

MATARIKI

The Little Eyes in the Sky

THE
COURT
EDUCATION



EDUCATION PACK

Primary School Tour
30 May - 6 July 2016

MATARIKI

The Little Eyes in the Sky

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THE CREATIVE TEAM

- Director – Holly Chappell
- Co-Creator – Rutene Spooner
- Designer – Owen McCarthy
- Stage Manager – Jo Bunce
- Assistant Stage Manager – Lydia Foate
- Education Manager – Rachel Sears

THE CAST



KIM GARRETT
Actor



JUSTIN ROGERS
Actor



LAURA HASSON
Actor

EDUCATION PACK:

- Written by Rachel Sears, Education Manager
- Designed by Wendy Riley, Communications Manager
- Layout by Buratino Productions Ltd



SHOW SYNOPSIS

Kahurangi embarks on a unique journey of discovery to visit the seven stars of Matariki, a star constellation representing a whānau (family) of six sisters and their mother, Matariki.

She helps the stars reconnect with their lost sister Ururangi and along the way discovers the things about herself that she wants to celebrate during the festival of Matariki.

In the story Kahurangi has to practice singing her waiata for the Matariki celebration. She finds it really hard to concentrate and to find time to practice.

TALK ABOUT:

Have you ever had to practice anything and found it difficult? With a talk partner share something you have had to practice, and talk about what helped you improve.





MATARIKI

Matariki is the Māori name for the small cluster of stars which comes into view in New Zealand on the north-eastern horizon, appearing in the tail of the Milky Way in the last days of May or in early June, just before dawn. This marks the Māori New Year.

Various Māori tribes celebrated Matariki at different times. Some held festivities when Matariki was first seen in the dawn sky; others celebrated after the full moon rose or at the beginning of the next new moon.

For all tribes, the importance of Matariki has been captured in proverbs and songs

One tale is the story of Ranginui, it tells the story of Ranginui, the sky father, and Papatūānuku, the earth mother, who were separated by their children. The god of the winds, Tāwhirimātea, became so angry that he tore out his eyes and threw them into the heavens, creating the stars of Matariki.

Our show is based on the story of the mother star Matariki and her daughters. In our show we follow a character we created, Kahurangi, as she learns about Matariki and her daughters and discovers what Matariki means to her.

HAVE A GO:

In groups do some research to find out more about other stories of Matariki. Present these different versions to your class.

HINTS:

Look for the story of the brothers and their wives, the lightening tears, and the fishes that get thrown into the sky.

EXT:

Using the structure of a narrator and actors (further work on page 9) recreate a performance that tells an audience one of the stories of Matariki.

Matariki happens at the end of harvesting and the next season's crops are planted according to the brightness of the Matariki star cluster. If the stars are clear and bright, it is seen as a sign that a good season is coming. If the stars appear hazy and closely bunched together, a cold winter is predicted and planting is delayed.

Historically, the sighting of Matariki was a time to remember those who had died since its last appearance.

A number of modern Matariki celebrations involve making and flying kites to welcome the stars of Matariki.

HAVE A GO:

Design a kite that you would like to fly to welcome in Matariki, think about including the things you learnt from watching the show *Matariki – The Little Eyes in the Sky*.

THE CHARACTERS

Kahurangi – our hero, has been given the special task of singing to mark the Māori New Year and finds herself on an adventure to find Ururangi and save Matariki.

THE STARS OF MATARIKI



1. MATARIKI

The mother of all the stars.

2. WAIPUNA-Ā-RANGI

Looks after the sea and the oceans.

3. TUPU-Ā-NUKU

Looks after the forests and the trees.

4. TUPU-Ā-RANGI

Looks after the birds

5. WAITĪ AND WAITĀ

Look after all the small creatures.

6. URURANGI

Looks after her family and cares for all her sisters but loses confidence in her role and is helped by Kahurangi to realise the important place she holds in the family.

HAVE A GO:

Who are the people who look after you? Choose one and a design and write them a thank you card explaining how they help you.



THE MAKING OF MATARIKI

The Little Eyes in the Sky



THE DIRECTOR
Holly Chappell

What is your favourite part of the show *Matariki – The Little Eyes in the Sky*?

When Kahurangi says she can't think of anything that she does to help the world and Laura and Justin pretend to agree with her and end the show – it always makes me laugh.



CO-CREATOR
Rutene Spooner

When you were growing up what did Matariki mean to you?

