Mythical Maui

English and The Arts - Level 1

The Learning Context:

In this unit students will create and present a simple play using the legend "Maui and the Sun."

During the first stage of the unit students will read and re-tell "Maui and the Sun" recognizing the difference between narrative and dialogue within the text. The students will then work with the teacher to transform the story into a play script. This script will consist of a storytelling component with dialogue included where appropriate.

The class will go on to explore dramatic techniques and learn Maori songs and dances as they rehearse the play. A video camera may be used to allow students to review and enhance their practice performances.

Students will invite a range of people to come and watch their play. An audience feedback form will be distributed as one way of assessing the performance.

Teachers may choose to use a different well-known myth or legend for this unit. Approximately 20 lessons

Achievement Objectives:	Enterprising Attributes:	
 ENGLISH CURRICULUM: Level 1 Processes and Strategies: Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. Purposes and audiences: Recognise that texts are shaped for different purposes and audiences. THE ARTS Music - Sound arts Communicating and Interpreting: Respond to live and recorded music. Drama Communicating and Interpreting: Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work. 	 Generating, identifying and assessing opportunities Generating and using creative ideas and processes Matching personal goals and capabilities to an undertaking Working with others and in a team Planning and organising Being fair and responsible Monitoring and evaluating Communicating and receiving ideas and information Teachers to observe and collect evidence of these enterprising attributes in action.	
English Learning Outcomes:	Resource Requirements:	
 Students will be able to: Retell the story of "Maui and the Sun" by identifying and ordering the key events and dialogue. Identify and describe the purpose of speech marks and narrative in written text. Use an expressive voice and effective body language to portray characters from "Maui and the Sun". Participate in the presentation of 'Maui and the Sun" and evaluate their performance against shared success criteria. 	 Various Maori myths and legends Maui and the Sun legend (a range of authors) Senses Y chart Music Maui Catches the Sun resource- By Janet Grierson (optional) Materials for props and costumes Video Camera / Digital Camera Poi and sticks 	

Teaching and Learning Sequence

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalized and meaning learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The future focus issues of citizenship and enterprise can be explored during this unit. Students can explore what it means to be innovative and enterprising by producing then performing Mythical Maui to citizens in their community. In doing so, students are contributing to the well being of people in their community. Performing arts is an important service that people provide in their community, and they usually give up their own time to put on these performances. Through their endeavours, students are also exploring what it means to be a citizen.

The numbered activities listed are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.

The t the u prese	ng Started: eacher reads the story of "Maui and the Sun" to the class and describes nit and focus for learning to the students. Explain that the class will be enting the story as a play to a range of audiences. her gauges students' prior knowledge by asking: What do you know about the story of "Maui and the Sun"? What do you know about a play ? What do you know about acting in front of an audience (dramatic techniques)?	LINKS TO BES Best Evidence Synthesis 1. Quality teachers have high expectations for their students, supported by quality teaching.
Теас	hing and Learning Sequence:	
1.	Begin by reading a range of Maori legends to the class (Excluding Maui and the Sun). Discuss what a legend is – what do these types of stories have in common? What types of things do legends explain? etc. Ask the students to choose their favourite legend. Communicating and receiving ideas and information	
2.	The teacher re-reads the story of "Maui and the Sun" to the class and gets the students to identify the key events of the story. What are the key events and why are they important to the story? As a class re-write the story in student's words. Present this in a big book with illustrations drawn by the students. (Learning Outcome 1) Communicating and receiving ideas and information	6. Quality teachers match activities to students' developmental needs.
3.	Students identify all the characters that feature in the story. The students then use the Senses Y chart (*) for each character and fill in what the character looks like, sounds like and moves/feels like. Students will need to use the story and illustrations for support. Students could draw and label the main characters and/or draw their favourite character from the story. Communicating and receiving ideas and information	4. Quality teachers know
4.	The teacher and students explore the Enterprising Attributes of the main characters. Did Maui have drive and initiative? Did he work well with others in a team? Did he negotiate and influence other people? etc.	4. Quality teachers know their students and are responsive, effective and creative in meeting their individual learning needs.

