



DEVELOPING IDEAS: GENERATING AND REFINING IDEAS IN RESPONSE TO A WAKA ODYSSEY. DEVELOPING AND COMMUNICATING PURPOSEFUL IDEAS ON THE THEME OF WAKA JOURNEYS.

ESSENTIAL QUESTION

CAN WE NAVIGATE OUR WAKA ACROSS THE SEA AND INTO OUR CLASSROOM?

WHAT ARE WE LEARNING?

- Using a range of oral and written features to create meaning and effect and to sustain interest.
- Explore and use art-making conventions, applying knowledge of elements and selected principles.
- Understanding and constructing simple commands using knowledge of Te Reo Maori.

TRY THIS WITH

- Year Level 4-8
- Students with a connection to waka hourua.
- Students who love projects focussed on a story.

FIND

Identify
Label
Summarise

Generalise
Trace
Recognise

Ask: Where did you come from today to be here?
Use A4 plain paper and a black pen, pencil or indian ink to create a monochromatic artwork.
Have students close their eyes and draw their journey without lifting their pen from the paper.
Hang the journey artworks in a grid format to emphasise their similarities and differences.
Use Posterizer to create a large scale map of your local area.
Document the routes every student takes to get to school on the map.
List, categorise, calculate and tally student journeys using an A to B format.
Calculate who travels furthest? Fastest? Least? Slowest? By Car? By Foot?
Use miniature figurines and found items to create Slinkachu micro-journeys.
Get up as close as you can to photograph your micro-journeys.
For your own professional learning as an educator listen to Waka Fleet on RNZ.
Use Fromhereto to calculate the distance the waka hourua have travelled from Rarotonga.

APPLY

Connect
Correlate
Compare

Model
Represent
Examine

Examine the traditional methods that waka hourua use to navigate a journey across the ocean.
Watch the Te Mana o te Moana The Pacific Voyagers Trailer.
Introduce both the purapura whetu and the points of a western compass.
Make waka hourua streamers and attach them outside near your classroom.
Measure, photograph, record and document wind change over a series of days.
Use knowledge about direction and turn to create a navigation treasure hunt.
Scale the hunt as large (the whole school field) or as small (the classroom) as is practicable.
Make voyage scenario cards e.g. the wind has changed, the weather is rough, it is cloudy.
Assign each student a day/scenario card for their class Waka Odyssey.
Record or write a podcast diary entry using voice memo in the narrative voice of the waka hourua navigator.
Focus on conveying how it would feel to be alone on the ocean in their recording.
Use Garage Band to edit the podcast and add sound effects (weather, boat etc) for authenticity.

PRODUCE

Experiment
Design
Develop

Infer
Abstract
Conclude

Understand birds play an important role in navigation as signposts for approaching land.
Create paper silhouettes of birds in flight.
Support students to create a bird silhouette artwork to represent their assigned day's travel.
Place your bird artworks in day order around the classroom to represent your journey.
Paddle your waka taua into the harbour and master directional commands in Te Reo.
Utilise a bench, beam or low wall, something that students can sit astride in and 'paddle'.
Imaginary paddle your waka taua using the commands 1. whakamua (forward) 2. whakamuri (backward), 3. whakamaui (left), 4. whakakatau (right) and 5. E HOE! (Paddle!).
Warren Maxwell has composed a piece of music for A Waka Odyssey arrival.
The piece is inspired by the loud birdsong that navigators could hear as they approached land.
Download your own birdsong files and use Garageband to mix a waka pōwhiri of birdsong.
Play your waka pōwhiri soundscapes to welcome visitors to your school reception area.



SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Documenting, measuring and analysing the journey every class member takes to get to school.
- Record or write a podcast that is reflective of a given scenario and in the narrative voice of a navigator.
- Creating a bird silhouette artwork that is representative of the student's narrative scenario.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	KEY CONCEPTS
Inclusion Cultural Diversity	Respect Innovation Inquiry and curiosity Community and participation	Using language Symbols and texts Relating to others Thinking	English The Arts Mathematics and Statistics	Migration Waka Hourua Navigation Waka Pōwhiri	Te Reo Commands Direction and Distance Narrative Voice Soundscapes