

COMMUNICATING SYMBOLISM, MEANING AND VALUE USING PHOTOGRAPHIC CONVENTIONS. PROTECTING OUR TAONGA BY WAY OF COMMERCIAL REDRESS IN TREATY SETTLEMENTS.

ESSENTIAL QUESTION IF IT IS IN A MUSEUM THEN WHO DOES IT BELONG TO?

WHAT ARE WE LEARNING?

- Investigate relationships between art-works, their contexts and influences.
- Explore ways in which meaning can be communicated and interpreted.
- Understanding the significance and importance of personal, local and national taonga/treasures.

TRY THIS WITH

- Years 5-10
- Students who have an eye for quality.
- Students who love New Zealand/Aotearoa.

FIND

Find
Identify
Recognise

Locate
Read
Define

Consider: Who do you think owns Ka Mate? Who owns the things in our museums?

Introduce the concept of kaitiakitanga using 'The Treaty in Practice, The Ngāi Tahu Claim'.

Watch videos to make statements about ownership, responsibility and guardianship.

Use Wunderlist to create a list of things that each class member would consider a taonga in their family or home.

Construct a class definition for taonga.

Hunt in local souvenir shops, chain stores and museums for things you consider to be of Māori origin.

Categorise: Real or imitation? NZ made? Māori? Kitsch or taonga?

Collect examples of artist's work that use Māori symbols, e.g. Walters and Frizzell.

Provoke: Is it appropriate for non-Māori artists to use Māori symbols?

Investigate advertising that uses Māori culture, e.g. Italian Fiat.

Skitch



māori maps

APPLY

Examine
Question
See

Compare
Research
Relationships

Discuss: Can a thing have a spirit/wairua? Watch clips where Pardington discusses her exhibitions.

Interpret: Has Pardington captured the wairua in the Hei Tiki?

Look at how light is used in 'My Mother's Roses, Pomegranates and Plastic Bottles, Ripiro'.

Explain: Responding to art-works combines inference and investigation.

Infer: How has the artist arranged (composed) and lit the objects?

Predict what these symbols could mean.

Analyse: Is there a message that goes beyond the subject matter?

Research: What was the artist's intention for this photograph?

Learn from 'Introduction to still life studio photography'.

Set up a 'studio' with a black background, reflectors and three light sources.

Support your students photographing an egg.

YouTube



fotor

PRODUCE

Decide
Interpret
Judge

Assess
Visualise
Original

Explain to students that they will create an online exhibition that will present a mix of family and community taonga.

Contribute objects that are the most precious in your family.

Film a family member explaining why this item is precious.

Create a label for the taonga that includes a title, brief history and a date.

Replicate Pardington's photographic style on each student's selected taonga.

Experiment with three sources of lighting, reflectors and composition.

Peer-analyse the photographs on screen.

Choose the best image for the online exhibition.

Use the Weebly template to collate the work.

Request permission from your local museum to photograph and collect documentation of taonga from their collection into your exhibition.

Launch your exhibition.



SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Understanding the concept of taonga and identifying it in art.
- Analysing art-works to understand the symbolism and meaning.
- Photographing personal and local taonga.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	KEY CONCEPTS
Treaty of Waitangi Cultural diversity	Equity Integrity Respect	Relating to others Thinking	Art Economics	Wairua Copyright Imitation Composition	Taonga Kaitiakitanga Communicating meaning Symbolism