



SECRET MEANINGS

Te Tuhi Workshop, Years 1 – 4

te tuhi



What we will learn:

During the Te Tuhi workshop *Secret Meanings* students will experience a towering Cuisenaire rod sculpture by internationally acclaimed New Zealand artist Michael Parekōwhai.

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

During the visit students 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.

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. Colours in the world

- *Where does colour come from?*
- *Where can colour be seen?*

Download PowerPoint presentation *Secret Meanings: Lesson 1* from our webpage – <https://tetuhi.art/children-youth/schools/>

2. Colours and numbers

- *How can colour mean numbers?*
- *How can we use colour to solve math problems?*

Download PowerPoint presentation *Secret Meanings: Lesson 2* from our webpage – <https://tetuhi.art/children-youth/schools/>

3. Colours and words

- *How can words mean colour?*
- *How can we learn new words or languages using Cuisenaire rods?*

Download PowerPoint presentation *Secret Meanings: Lesson 3* from our webpage – <https://tetuhi.art/children-youth/schools/>

Links to artist information for teachers:

- [Michael Parekōwhai](#)

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 / 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.

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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