

Music Department



'Significance of NZ Music Festivals'

INSERT IMAGE

AS91270 4 Credits & AS91331 4 Credits

Student Workbook

Name:

Pathway:

Achievement Standards AS91278 & AS91331

Notes: this booklet is designed to assist you in formulating and gathering evidence to ensure you meet the requirements standards AS91278 and AS91331. This booklet must be submitted with your assessment booklet.

Milestones

- **Week 1** Identify chosen festival(s) and gather information
- **Week 2** Complete Task 1
- **Week 3** Complete Task 2
- **Week 4** Begin Task 3
- **Week 5** Complete Task 3
- **Week 6** Complete Task 4
- **Week 7** Begin Task 5
- **Week 8** Complete Task 5
- **Week 9** Complete Task 6
- **Week 10** Complete Presentation

This workbook includes adapted tasks written by Moana Brown, Secondary Adviser, Health & PE, 2009 for AS91331. Thank you for permission to use and adapt these tasks for this workbook.

Teacher Notes:

The teaching or revising of a critical thinking model also needs to be included. Refer to „Making Meaning: Making a Difference.“ pp 25-31. Curriculum in Action Series, 2004.
http://www.tki.org.nz/r/health/cia/make_meaning/index_e.php

If the students are using surveys or questionnaires then refer to the section on: Planning Consideration – Safety and ethical issues for students carrying out research in „Making Meaning: Making a Difference.“ p.34 Curriculum in Action Series, 2004.
http://www.tki.org.nz/r/health/cia/make_meaning/planconsider_safety_e.php

Students can use the tool Survey Monkey to create a survey.
http://www.surveymonkey.com/Home_Landing.aspx

Student Workbook

Task 1 - What do I know? This is to be completed by students by themselves to find out what they personally know.

Task 2 - Research of chosen NZ Music Festival – Students gather information from websites, magazines, interviews, articles etc

Task 3 - Survey of friends and whanau (family). Students design a survey to carry out on their friends and whanau to find out how their chosen NZ Music festival affects them. Students will require guidance on safety and ethical issues for carrying out research and can also use the tool Survey Monkey to create a survey if available and useful. Support with data analysis may be required.

Task 4 - Interviewing a performer/person involved in the festival. In this activity, students are required to interview a performer either in person or using other communication tools i.e. email, phone interview to find out how performers are affected by their chosen NZ Music Festival. If they cannot access a performer, they can use gathered information to write their own interview questions and answers.

Task 5 - Who else is involved in their chosen NZ Music Festival? A series of questions are given to guide students. It is not expected that all be answered in depth.

Students do further research on the socio-logical impact of their chosen Music Festival investigating the following areas:

- Societal, Cultural, Media/Advertising, Economic, Political, Environment, Historical

Students at this stage should have enough information to complete Task 1A – Self, Others and Task 1B – Significance of Festival.

Task 6 - Critical Discussion – considering all information gathered, students are to critically discuss the effects of their chosen NZ Music Festival on people in Aotearoa/NZ and the sociological impact on different groups in society.

Student Notes:

The context for this assessment is: **A chosen NZ Music Festival**. You can use all resources obtained in and out of class. Your work must be your own and original. Attempt all given tasks. You will be assessed against the following:

Achievement	Achievement with Merit	Achievement with Excellence
Investigate an aspect of New Zealand music.	Investigate in depth an aspect of New Zealand music.	Investigate comprehensively an aspect of New Zealand music.
Examine the significance for self, others and society of a ... festival.	Examine, in depth, the significance for self, others and society of a ... festival.	Examine critically the significance for self, others and society of a ... festival.

