



# Migration Stories

Te Tuhi Workshop, Years 5 – 10

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

## What we will learn:

During the Te Tuhi programme Migration Stories, students will learn about migration, both in the Pacific and throughout the world, and learn how artists make art inspired by migration. This programme will also help us learn more about and reflect on what it might be like to migrate to a new country.

During our Te Tuhi visit we will use a variety of dry and wet materials to create personally designed luggage tags. We will design and incorporate individual symbols and messages that reflect our views of migration.

## Suggested Pre-visit Discussion and Exercises:

Before your gallery visit prepare your students by using these pre-visit activities...

### 1. What migration is

- *What is migration?*
- *Why do people migrate?*

Download PowerPoint presentation 'Migration Stories: lesson 1' from our webpage – <https://tetuhi.art/children-youth/schools/>

### 2. Pacific migration to Aotearoa

- *When did the Pacific migration begin?*
- *What did Pacific migrants take with them?*

Download PowerPoint presentation 'Migration Stories: lesson 2' from our webpage – <https://tetuhi.art/children-youth/schools/>

### 3. Pacific migration to the world

- *Where are people from NZ going?*
- *Why are they leaving?*

Download PowerPoint presentation 'Migration Stories: lesson 3' from our webpage – <https://tetuhi.art/children-youth/schools/>

### 4. Art and migration

- *How do artists connect art with migration?*

Download PowerPoint presentation 'Migration Stories: lesson 4' from our webpage – <https://tetuhi.art/children-youth/schools/>

### 5. Messages of migration

- *What would we miss about our home?*
- *How would we feel about our new home?*

Download PowerPoint presentation 'Migration Stories: lesson 5' from our webpage – <https://tetuhi.art/children-youth/schools/>

### Links to artist information for teachers:

- [Alfredo & Isabel Aquilizan](#)
- [Jacob Lawrence](#)
- [John Pule](#)
- [Edith Amituanai](#)
- [John Veā](#)

## 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 3–6

### Visual Arts

#### Understanding arts within context

During our pre-visit exercises we will learn what migration is, why people migrate, more about migration in the Pacific and abroad, and how artists make art inspired by migration.

#### Developing Ideas

During our pre-visit exercises we will begin to develop our understanding of migration and possible experiences migrants may face. During our Te Tuhi visit we will use this knowledge and understanding to help develop our own ideas before and while making our own art.

#### Developing practical knowledge

During our visit we will use a variety of techniques and materials to create an artwork that shares our understanding of migration.

#### 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.

## Social Sciences

Identity, Culture and Organisation  
Place and Environment

During our pre-visit exercises we will learn about how some migrants preserve their culture and identity in their new home country. Those migrants share why this is important.

## 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 orally, visually or in 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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