5.	Students locate all the places in the story where somebody is talking. How do we know that a character is speaking? Explain the use of speech-marks in written texts. Using the text students identify all dialogue in the story. Copy out the speaking parts onto coloured card. The card could be cut into speech bubble shapes to show students a further way of representing speech. Use different coloured card for each character. (Learning Outcome 1 and 2) Communicating and receiving ideas and information	
6.	Discuss the difference between dialogue and narrative text. The teacher and students write suitable narrative text to place between the dialogue. This narrative text is recorded using different coloured card and/or different writing style from the dialogue. Communicating and receiving ideas and information	
7.	As a class put together a big book of "Maui and the Sun" using the students' ideas, get the students to illustrate the story and add in speech marks. Use this book as a shared book to emphasise the story, characters and different text. Have fun informally acting out the story giving students different roles so that they get used to the idea of bringing the book to life. Practice simple dramatic techniques such as voice projection, voice expression, facial expression, body language, etc. Generating and using creative ideas and processes; Working with others and in teams	
8.	The students focus on one character at a time and practice speaking, looking and moving like the character using the Y chart that was created in Step 2. Repeat for all characters. (Learning Outcome 3) Generating and using creative ideas and processes	
9.	The teacher and students devise success criteria for the play performance. Possible criteria could include: students use an audible and expressive voice, students know their lines well, students make and use creative and eye catching props, students design and wear effective and appropriate costumes, the audience enjoys our presentation, etc. Excellence	10. Quality teachers involve students in the process of setting specific learning goals.
10.	The teacher discusses the importance of having a timeline for the play performance. Start with the date/s for the performances and then work backwards. Use this to keep focused and on track throughout the planning and rehearsing process. Planning and organising	
11.	The teacher and students identify stages in the play where they could insert singing, dancing, and other artistic presentations such as stick games, freeze frames, etc. Students begin learning waiata, dances, poi, stick games, dramatic techniques, etc, that could be performed in the play. (Use experts in your school/community to help with this such as the local kapahaka group.) Spend time teaching and practicing the different songs, dances, etc. Planning and organising; Generating and using creative ideas and processes	9. Quality teachers promote sustained thoughtfulness through questioning approaches, wait time and opportunities for application and creativity.
12.	The teacher and students brainstorm a list of different props and costumes that could be made for the performance. Use a decision making grid to narrow and determine the choices. Make props and costumes using the help of older students, parent helpers, etc. Generating, identifying and assessing opportunities, Generating and using creative ideas and processes; Planning and organising Innovation, inquiry, and curiosity	

13.	The teacher and students discuss the different roles needed for the performance. The roles will include characters, stage hands, prop managers, lighting and sound technician/s, advertising specialist/s, costume and make-up co-coordinator, video technician/s, photographers, compere, etc. The students choose a role that they are most suited to. Auditions can take place if needed for all or some of the roles. Matching personal goals and capabilities to an undertaking, Planning and organising	
14.	Students begin rehearsing the play and use the video camera to record performances (an ICT expert from another class could offer assistance). Students view the video footage to help them evaluate how they are going and where they can improve. Watch the video several times, firstly so they can laugh and giggle at themselves, then so they can focus on their performance and suggest ways of enhancing it. Invite experts in to help during rehearsal times to act as mentors or specialists like the local high school drama class, performing arts students, drama teachers etc. Monitoring and evaluating, Being fair and responsible, Working with others and in teams	9. Quality teachers make transparent to students the link between effort and achievement.
15.	The teacher and students brainstorm a list of people they could invite to watch their performance – potential audiences could include Principal, other classes, the local pre school, parents, grandparents etc. Students look at a wide range of invitations and then design their own. (This could be done as a class, in groups, or just by the advertising specialists) Planning and organising	10. Quality teachers use evaluations that are purposeful and supportive of the learner.
16.	The teacher and students look at a range of play programmes that are distributed to audiences at performances. Students identify the key features of a play programme and the class collectively designs their own for "Maui and the Sun". This programme is written up and printed off. Planning and organising	
17.	The teacher and students devise an audience satisfaction feedback form to gauge the audience's opinions of the performance. This feedback form could include questions that are related to the success criteria devised at stage 9. Planning and organising	
18.	The students perform the play to their audience/s. Ensure that the performance is videoed. Students distribute and then collect in the audience feedback forms. Excellence Community and participation	
19.	Students view the video footage of the performance. Using this and the audience's feedback forms they evaluate their performance against the "success criteria" they drew up at step 9. Students identify the strengths of their performances and areas for improvement. Monitoring and evaluating	

Reflective Questions:	
 Exploring new knowledge and skills How is a play different from a story? What do actors need to do when performing in a play to make the play really good? How well did I perform the play? Do I need to do anything differently next time I perform in a play? How do I feel performing in front of an audience? What other stories could be turned into a play? 	
 Exploring what it is to be innovative and enterprising When were you using each Enterprising Attribute? How could you improve on using the Enterprising Attributes next time? 	
 Exploring further future focus issues You are citizens in your community, and so are your guests. How did you bring pleasure to these people in your community? What were the benefits? What role did your 'enterprise' play in making this performance a success? What values did you apply in this learning? Did that help to make it a success? 	