When considering the **significance** of the sporting event, activity or **festival** and how it impacts on self, others and society, factors and issues could include, but are not limited to:

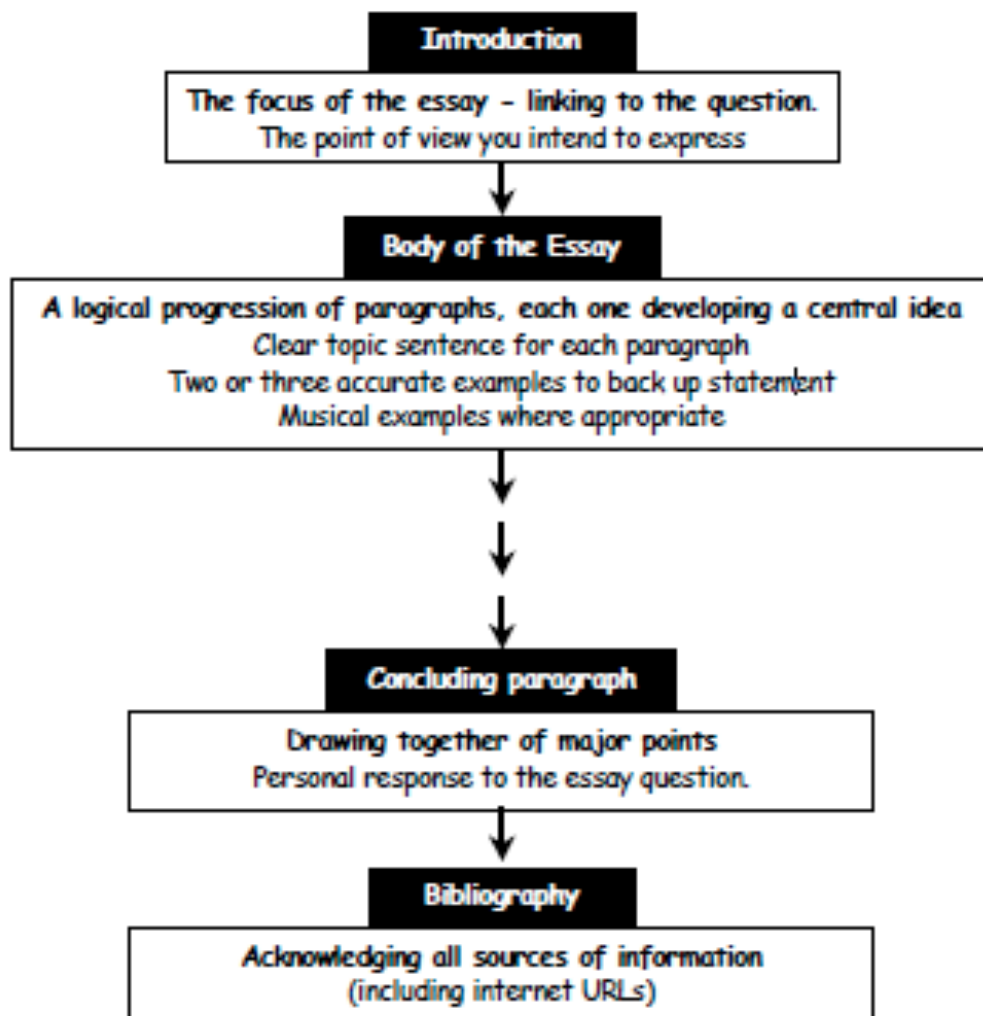
- societal
- political
- cultural
- economic
- environment
- historical

A **critical discussion** could include an analysis and/or evaluation of the socio-ecological significance of the **festival**. It should also address both current and likely future implications. (If your chosen Festival is not in existence anymore, you will need to reflect on why this might be and how this festival may have had implications of festivals held currently in NZ)

Essay Writing for Music

A good essay needs the following:

- An introduction that links to the question
- A clear topic sentence for each paragraph
- Each topic sentence explained by linking to a key word in the question and by use of:
 - Accurate examples to back up the topic sentence (acknowledging sources of any quotes used).
 - Musical quotes where possible and appropriate to back up the topic sentence
- A concluding paragraph that summarises the answer to the question
- A bibliography (including internet URL)



Source: <http://www.mewsicresources.co.nz/page9/page20/page20.html>

MUSIC FESTIVALS



A music festival is a festival geared towards music that can be themed - such as musical genre, nationality or locality of musicians, or holiday. They are often held outdoors, and also have other attractions such as food stalls and merchandise vending, performance art, and social elements.

Many festivals are held annually, or repeat at some other interval. Some, including many rock festivals, are held only once. Some festivals are organized as for-profit concerts and others are benefits for a specific cause.