Matariki was always huge in my household because my uncle was a great gardener. Matariki for me, is a chance to look back at the previous year and think “what can I do better”, “how can I be a better me”.

What have you most enjoyed about making *Matariki – The Little Eyes in the Sky*?

Kim – I loved watching the puppets coming to life and getting to perform with all of them.

Justin – I really appreciated being able to play a funny version of me as the narrator and all the different characters I get to be.

Laura – I really enjoyed learning loads of new te reo and poi



KIM GARRETT
Actor



JUSTIN ROGERS
Actor



LAURA HASSON
Actor

MĀORI PERFORMANCE ARTS



Girls of Pakotai School demonstrating ti rākau (Maori stick games) in 1947. Photograph taken by F W G Dickeson of Studio De Luxe. Reference Number: PAColl-5469-030

KAPA HAKA

Kapa haka is a unique form of Māori performing arts where people use their body, voice, different kinds of props and weaponry to express themselves and portray special messages. Kapa Haka includes various types of “dance” and “song” such as ‘haka’ - seen performed by the All Blacks, poi, waiata-a-ringā (action songs) and moteatea (chants).

POI

Poi refers to a visual instrument which resembles a small ball attached to a string that is swung in circular patterns and reflected off the body to create dazzling imagery and drum like rhythms. Generally poi is performed in larger groups accompanied by singing and actions and mostly performed by females. Traditionally poi were used mainly by men to strengthen their wrists and increase flexibility for combat and warfare. Poi originated with the Māori people of New Zealand.

MAU RĀKAU

Mau rākau, meaning “to bear a weapon”, is a special form of Māori weaponry where a type of spear is used to strike and defend an opponent based on traditional Māori martial arts. These days mau rākau is used widely in kapa haka (Māori performing arts) and still exists as a form of combat in controlled spaces. Mau rākau is almost exclusively done by men however some tribes have the exception where women are also able to participate.

TI RĀKAU

Uses short sticks, often beautifully decorated and is made up of rhythms and actions. Ti rākau helps warriors to practise hand-eye coordination at speed.

TALK ABOUT:

Which of these traditional Māori performing arts were present in *Matariki – The Little Eyes in the Sky*? How were they used to help tell the story?

DIFFERENT WAYS OF STAGING A SHOW

There are many different ways of choosing to arrange an audience for a play.

TRAVERSE

Where the audience is on both sides of the action, it is very difficult to have any scenery in this set up.

END ON

Where the audience sits at one end of the performance space.

IN THE ROUND

Where the audience sit all the way around the playing space.

THRUST

Where the audience sit on three sides of the playing space.

TALK ABOUT:

The director and designer made a choice with *Matariki – The Little Eyes in the Sky* to stage the play in traverse. How effective do you think this choice was and why?



A NARRATOR

In *Matariki – The Little Eyes in the Sky* the actors sometimes became a narrator. A narrator is someone who tells the audience the story rather than acting out the story and playing the characters.



TALK ABOUT:

In partners talk about the storyline of the show you watched, was it helpful to have a narrator who explained parts of the story to you?

EXT:

Think about other ways you could still understand what was going on in a story without having a narrator. Have you seen a performance without a narrator? How did you understand what was going on?

HAVE A GO:

in groups of four or five choose one person to be the narrator. The narrator tells a story of their day and the other people in the group act out what they are explaining.



ACTING

In *Matariki – The Little Eyes in the Sky* the actors have to play multiple different characters.

Justin and Laura play:

- All the stars
 - the members of Kahurangi's family
 - the birds
 - the trees
 - the people in the village
- and many more.



TALK ABOUT:

How did you know that they were playing different roles?

HINT:

Think about how they used their bodies, voices and faces to communicate which character they were playing.

HAVE A GO:

1 Finding characters physically – your whole class walks around the space. As you walk experiment with leading from different parts of the body. Try leading with your feet, your knees, your hips, your chest and finally your head. Take a moment to watch other peoples leading with different parts of their body, do people look different or the same?

2 Each person chooses one body part that they enjoyed leading with. Walk around the space and explore what happens when you start exaggerating these physical traits. Imagine that you are starting at level 1, try and exaggerate your movements slowly from level one to ten. Choose a level to continue to work with, level five usually feels about right.

3 Find a partner, in a pair show each other your walk and talk about who you think would move in that way, what do they do for a job? How old are they? How do they talk? Etc.

PHYSICAL THEATRE

Physical theatre is when actors use their bodies to represent something that isn't a person. In *Matariki – The Little Eyes in the Sky* the actors use their bodies to represent the trees in the forest, the birds and even the waves of the ocean.

