

Tag Free Kiwi

Years 7–8

Focus area 3

This section of the **Tag Free Kiwi** programme contains one of the following focus areas for students at years 7–8 (ages 11–12):

1. Our community
2. Graffiti – what does it mean?
3. **Rock art**
4. Consequences
5. Solving the problem
6. Proud to be me

Note: Research suggests that an effective programme should include learning experiences from each of the focus areas.

Focus area 3: Rock art

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Focus area 3: Rock art

Curriculum links

Key Competencies: Thinking; Using language, symbols and text; Participating and contributing

Learning areas: Social Sciences; Art; English

Resources

Photopack: Rock Art (two photos, also available as PowerPoint slides – photocopy photos for group work) - available from your Police School Community Officer

Samples of stamps brought by teacher or students

Success criteria

Students will be able to:

- appreciate the value of Aotearoa New Zealand's rock art
- compare Aotearoa New Zealand's rock art with current graffiti
- demonstrate their own creative skills.

Learning experience 1: Symbols and pictures

Activities

1. Stamp

Show students the Māori Rock Art Stamp from the photopack. Students answer the following questions.

- Ask:
- What do you think these drawings are?
 - Who do you think might have made them?
 - When do you think they were drawn?
 - What could they have been drawn with?
 - Why do you think that they were put on a stamp?

Get students to research about Māori rock art, stressing its importance to New Zealand and why it is held in such high regard.

2. Etching

Show students the etching from the photopack. Students answer the following questions.

- Ask:
- What do you think these drawings are?
 - Who do you think might have made them?
 - When do you think they were drawn?
 - How have these marks been made?
 - Do you think NZ Post would put this on a stamp? Why, or why not?

3. Using symbols and pictures

Either

Students create individual messages using only symbols and pictures. Then, working in pairs, students try to decipher each other's messages. Messages can then be displayed on the wall. Students move around the display and try to decipher all the messages.

- Ask:
- How easy was it to work out what the messages said?
 - Which messages were the easiest to work out? Why?
 - What other means do we use to get our messages across?

Or

Working individually, students design their own postage stamps. Samples of stamps could be shown to them. Completed stamps could be displayed on the school website. Invite students to explain the significance of the design they have used.

More information about stamps can be found on the NZ Post website:

<http://stamps.nzpost.co.nz/>

Assessment

Students complete a PMI chart to show their reactions to their new learning from this learning experience.

Plus	Minus	Interesting