



Stories from the Pacific

Te Tuhi Workshop, Years 1 – 8

te tuhi



What we will learn:

During the Te Tuhi programme ‘Stories from the Pacific’ we will learn how artists use signs and symbols to tell stories within Pacific culture. We will see examples of work by Pacific artists and inspire students to create their own signs and symbols to tell their personal story.

During our Te Tuhi visit students will use the signs and symbols we designed in class to help create an artwork inspired by Polynesian tapa. Students will use colour, shape and line with a range of art materials to help tell our story.

Prepare your students for their visit by using the pre-visit activities and the gallery’s pre-visit pack on the gallery’s website

Suggested Pre-visit Discussion and Exercises:

Before our gallery visit, we will learn about...

1. Polynesian tapa

- *What is a tapa cloth and what does it look like?*
- *Who makes tapa cloth and what is it used for?*
- *Has tapa changed over time?*

Download PowerPoint presentation 'Stories from the Pacific: Pre-visit lesson 1' from our webpage:
<https://tetuhi.art/children-youth/schools/>

2. Inspired by tapa

Many artists today see Polynesian tapa as inspiration to make art and to tell their story. See how they have been inspired by this unique Polynesian art form.

Download PowerPoint presentation 'Stories from the Pacific: Pre-visit lesson 2' from our webpage:
<https://tetuhi.art/children-youth/schools/>

3. Pacific symbols and the stories they share (optional for Year 0–2)

Study and draw *siapo* (Samoan tapa) and *ngatu* (Tongan tapa) symbols. Learn what has inspired the design and the meanings behind each symbol.

Download PowerPoint presentation 'Stories from the Pacific: Pre-visit lesson 3' from our webpage:
<https://tetuhi.art/children-youth/schools/>

4. Designing our story – symbols

Create your own symbols and visually share your personal story.

Download PowerPoint presentation 'Stories from the Pacific: Pre-visit lesson 4' from our webpage:
<https://tetuhi.art/children-youth/schools/>

5. Mathematics and tapa (extension)

Explore the intricate use of rotation in tapa design. Experiment with rotation using your own symbols.

This online resource allows you to explore the use of rotation in tapa design from 5 different Pacific cultures:
<http://www.wicked.org.nz/Interactives/Pasifika/Pasifika-Patterns2>

Links to artist information for teachers:

- [Fatu Feu'u](#)
- [Ahota'ei'loa Toetu'u](#)
- [Dagmar Dyck](#)
- [John Pule](#)

Suggested Post-visit Discussion and

Exercises: After your visit extend students' learning by exploring...

Our Te Tuhi visit

- *What did we learn on our visit?*
- *What did we enjoy the most?*
- *What did we find difficult?*
- *Was there something new we tried?*
- *What did we think about the artwork in the gallery?*
- *Could the artist have made their work differently and still tell their story?*

We will talk about what we have learnt during our visit. This may include sharing our thoughts on the kind of art we observed, and 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 / Levels 1-4

Visual Arts levels

Understanding the Arts in Context

During our pre visit exercises we will learn how tapa is made and the importance of tapa in Pacific culture. We will see how tapa design has inspired many Pacific artists and the artwork they make.

Developing Ideas

During our pre-visit we will learn to develop our ideas to create simplified/symbolic imagery or icons that will visually help with telling our story.

Developing Practical Knowledge

During our visit we will learn to use a range of art tools such as coloured paper, pencil, glue and scissors to help create a poster that tells our chosen story — as seen in exemplar.

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

Geometry and Measurement – Transformation

During the extension activity we will learn about the symmetry and use of rotation within Polynesian symbols.

Social Sciences

Social Studies

During this programme we will explore the importance of Polynesian tapa and how much it is valued within Pacific culture. Through its various uses during celebratory occasions Polynesian tapa helps sustain culture, tradition and heritage.

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")

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Learning Experiences Outside the Classroom
13 Reeves Road, Pakuranga, Auckland 2010
Phone: 09 577 0138
Fax: 09 577 0139
Email: schools@tetuhi.art