Educative music festivals are normally organised annually in local communities, regionally or nationally, for the benefit of amateur musicians of all ages and grades of achievement. These festivals aim to provide a friendly and supportive platform for musicians to share in the excitement of making music. For many they provide a bridge between lessons and exams and performing confidently in public.

One of the biggest dreams for any new band or artist starting out is to play at a major festival. There are more and more festivals emerging all over the country each year. This year more than any other festival organizers seem to be looking into their local and wider communities and giving more and more new artists the chance to perform on a festival stage. For an artist the difference between a festival slot and a normal gig cannot be underestimated it is giving a new artist the opportunity to play to a whole new audience and potentially gain some new fans. Festival audiences differ from gig audiences in that they tend to be more open and more willing to give artists they have new heard before a chance simply because they have paid their money and they are at the festival for a day or a weekend unlike a normal gig where chances are the majority of the audience have brought tickets to see a certain artist.

Music festivals have a long and chequered history in New Zealand. The first large outdoor rock music festival was The Great Ngaruawahia Music Festival in 1973. The largest was the 1979 Nambassa festival, one of several Nambassa festivals held around that time, in Golden Valley, just north of Waihi.

"There are regular jazz, folk, ethnic and country music awards and festivals, some of which have been in existence for decades. Large music festivals, for example Sweetwaters Music Festivals, Nambassa and The Big Day Out have been staged periodically since the 1970s" (Te Ara Encyclopedia of New Zealand).

Read this article: <http://itineraryforvision.wordpress.com/2011/06/14/music-festivals-%E2%80%93-challenges-and-impacts/>

Task 1



What do I know about my chosen Festival(s)?

In this standard you will be exploring how your chosen festival/s are significant to you, your friends and whanau, and to society in Aotearoa/ New Zealand. You will also investigate how your chosen festival(s) is a significant sociological event. So let's get started on finding out what we know already:

Activity One: What do I know?

What is _____(Festival/s) and what do you know about it?

Timeline: Give a brief chronological overview of the festival (Year started, every year the festival has been held, any important dates e.g. 25th anniversary)



Socio-ecological model

The significance of music in New Zealand can be explored using the socio-ecological model. This has three parts. These are all interrelated:

1. Individual (self)
 - Factors from within a person that influence their views of music
2. Interpersonal (others)
 - Factors from interacting with family and friends; attitudes and behaviours of peers towards music; family involvement in music
3. Societal (society)
 - Media and music; music used for commercial purposes; factors from the wider society which influence music; relationship between music and our national identity

Hauora

Brainstorm what your chosen festival means to you personally and how it affects your Hauora (well-being). Read the following page for information on the concept of Hauora.

**Taha Tinana (Physical)
(Spiritual)**

Taha Wairua

NZ MUSIC FESTIVAL(S)

Taha Whanau (Friends/Family)

**Taha Hinengaro
(Mental &
Emotional)**

Well-being, hauora

Well-being

The concept of well-being encompasses the physical, mental and emotional, social, and spiritual dimensions of health. This concept is recognised by the World Health Organisation.

Hauora

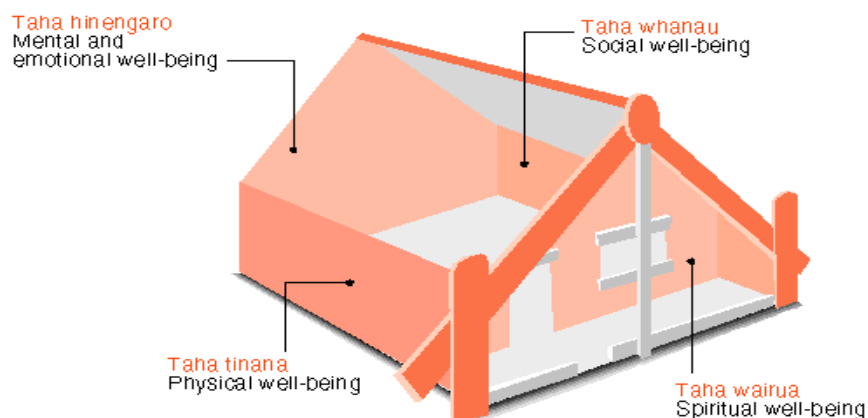
Hauora is a Māori philosophy of health unique to New Zealand. It comprises taha tinana, taha hinengaro, taha whanau, and taha wairua.

