in groups with their accompanying adults at all times

Years 1 – 4	1:6
Years 5 – 7	1:7
Years 8 – 10	1:10
Year 11 – 13	1:25

### Emergency procedures and first aid

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<b>Risk</b>	Fire and earthquake.
<b>Management</b>	Emergency evacuation – this is signalled by an unmistakable warning sound. Gallery staff will provide directions and assistance during evacuations. Identify those who need special assistance and inform a gallery staff member. Keep your students calm – walk don't run. Gallery staff will direct you and your group to assembly areas. If relevant, check your roll and report anyone unaccounted for to the Gallery fire wardens.
<b>Emergency</b>	Staff trained in first aid. For minor injuries – first aid kit at gallery front of house. Major injuries call 111.
<b>Risk</b>	Accidents and illness.
<b>Management</b>	Please ask gallery staff member for trained first aid assistance. Any risk in studio-based sessions will be minimised by the programme's design and supervision. Students needing medication should have a supervising adult with the required medication.
<b>Emergency</b>	Staff trained in first aid. For minor injuries – first aid kit at gallery front of house. Major injuries call 111.

### Internal Art Gallery environment

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<b>Risk</b>	Security of personal belongings.
<b>Management</b>	Wherever possible, do not bring valuables. Schools: we request bringing as few belongings as possible. The Checklist for a Successful Visit gives the specifics of what you are allowed to bring. Care should be taken to avoid slips and trips by ensuring students walk at normal pace and watch where they are going. Care should be taken on entry and exiting the gallery glass front doors and around objects in the galleries and classroom.
<b>Emergency</b>	Staff trained in first aid. For minor injuries – first aid kit at gallery front of house. Major injuries call 111.

### External environment

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<b>Risk</b>	Pedestrians encounter vehicle traffic on main road at the front of Te Tuhi and car park behind Te Tuhi.
<b>Management</b>	The pre-visit information we supply you with includes a map of the Gallery and its environs. Bus stops, assembly points and pedestrian crossing are marked on this map. Care should be taken as students move from buses to the gallery and pedestrian crossing should be used by school groups crossing the road.
<b>Emergency</b>	Staff trained in first aid. For minor injuries – first aid kit at gallery front of house. Major injuries call 111.

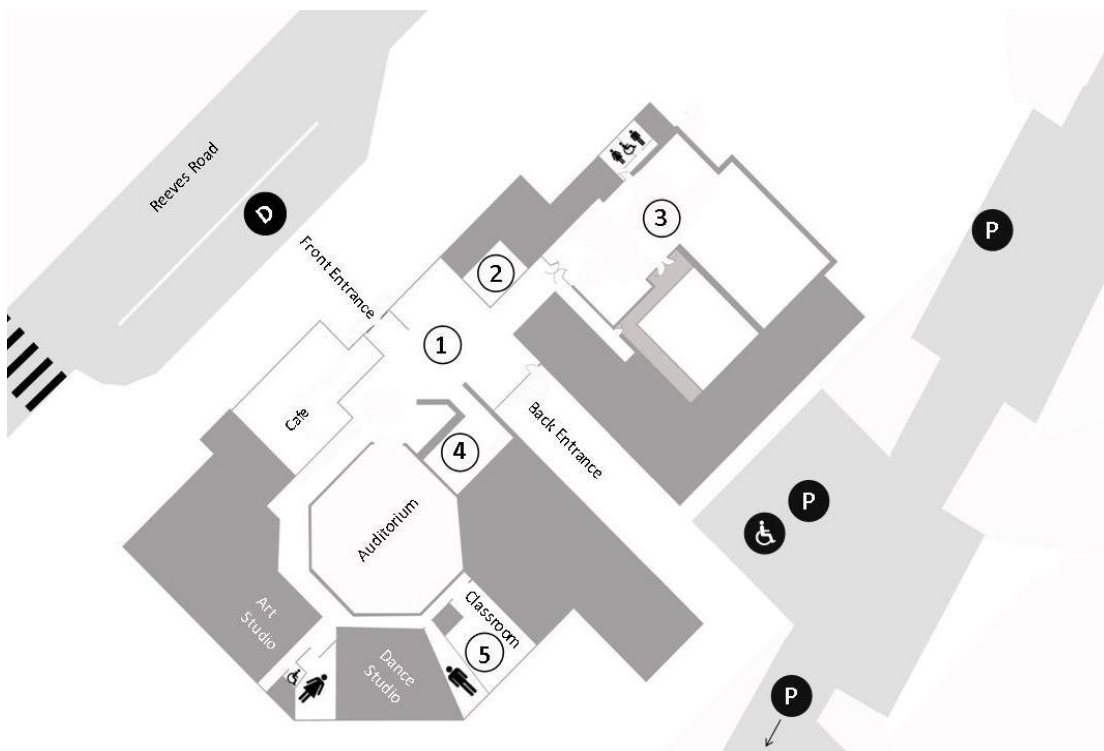
# Location Map

## Pakuranga, Auckland



- T** Te Tuhi
- P** Parking
- 1** Pakuranga Library
- 2** Westfield Mall / Food Court
- 3** Reserve / Playground

## Te Tuhi Grounds



- 1** Foyer
- 2** Reception
- 3** Main Galleries
- 4** Project Space
- 5** Classroom
- D** Drop off zone only
- P** Parking
- ♿** Mobility parking bay
- ||** Pedestrian crossing
- X** Evacuation assembly point

## Year 1 – 8 Primary and Intermediate Checklist for a Successful Visit

This quick checklist will help make your visit an enjoyable experience for both teachers and students. Please tick each circle when complete.

### Prior to arrival

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All teachers with students in the programme should have received and read through the following documents:

- Booking confirmation. Check information is correct.
- Teachers Pack. A description of the programme including curriculum links, links for pre-visit material, post visit ideas, a RAMs form and a map of the Gallery and surrounds.
- Programme schedule. Where and when for your group.

### You will need to organise

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Parents and other helpers for the visit. Adult supervision is essential at all times. The following adult : student ratio apply:

Years 1 – 4	1:6
Years 5 – 7	1:7
Years 8 – 10	1:10

### Discuss the following guidelines with your group:

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- Works of art and their frames cannot be touched (a 'keep one metre away' rule works well).
- Always move carefully when in the Gallery. Walk only, and be aware of what is around you at all times.
- The Gallery is a shared public space so please behave considerately to people around you.
- If you would like to take photographs during your visit please check with your host upon arrival (in some cases works cannot be photographed). Always turn your flash off in the Gallery.

### On the day

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- Ensure students wear legible name tags.
- Food and drink is to be consumed prior to or post programme session. Water bottles are welcome in the art studio only.
- All cell phones must be turned off – emergency use only.
- Payment. If your booked programme includes material costs we prefer to invoice your school after your visit. If you need to pay by cheque, you can do so on the day. Speak to the cashier while you are at the Gallery to clarify your choice, and to give exact student numbers for your visit.

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**Te Tuhi**

**Learning Experiences Outside the Classroom**  
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