TALK ABOUT:

What did you think about this choice? Was it clear to you when you were watching the show that the actors weren't being people?

HAVE A GO:

Working in groups try and find a way to use your bodies to show one of the items in the list opposite. Keep which one you are making a secret and then show your class and see if they can guess what your physical theatre was representing.

- River
- Washing machine
- Toilet
- Rain
- Car
- Space ship

PUPPETRY

Using puppets is a great way to tell a story in drama, especially if you want to represent an animal or a mythical or fantasy character.

DIFFERENT TYPES OF PUPPET

- Glove puppet
- Finger puppet
- String puppet or marionette
- Stick puppet

Sometimes larger puppets can be operated by more than one person.

TALK ABOUT:

Which kind of puppets were used in *Matariki – The Little Eyes in the Sky*? What did you think worked or didn't work about this choice?

HAVE A GO AT BEING A PUPPETEER

There are some really important rules for operating puppets which if you follow your puppetry will always look great. These rules are the same for any kind of puppet. See what kinds of puppets you can find and have a go.



Keep your puppet alive – you may have noticed that the actors in *Matariki – The Little Eyes in the Sky* never throw the puppets down on the floor or let them hang from one hand, whenever they weren't using a puppet it was hidden in a basket, this is to make sure that the puppet is always kept alive by the puppeteer.

Keep your puppet breathing – even when we are really still we are still moving a little bit. Have a go at finding a way for your puppet to move that is small and controlled and makes them look like they are breathing slowly (try and avoid moving your puppet up and down vertically to achieve this).

Find the eyes – take time to find out where your puppets eyes are and to make sure you understand how and what it can see. Try and make your puppet make eye contact with you and then with your classmates. The next step is to make two puppets hold eye contact with each other.

TALK ABOUT:

Think back to *Matariki – The Little Eyes in the Sky* can you remember a moment when a puppet made eye contact with you in the audience or with another character on stage. How did this make you feel?

MUSIC

USING INSTRUMENTS IN DIFFERENT WAYS

In the show *Matariki – The Little Eyes in the Sky* the actors all play musical instruments as part of the performance. Sometimes they use musical instruments to support them singing a song, sometimes they use the instruments to help them create the atmosphere of the scene.

1: MUSICAL INSTRUMENTS AND SINGING

In the show Justin plays a guitar to accompany the singing.

HAVE A GO:

At playing some percussion instruments to accompany your class singing.



2: CREATING THE ATMOSPHERE

In the show the actors create a storm when Waipuna-ā-rangi is angry and upset.

HAVE A GO:

Using only sound, create the atmosphere of a storm. Try using instruments or just your voices.

EXT:

Try adding movement, can you do both at the same time?

3: REPEATING RHYTHMS

In *Matariki – The Little Eyes in the Sky* the drum is played every time a star appears, this repeated rhythm means that the audience knows to start expecting the stars every time the rhythm is played.

TALK ABOUT:

Did you notice the repeated rhythm on the drum each time the stars appeared? Did this help you understand what was happening in the story?



MAKING THE STARS



HAVE A GO:

Think about the things that each star looks after and try and match the correct pattern with the correct star.

1. MATARIKI
2. WAIPUNA-Ā-RANGI
3. TUPU-Ā-NUKU
4. TUPU-Ā-RANGI
5. WAITĪ AND WAITĀ
6. URURANGI



HAVE A GO:

Imagine you were designing an emblem or image to represent you. What would you choose? Once you have decided try and make your pattern as simple as possible so it can be repeated. When you have a simple pattern you could try using a potato stamp to recreate a pattern like the ones Owen used in the design of *Matariki – The Little Eyes in the Sky*.

You can learn more about how to make a potato stamp here:

<https://youtu.be/8xhHCqigPpE>

MY MATARIKI

HAVE A GO:

In the show *Matariki – The Little Eyes in the Sky* Kahurangi helps Ururangi remember the important things she does to help her family. In the box below draw a picture or write about a time you have helped someone in your whānau or community. Matariki is a time when you can remember and be thankful for the help you receive and commit to helping others in the year to come.

HELPING MY WHĀNAU



WHAT DID YOU THINK?

HAVE A GO:

Draw an imaginary line on the floor or use a line on your gym or classroom floor.

AGREE

DISAGREE

Ask a teacher to read out these sentences about the show *Matariki – The Little Eyes in the Sky* and decide how far you agree or disagree with each statement and then stand on that bit of the line that explains what you think.

