



Assessment Support Materials

MĀORI PERFORMING ARTS



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!



MĀORI QUALIFICATIONS SERVICES
NGĀ RATONGA TOHU MