



# I AM NZ

## Te Tuhi Workshop, Years 1 – 8

*Cost: \$2.00 per student*

### What we will learn:

During the exciting Te Tuhi programme “I AM NZ” we will think about the place we live in, Aotearoa New Zealand, and what makes this country unique.

This can include food, animals, clothing, cultures, people, landscapes or buildings which we will have created drawings of in class. We will bring these drawings to Te Tuhi where they will help us create an artwork showcasing the identity of NZ.

te tuhi



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. Aotearoa NZ, home sweet home

- *What makes Aotearoa New Zealand such a great place to live? Is it the landscape, the people, different cultures – what do you think?*

Download PowerPoint presentation “I AM NZ: lesson 1” from our webpage – <https://tetuhi.art/children-youth/schools/>

### 2. Aotearoa NZ in black and white

- *What is inspiring artists from Aotearoa NZ?*
- *What are New Zealand artists making art about?*

Download PowerPoint presentation “I AM NZ: lesson 2” from our webpage – <https://tetuhi.art/children-youth/schools/>

### 3. Aotearoa NZ, drawings of home

Now students create their own drawing showcasing the identity of Aotearoa NZ – [bring these drawings with you when you visit Te Tuhi.](#)

Download PowerPoint presentation “I AM NZ: lesson 3” from our webpage – <https://tetuhi.art/children-youth/schools/>

### Links to artist information for teachers:

- [Dwain Aiolupotea](#)
- [Esther Remnant](#)
- [Jono More](#)
- [David Teata](#)
- [Sam Farquhar](#)

## 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 but 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 2-4 Visual Arts levels

### Understanding the Arts in Context

During our pre and post visit exercises we will learn about the different ways of communication. This being oral - voice, written - text, visual language - imagery and physical expression - acting. We will share our ideas and understanding through the art we make.

### Developing Ideas

During our 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.

## English

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

During our visit we will explore how stories can be communicated in different ways. This will help us understand the connection between oral, written, and visual language.

## Social Sciences

### Social Studies

During our visit we will explore the connection between oral, written, visual and physical expression and how telling stories of cultural importance in this way help keeps culture alive for people of different generations.

## 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")

---

**te tuhi**

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