Once you class is positioned on the line you can ask each other questions or discuss why each person is standing in their spot.

STATEMENTS

- I thought Waiti and Waita would be fun to be friends with
- I didn't like the music in the show
- I understood what was being said when the actors were talking in te reo Māori
- I understood how Ururangi felt when she couldn't think of the reason she was important
- I would like to perform in a show like the actors in *Matariki – The Little Eyes in the Sky*
- I thought the Matariki puppet was scary
- I liked the ending of the show
- My favourite character was Ururangi

TWO LANGUAGES

Think about the scene in *Matariki - The Little Eyes in the Sky* where Kahurangi talks to Matariki about finding Ururangi. The two characters talk in two different languages.



TALK ABOUT

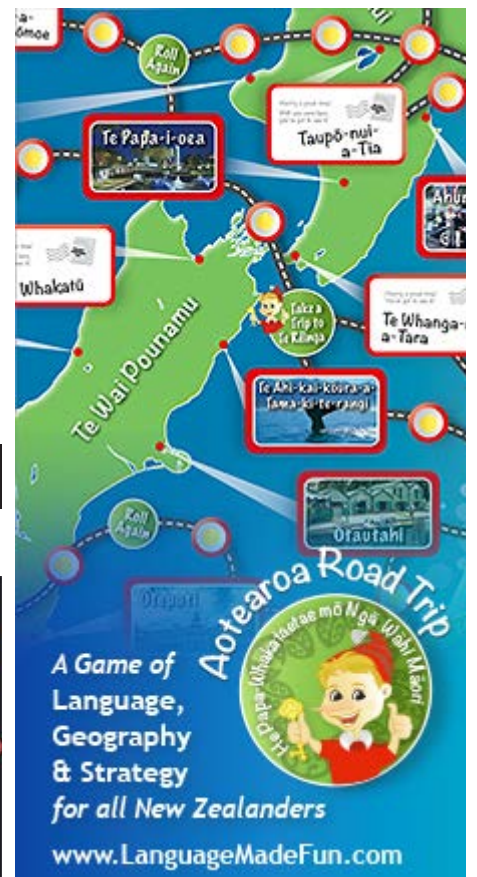
How did you understand what was happening?

HAVE A GO:

Banana Language – is a language where you can only say the word banana and you have to rely on gesture, tone of voice and facial expression to communicate what you want to say. In pairs try talking in 'banana language' and see how easy/hard it is to understand each other.

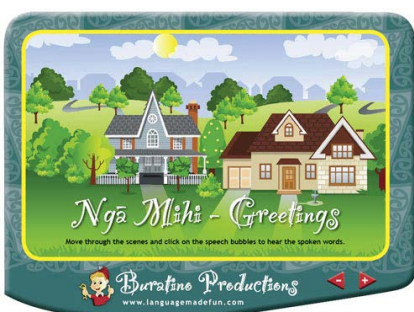
HAVE A GO:

How many languages are spoken in your class? Have a go at creating a scene between two people using two different languages. See if you can arrange the dialogue so that someone who only speaks one of those languages would understand.



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YOUR FEEDBACK

The information you provide helps us to make our shows more informative, entertaining, and relevant to the needs of your student. Please feel free to email additional feedback to our Education Manager at Rachel.Sears@courttheatre.org.nz

School: _____

Contact Teacher's Name: _____ Position: _____

Contact Email: _____

Which elements of *Matariki - The Little Eyes in the Sky* did your students find most enjoyable? Why?

Which aspects of *Matariki - The Little Eyes in the Sky* were most relevant to your students?

Please rate the following from 1 to 5:

(1: Not Really | 5: The Best!)

Engagement with children _____

Quality of performance _____

Relevance to learning _____

Any other comments? _____

Are you happy for us to use your comments in our marketing material?

YES / NO

Teacher's Signature: _____ Date: _____



Sprinkling Stars at Matariki by Ira Mitchell-Kirk©

This image named 'Matariki' which features on the cover was painted by Ira Mitchell-Kirk, have a go at colouring in your own version of this picture.

The painting depicts Matariki, the mother reaching to her six daughters, Tupu-ā-nuku, Tupu-ā-rangi, Waitī, Waitā, Waipuna-ā-rangi and Ururangi. It is said they assisted the sun, Te Rā, whose winter journey from the north has left him weakened and we see them predominately at the beginning of the traditional Maori new year when Te Ra needs the most help in winter times.