

The Learning Progression Frameworks (LPFs) describe significant signposts in reading and writing as students develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10.

Overview

Reweti Arapere learnt that the art he wanted to make was the art that emerged when he looked at the world through his Māori eyes. His giant cardboard and felt-pen figures help him to tell the stories of his whakapapa and of Aotearoa.

A PDF of the text is available at www.schooljournal.tki.org.nz

Themes

- Art
- Creativity
- Telling indigenous stories

Related texts

“Fly Me Up” SJ L3 Nov 2018 | “The Great Ordinary: The Photographs of Edith Amituanai” SJ L4 Nov 2016

Strengthening reading behaviours (what to notice)

Text structure and features

- Abstract concepts
black was a gloomy colour; Many people think these are strange tools for an artist; the future is fragile; Black American hip-hop culture, something Reweti and his friends related to
- Figurative language
stands tall and strong like a shelter; Māori eyes; whakapapa is a circle

Requiring students to:

- use their vocabulary knowledge that many words can have multiple meanings and uses, along with the context, to infer the author’s meaning
- integrate their prior knowledge of literary and figurative language, in written and spoken language, with the context to predict the author’s meaning.

Vocabulary

Te reo Māori	Te Pō, tūpuna, kōhanga reo, kura kaupapa Māori, atua, moko, kapa haka, whakapapa, wharenuī, pou kāri, kura huna, kōwhaiwhai, mangōpare, kamo-whaiwhai, pātaka, Kāinga, tangata whenua
Proper nouns	Ngāti Raukawa ki te Tonga, Ngāti Tūwharetoa, Ngāti Porou, Te Kura Kaupapa Māori o Ōtepeu, Tauranga, Welcome Bay, Tāne-mahuta, Rangimatua, Dowse Art Museum, Lower Hutt, Nuku Tewhatewha, Palmerston North, Mataora
Possibly challenging vocabulary	fragile, graffiti, tagged, postcode, figures, transformers, camouflage, archway

Helpful prior knowledge (pre-reading and introducing the text)

- We each have our own way of looking at the world, and this is influenced by many factors, including ethnicity.
- There are many reasons why people make art and various ways (mediums) they choose to express themselves.
- Te ao Māori (for example, the importance of tūpuna and moko) is central to Māori art.
- There is a culture of street art and graffiti, which has changed over the years (especially through attempts to legitimise it).
- People are inspired by many things to create art.

Possible reading and writing purposes

- Learn about a well-known Māori artist's motivation and influences
- Explore some of Reweti Arapere's art pieces and discuss his development as an artist
- Identify and describe how Reweti combines Māori narratives in contemporary contexts.

See *Effective Literacy Practice in Years 5–8* for information about teaching comprehension strategies ([Teaching comprehension](#)) and for suggestions on using this text with your students ([Approaches to teaching reading](#)).

Possible curriculum contexts

This text has links to level 3 of *The New Zealand Curriculum* in: [ENGLISH](#) [THE ARTS](#)

Understanding progress



The following aspects of progress are taken from the [Learning Progression Frameworks](#) and relate to the specific learning tasks below. See the LPFs for more about how students develop expertise and make progress in these aspects:

- Acquiring and using information and ideas in informational texts
- Reading to organise ideas and information for learning
- Using writing to think and organise for learning
- Creating texts to communicate current knowledge and understanding.

Strengthening understanding through reading and writing

Select from the following suggestions and adapt them according to your students' strengths, needs, and experiences.

Note: Most of these activities lend themselves to students working in pairs or small groups.

- Before reading, familiarise yourself with any te reo Māori words that are new to you. Use the knowledge of your students, other staff, or experts in your community to provide accurate pronunciation and support for meaning.  The online [Māori Dictionary](#) also provides audio of accurate pronunciation. Review these words with your students. They could make a group record to refer to while reading. Read the subheadings together and discuss what each section might be about.
- Give the students sticky notes and, as they read, ask them to write down something they make a connection with, something they already know, something they found interesting, something new they learnt, and any questions they have. You could provide a card of sentence scaffolds to help English language learners express their ideas or seek help or clarification (for example, *A word I need to clarify here is ..., I need help with this because ...*). After reading, have each student share one of their sticky notes and explain why they chose that piece of the text.
- Have the students create a timeline showing Reweti Arapere's development as an artist. The information needed is under the subheadings "Cardboard and Felt Pens" and "Real Art". Model how to create a timeline for those English language learners who are finding it difficult to notice shifts in time. Help them to identify the words that indicate a time shift and discuss what these mean. For further practice, text reconstruction tasks can be helpful.
- The students can look for further information about Reweti Arapere and compare it with or add it to the information from the article. Helpful sources include [Reweti Arapere's blogspot](#), the [Dowse Art Museum](#), and [Pātaka Art + Museum](#).
- Ask the students to look critically at what motivates and influences Reweti Arapere (the sections headed "Kura Huna" and "The Whakapapa Circle" contain this information).
- Have the students use the **Connections** template at the end of this TSM to help them make personal connections with the text. In the left-hand column, ask them to record information about Reweti Arapere under the various headings and to justify what they say about him by recording evidence from the article in the middle column. In the right-hand column, ask the students to write connections they can make between the artist and their own lives. *How is this the same for you? How is it different?*
- Alternatively, the students could write a curriculum vitae or profile of Reweti Arapere that includes headings such as Name, Family, Education, Hobbies, Likes, Experiences, and Special qualities. They could do one for themselves as well. Provide a model text or graphic organiser to assist students who need more scaffolding.  You could use a Google Doc resume template.
- Have the students write a description of Reweti Arapere's art for someone who has not read the article. Firstly, write down the headings, and then together (or dividing sections between groups), ask the students to add bulleted notes of information from each section. Support them to condense the information and notice how it is grouped. You might need to help them rephrase the text by asking *What is this part mainly about?* Discuss other headings the students might use in their writing by asking what would be important to know about (for example, inspiration, development, techniques, and exhibitions). Revise what to include in an introduction and conclusion.
- The students could think of their own journey in life so far and create a cardboard 3D artwork with a pictorial representation of their journey somewhere on it. They could build a house, an animal, or something that is their taonga.

“Kura Huna: The Art of Reweti Arapere” Connections

	About Reweti Arapere	Clues from the text	My connections
Personal characteristics (For example, his birthplace, where he lives, his education, people in his life)			
Likes/dislikes			
Experiences			
Things he does (Activities, hobbies)			
Inspiration (What motivates him)			
Thoughts and feelings or questions about life			

Summary statement: How does knowing about Reweti Arapere make you feel?
(Does it inspire you? Does it influence you? Does it make you want to try ...?)