Taha tinana - Physical well-being: the physical body, its growth, development, and ability to move, and ways of caring for it

Taha hinengaro - Mental and emotional well-being: coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively

Taha whanau - Social well-being: family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support

Taha wairua - Spiritual well-being: the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (For some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not.)



Dr Mason Durie's whare tapawha model compares hauora to the four walls of a whare, each wall representing a different dimension: taha wairua (the spiritual side); taha hinengaro (thoughts and feelings); taha tinana (the physical side); and taha whanau (family). All four dimensions are necessary for strength and symmetry. (Adapted from Mason Durie's *Whaiora: Māori Health Development*. Auckland: Oxford University Press, 1994, page 70).

What are the benefits of the _____ festival(s)?

What might be the disadvantages of the _____ festival(s)?

What do you know about the _____ Festival(s) and what/who is involved in the festival?

Task 2

Research

Using the web and any other resources, find out information on the following and make notes on your findings and any further questions you may have to investigate why your chosen festival(s) is a significant event in Aotearoa/New Zealand. Explain what it means to you, others (friends/whanau) and society. (Attach your findings to this workbook)

You may choose to answer all of these questions or you may wish to add some of your own:

1. What is the history of your chosen Festival – what are its goals/aspirations? When and where did it originate?
2. What are the Organisational Roles/Responsibilities that are involved in running the Festival? Who organises this festival?
3. How is the Festival funded and by who? Why do you think they are involved with the funding?
4. How are ropu (groups) chosen to be part of the Festival?
5. What type of music does the Festival promote/present?
6. Are there any special characteristics to this concert? (Collect sound bytes/musical examples to support your presentation – list songs/pieces played)
7. How does the Festival help music in New Zealand?
8. What is the cost of attending the Festival? Do you think this is a fair price?
9. What do you think the money collected pays for?
10. What are the recommendations for attendees? Why are these important?
11. Who are the Sponsors of the Festival? Who do they represent and why might they be involved?
12. Where is the Festival this year being held? What benefits are there for the host city/region?
13. What else can you find out about your chosen Festival that contributes to what happens at the event and how it might affect yourself, others and society?



Task 3



Surveying Family, Whanau and Friends

Survey Design

Design a survey to find out what your friends and whanau know about your chosen Festival and how this event may affect them. Think of about 7 – 10 questions that will help you gather as much useful information that you can. When your teacher has checked your questions carry out your survey on 10 people (friends and whanau).

You may choose to carry out your survey using the tool Survey Monkey and email the survey to your friends/whanau. Or alternatively you can create a survey in Google drive. http://www.surveymonkey.com/Home_Landing.aspx

Before you get started on developing your questions, discuss safety and ethical issues you need to be aware of with the teacher.

- How many questions will be sufficient to elicit information about the issue whether these should be open or closed questions
- How the data gathering will be conducted (through face-to-face interviewing, an anonymous survey, or other means)
What needs to be considered to ensure confidentiality, to respect the personal privacy of the respondents, and to show sensitivity to all members of the school community
- How unexpected disclosures during interviews should be managed what size the sample should be
- Who will be surveyed and how they will be selected.

Check your survey questions with the teacher before you use them.

(Making Meaning: Making a Difference title from The Curriculum in Action series produced for the Ministry of Education. It was first published in printed format in 2004 by Learning Media Limited and can be accessed online at: http://www.tki.org.nz/r/health/cia/make_meaning/planconsider_safety_e.php)

Other questions you may consider asking are:

