

E PAPA WAIARI

Māori Tītī Tōrea from New Zealand



NEW LEARNING: D

RECORDER TONE SET: D G

OTHER LEARNINGS: compound meter, rondo form, G, D7, C chords, *s, l, t, d r m*

MATERIALS: recorders, PowerPoint, rhythm sticks or equivalent (two per student), guitars or ukuleles (optional)

ABOUT THE SONG:

Tī rākau are traditional Maori stick games in which players sit on the ground and tap, throw, and catch two short sticks while singing a song. In years past, these stick games were taught to young Māori boys to train them in spear fighting. Today, both children and adults play *tī rākau* for fun. As they play, they sing songs called *tītī tōrea*. Competitions are sometimes held, with the aim being for each team to complete a certain set of patterns without dropping a stick as the tempo increases.

G C G D7 G

E au - e _____ ka ma - te au; E hi - ne ho - ki mai ra.
Far a - way my friend - has gone. When is he com - ing back home?

D7 G

E pa - pa wai - a - ri, ta - ku nei ma - hi, ta - ku nei ma - hi, he tu - ku roi - ma - ta.
When I call his name he'll of - fer his hand, if times be hap - py or if they be sad.

G C G D7 G

tu - ku roi - mata. E au-e____ ka ma - te au; E hi-ne ho - ki mai ra.
if they be sad. Far a - way my friend - has gone. When is he coming back home?

D7 G

Ma - ku e kau - te o hi - koi - targa. Ma - ku e kau - te o hi - koi targa!
Days may pass, weeks may pass, we'll be friends Months may pass, years may pass, we'll be friends.

- English version by D. Meek

TRANSLATION

A

Alas I will die; oh darling, return to me.
Alas I will die; oh darling, return to me.

B

O Uncle Waiari, all I've been doing,
All I've been doing is shedding tears.

C

I will count your footsteps.
I will count your footsteps.



PRONUNCIATION GUIDE

- There are five vowels (a, e, i, o, u) and eight consonants (h, k, m, n, p, r, t, w).
a = [ah]
e = [eh]
i = [ee]
o = [aw]
u = [oo]
- Vowels with macrons are stressed and extended slightly.
- Diphthongs are very common.
- R's are flipped.
- T's are soft (almost like a d).
- There are two diagraphs: wh = [f] and ng = [ng]

LESSON STEPS:

DAY ONE

1. Teach the game.

- Begin performing a pat-clap-clap body percussion ostinato. Invite the students to join you.
- Begin singing the verse of the song.
- Distribute two sticks to each student. Guide them to perform the movements below as you sing.

A:

Beat One: Hold sticks vertically and tap bottom of stick on the ground.

Beat Two: Click sticks together.

Beat Three: Click sticks together

B:

Beat One: turn to right diagonal. Tap top of both sticks on the ground.

Beat Two: Tap bottom of sticks on the ground. (For a challenge, flip the stick over!)

Beat Three: Click sticks together.

(Repeat to left diagonal.)

C:

Beat One: Hold sticks vertically and tap bottom of stick on the ground.

Beat Two: Click sticks together.

Beat Three: Toss stick in right hand to partner, and catch partner's stick with the same hand.

- Allow the students to create their own patterns!
- Allow the students to view videos of Māori performances.

DAY TWO

2. Teach the song.

- Display a tone ladder including *s, l, t, d r m*. Play "Follow My Finger."
- Point four-beat patterns for the students to translate into solfege and hand signs.
- Gradually morph into the refrain. Add text.
- Sing the entire song for the students, asking them to note the number of times the refrain is sung.
- Repeat, indicating for the students to sing the refrain with you.
- Display the text of the song. Sing again, asking the students to lip-sync everything except the refrain.
- Echo-sing short phrases as needed.
- Sing entire with guitar accompaniment.

3. Teach the recorder part.

- Display the patterns below. Instruct the students to sing them using solfege.

A section:



B and C sections:



- Repeat, singing the song simultaneously.
- Divide the students into two groups to sing the song and the recorder part. Switch.
- Repeat, using note names. The students will discover a new note: low D.
- Distribute recorders and guide the students to play low D with a lifted soft palate and slow air stream.
- Echo-play patterns with G and low D.
- Sing the pattern on pitch, using the syllable “doo.”
- Tongue the rhythm. (Whisper the rhythm using the syllable “doo.” Use no voice—only a gentle, warm, steady air stream.)
- Place the recorder on the chin and tongue the rhythm while fingering the notes.
- Play the pattern.
- Divide the students into two groups to play the pattern and sing the melody of the song simultaneously. Switch parts.
- Add guitar or ukulele accompaniment and a group to perform the *tī rākau*.

Lesson from *Flight 2: Another Journey Around the Globe with Recorder!* by Darla Meek
© 2018 Sweet Pipes, Inc. Used with permission. All rights reserved.

To purchase, visit www.sweetpipes.com.