Possible Assessment Activities (Teacher):

Learning Outcome 1: Students sequence the main events in "Maui and the Sun" using illustrated cards. They write captions to describe the story or take part in a conference with the teacher where they explain the story.

Learning Outcome 2: Students read aloud a text and identify the positions and purpose of speech marks.

Learning Outcome 3/4: Teacher could evaluate the students' performance against the shared success criteria devised during the unit.

Handy Hints:

- You could sell DVDs of the play at the play performance to parents and extended family members. The revenue from this could cover the costs of producing props and costumes.
- You could extend this unit to cover objectives from the visual arts strand by focusing on Maori art and by using patterns and symbols found in Maori art for the costumes and props.

MAUI AND THE SUN

(An example of a simple script)

CHARACTERS

- Narrator
- Maui
- Maui's four brothers
- Men
- Women
- Children
- Sun

SCRIPT

(Groups of men and women and children on stage, working, weaving, practicing poi dances or stick games etc)

MUSIC/SONG – KOTAHITANGA

NARRATOR:

In the beginning of time, in the land of Aotearoa, the sun travelled quickly across the sky. The days were too short and the nights were too long. There was very little time for the people to do what they wanted. The men needed more time to fish and hunt. The women and children liked to dance and practice stick games but it quickly became too dark to see. They enjoyed weaving but they could never finish their work. And, when they had prepared their meals, the sun would go down and they would have to eat in darkness. The people became unhappy and they grumbled about the days being too short.

(While the narrator is reading this out the students could act out the different parts silently. Any Maori song, dance or stick games could be included here.)

WOMAN 1: There is no time for weaving, no time for gardening too. There is no time for cooking; hours of daylight are too few.

MAN 1: There is no time for working, no time for hunting too. There is no time for fishing, when we're out in the canoe.

CHILD 1: There is no time for dancing, no time for playing too. There is no time for doing all the things we like to do.

PERSON 2: If only the days were longer. We must try and slow down the sun.

MUSIC / SONG – Here comes the Sun - The Beatles

NARRATOR: The people of the village asked Maui if he could help them. MAN 2: What can we do to lengthen the days? Maui, can you help us? NARRATOR: Maui called everyone together and told them of his plan to make the sun slow down.

MUSIC QUIETLY PLAYING IN THE BACKGROUND - Mission Impossible

MAUI - I have a plan to catch the sun. I will need your help. First I will need some long ropes woven from flax. Brothers I will need your help too. Together we will carry the ropes to the edge of the world where the sun sleeps. We will use the ropes to make a snare and we will catch the sun.

MUSIC/ SONG – A little help from my friends – The Beatles

(Women, children and men all begin weaving and making ropes for the men)

NARRATOR: Finally the snare was ready. Maui and his brothers prepared themselves for the long journey ahead.

MUSIC / SONG - I would walk 500 miles - The Proclaimer

(Maui and his brothers walking around the stage while the rest of the class sit on the sides singing)

NARRATOR: Maui and his brother's set off to the east to where the sun rose each day. They travelled secretly at night while the sun slept, carrying the flax ropes with them. They travelled through forests and over mountains until at last they came to the edge of the world. They spread the snare across the sky so it was easy to catch the sun when it rose. They hid behind rocks and waited until the day began to dawn. Maui holds his magic jawbone in one hand and the ropes of the snare in the other.

MUSIC – Here comes the sun – The Beatles

(Maui and his brothers holding onto the snare as the sun begins to rise)

MAUI – Pull the ropes, quickly pull the ropes. Hold him brothers while I beat him with my magic jawbone.

SUN: Let me go, let me go! You are hurting me!

NARRATOR: The brothers pulled the ropes harder and harder and Maui beat the sun with his magic weapon. The sun strained and struggled and screamed with pain.

SUN: Stop it! Let me go! Why are you hitting me?

MAUI: You move too quickly across the sky each day. You must promise to slow down. Do you promise?

SUN: I promise, I promise, just let me go.

MUSIC/SONG - We are the Champions - Queen

(Maui and the four brothers singing as they walk back to their village)

NARRATOR: After the brothers had released the ropes the sun rose into the morning sky. From then on, the sun kept its promise and moved slowly across the sky. The people were glad for now they had time to do all the things they wanted to do.

MUSIC/SONG - Celebration - Cool and the Gang

(All the villagers singing and dancing and celebrating as the sun slowly moves across the sky behind them)

NARRATOR: And to this day the sun moves slowly across the sky so that we all can get the things done that we need to, thanks to Maui and his brothers.

THE END