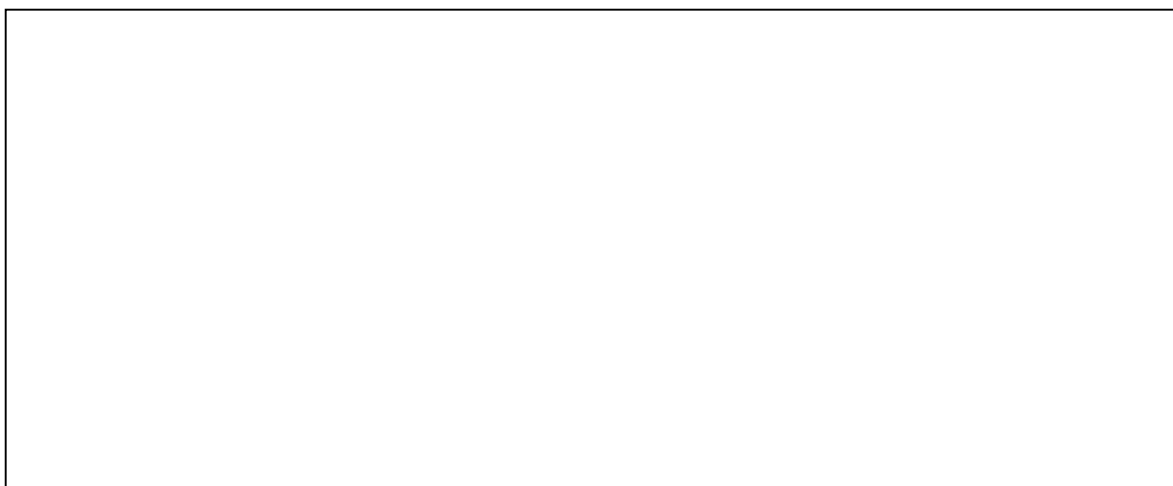
- Have they heard of the Festival and if they have, how?
- Are they interested in the festival or going to the festival/watching it on TV?
- What is the value of the festival to the person? How it affects their Hauora (wellbeing)?
- Will they be going to the festival?
- Will they watch it on TV? Listen to it on the radio? Access the Internet?
- Will they purchase any merchandise being sold?
- What are the benefits of this festival to their whanau/hapu/iwi/Aotearoa?
- What are the disadvantages of being involved/supporting this festival?
- Do they think that this Festival is a significant event in Aotearoa/NZ and why?
- What else can you ask???

What did you find out?

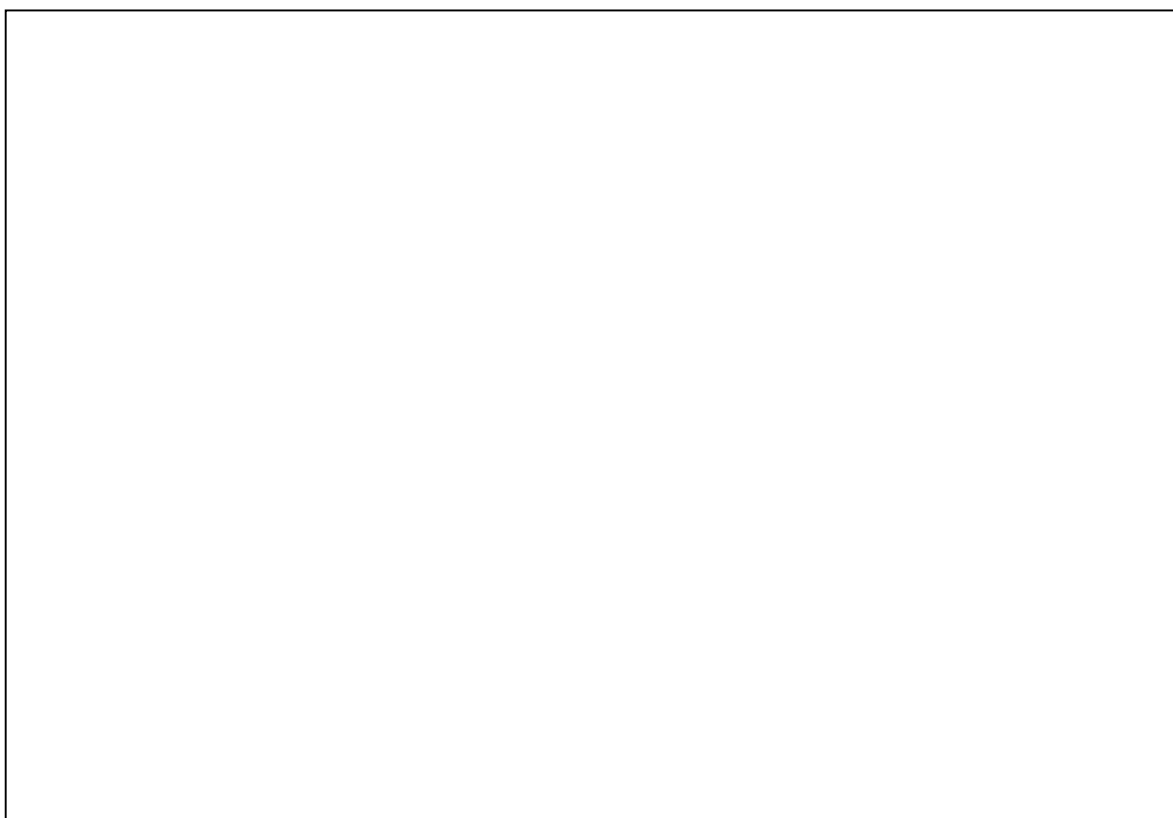
List the main themes that emerged from your survey.

