| **Patu Unit** |
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| **Major Learning Intentions:**   * We are learning to demonstrate an understanding of icons and symbols. * Learning to understand that (how) different cultures use icons and symbols to communicate their values. | | | |
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| **Values I will be focusing on and how they will be incorporated into this unit.** | | | |
| School Values: | What this will look like in the classroom | | |
| **Manaakitanga** (Respect) | Being respectful about other people’s cultures. | | |
| **Rangatiratanga** (Leadership) |  | | |
| **Whanaungatanga** (Belonging) | Using different images and symbols is okay. | | |
| **Hiranga** (Striving for Excellence) | Producing quality workmanship. | | |
| **Rereketanga** (Diversity) | Learning about and accepting other people’s cultures. | | |
| **Matatautanga** (Learning) | Painting & transfer, gluing techniques, eye-hand coordination. | | |
| **Kaitiatanga** (Sustainability) | Using harakeke material - biodegradable. | | |
| **Key Competencies I will be focusing on and how they will be incorporated into this unit.** | | | |
| Key Competencies: | What this will look like in the classroom | | |
| Thinking | Decision making about; layering paint; colours; masking tape; symbols & text. | | |
| Relating to others | Being respectful about other people’s cultures. | | |
| Using lang, symbols, and texts | NZ symbols; cultural symbols and colours, cultural context. | | |
| Managing self | Using the materials correctly and appropriately, follows instructions. | | |
| Participating and contributing | Helping each other with the flax plating. | | |
| Curriculum Links | Achievement Objectives that will be a focus. | | |
| **Understanding the Arts in Context - Level 4** | Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they are made, viewed, and valued. | | |
| **Developing Practical**  **Knowledge - Level 4** | Explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes. | | |
| **Developing Ideas - Level 4** | Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists’ works. | | |
| **Communicating and Interpreting - Level 4** | Explore and describe ways in which meanings can be communicated and interpreted in their own and others’ work. | | |
| [NCEA - Resources for Internally Assessed Achievement Standards](http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards) |  | | |
| **TOPIC ACTIVITIES/LESSONS** | | | **RESOURCES/NOTES** |
| **Lesson 1**  **W.AL.T’s/Questions**  We are learning to demonstrate an understanding of icons and symbols.  Learning to understand that (how) different cultures use icons and symbols to communicate their values. | Show the slide [Patu - copy for ANZZAE Conference 2023](https://docs.google.com/presentation/d/1qcuDbnVpcjC3jdZez5r4AX20f8wGG3npeiaPpVPkkhc/edit#slide=id.p) discuss the artist model - discuss what symbols and icons are.  Each student will paint a white undercoat onto both sides of their patu, put aside to dry.  For their planning, each student traces the patu template 3 times onto A4 paper.  They must generate 3 different designs.  Their chosen design do needs to include;   * the position of the masking tape(s); * a painted image; * some text - this could be collage; * a piece of paper collage from a magazine etc. | | Can each student name or describe an icon?  **Materials:**  Wooden patu, cardboard patu templates, paint for undercoating, A4 paper, pencils. |
| **Lesson 2**  **W.AL.T’s/Questions** | Students will apply another undercoat onto their patu.  Students continue with their 3 designs.  Choose one of the designs. Lay down the masking tape(s)  Pencil their design onto the patu.  Use paint (and other media) to apply the first coat/layer of their design. Let that dry. Students apply a second coat/layer. Dry. Remove masking tape.  Use magazines or specific symbols or patterns downloaded and printed in colour - to collage onto their patu. | | **Materials:**  Masking tape; acrylic paints, magazines, PVA glue, wooden patu, cardboard patu templates, paint for undercoating, A4 paper, pencils. |
| **Lesson 3**  **W.AL.T’s/Questions**  We are learning how to protect paintings with a glaze.  How to use natural materials in a traditional manner. | Continue with the lesson from the previous day.  When the patu is fully decorated to both, the teacher’s and the students approval, it must be dry as a bone before applying a PVA glue type glaze - or use other final glazing/vanish material.  Platt some harakeke strands to make a small length of rope to tie onto the end of the patu - this is the tau or wrist cord. | | **Materials:**  Harakeke fibres, PVA glue, acrylic paints, magazines, wooden patu, cardboard patu templates, paint for undercoating, A4 paper, pencils. |
| **Lesson 4**  **W.AL.T’s/Questions** | Continue with the lesson from the previous day. | |  |

| Reflection: (in this case - notes for the ANZAAE Conference delegates) | | | |
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| One of the benefits of aiming at 3 designs from each student is that you should get at least 1 design from every student. Being insistent on the production of 3 designs can prevent a rushed half hearted attempt at their planning. (Students are often extremely keen to just start painting their patu).  Patu - and other weaponry - were symbols of chieftainship and regarded as valuable heirlooms and sometimes used on ceremonial occasions. Some patu were adorned with carvings that may have represented; a deity or protector (poukaiora) for the user; a deity or protector to help the user overcome his opponent; | | | |