Example:

- All my friends support the Festival either by attending in person or watching it on TV/checking it out on the internet site.
- 8 out of 10 people surveyed said that they enjoyed attending the festival as it because it brings the whanau (family) together.
- 5 out of 10 people surveyed said that they thought the Festival is a significant event to them because ...



From the information I collected from my survey I think ... Did you find out anything new, interesting, different?



What are your thoughts on whether the Festival is a significant event in Aotearoa/NZ?



Task 4

Performing in the festival(s)

Interview a performer and find out what is required to be a performer in the festival. If you cannot interview in person, you may consider emailing them the questions or sourcing interviews online or from magazines.

Some things you may consider finding out:

- What is their name and where are they from?
- How long they have been involved in performance?
- What genre are they representing?
- Are they affiliated to any specific groups?
- What does being involved with the festival mean to them?
- What's cool about the festival? What's not cool?
- What is required to be involved? Skills; Talents; Abilities?
- What is the cost to participate? Do they get financial support? How much time is involved?
- Do they get paid any money for performing?
- What are their expectations for themselves and others?

Task 5



Sociological Influences (SPEECH factors)

Find out information on the following groups in society that may be affected by the festival(s) and complete Task 1A Graphic Organiser – Effects on Aotearoa / New Zealand Society. (You do not need to answer every question, but rather use these as a guide as to what information you might seek to complete the organiser).

Societal

Spectators – audience

- What is the role of a spectator?
- How can they be involved in the event and how are they affected by the event?
What types of people attend the Festival (age, ethnicity, interest)?
- What are the advantages/disadvantages of attending the Festival as opposed to listening on the radio/YouTube or watching on TV?
- What collective behaviours are exhibited at the festival?
- What are the barriers/enablers to participation / attending the event / watching the festival?
- How does the festival affect individuals, whanau and groups?
- What are the social effects of spectatorship – positive and negative? How do you show your support for your favourite band/musician?
- Does the Festival bring people together? Why/why not?
- How does the Festival affect society?

Media/Advertising

- What types of media are involved with the Festival and how are they used? How effective are they in promoting the event?
- How does the media influence the event? For example: television rights; timing of performances; what is reported etc.
- How does the media affect society in its different forms in promoting the event?
- Use of the Internet to promote/support/share the performances
- How is the internet used to support/promote/share performance items?
- How does the internet advertise/support/educate/promote the Festival and how does it affect yourself/others/society?

Economic

(Host City and Venue)

- What are the advantages of hosting the Festival for the rohe (district)?
- What are the advantages for the venue for the festival?
- Who else will benefit from the festival and how? Some examples are:
- Marae, Motels, Hotels, Cafe`s, Restaurants, Supermarkets, Local shops
- Air travel, hire cars, local transport
- Local and regional tourist attractions and entertainment, i.e. hot pools, movies
- Who else?
- How does the festival affect the local economy of the Host City?

Employment

- Who are all the different groups of people employed to organise and run this event? Consider who cleans the venue, sets up the venue, advertises the event, collects tickets, sells food etc
- How do these people benefit from the event and how are they affected?

Sponsorship

- Who are sponsoring this event?
- What do you perceive are the reasons that they would choose to be a sponsor? What is in it for the sponsor?
- How does their sponsorship affect the event? What does the event do for the sponsor?

Trades & Stalls

- What will be sold at the event?
- What benefits are there to having a Stall at the event or Trading at the event? What would you be willing to purchase at the event and why?
- What does the event offer businesses and organisations selling and trading?
- Example: Band t-shirts, CDs

Food & Beverages

- What type of food and beverages will be sold at the festival? Will there be healthy options?
- What messages are portrayed to people attending the event around food/nutrition?

Careers Pathways in Music

- What are the opportunities of developing a career through NZ Music festivals?
- Does performing or being involved with the festival affect a person's ability to engage in employment or careers in this industry?

Political Influence and involvement

- What political issues are involved with the organisation of the Festival?
- What role does the Government have in the organisation of this event and why?
- Who from the Government attends this event and why do you think they would choose to attend?
- How is the festival affected by politics?
- How does the festival influence politics?

Environment

- How does the Festival affect the local environment?
- What do organisers need to consider running this event?
- Who else is affected by this event?
- Examples: Marae, Venue grounds and surroundings, wildlife...

Historical

- What is the history of the Festival and how has it affected what it currently looks like?

Physical

- What training is required to be a performer? How does this affect performance?
- How are performers affected by competing in the event?
- What types of warm up activities are required – physical movement / voice?
- Why is this important and how does it affect performance?
- What is the importance of physical activity and movement for performers and non-performers?

Body Image

- Is there a particular type of body that is better for performance? What are your views on this?
- What messages might the audience/spectators get about what a “performer” should look like?
- Does body image affect or have an influence on the performers? How and why?

National Identity

- What does the festival mean for Maori people / Non-Maori people?
Iwi/Hapu/Whanau?
- How does this event affect our National Identity? What are your thoughts?

Check out these site for further information:

- www.mch.govt.nz/research-publications/cultural-statistics
- www.creativenz.govt.nz/en/results-of-our-work/funding-statistics
<http://nzmusic.org.nz/resources/>

(Notes the answers to these questions on a separate piece of paper and attach to the last page of this booklet.)

* Now complete Task 1A Graphic Organiser – Effects on Self and Effects on Others (family & friends) and Task 1B Table – Significance of the Festival.

Task 6



Critical Discussion

Considering your responses from the previous tasks, write a detailed critical discussion of the effect of the _____ Festival on people in Aotearoa/New Zealand and the socio-ecological impact on different groups in society. Discuss how they interrelate and how some factors can affect others.

In developing your discussion, think about how the _____ festival has had an effect on different groups in society: Self, friends and whanau, other groups in society (community, hapu, iwi, region, nation, global society). Make links to what you have researched in Task 5, i.e. spectatorship; advertising; media; economic; political etc. Make sure you explain at least three of these factors.

(You will be assessed on the thoroughness of your explanations, how well you support your explanations with evidence and examples, and how well you explain the interrelationships between different factors).

Ideas to write your discussion:

- Introduction – what are you going to discuss and what are your views/beliefs around the _____ being a significant event?
- What has affected you? What is your involvement and what affects this? What has been interesting for you to find out and what is your interesting point of view? What connections can you make to how other groups (friends, whanau, society) affect your view of the _____ Festival?
- What has affected your friends and whanau? What influences them to participate or not participate? What are their points of view about the _____ Festival? How are they connected to other groups in society involved or affected by the Festival?
- What are some assumptions about this festival? Why are these assumptions made? Who benefits from these assumptions and who is disadvantaged?
- What ethical issues are raised through this festival?

- Who else is affected in society by _____ Festival? How are they affected? How do they affect the Festival?
- Conclusion – what did you find out that makes _____ a significant event in Aotearoa/New Zealand?
- Consider the history of the _____ festival and the changes it has experienced to the present day and what might change in the future.
- What might change for you personally and your friends/whanau? How might this affect your experience of _____ Festival in the future?
- What might change for the other groups affected or involved with the Festival?

Critical Discussion

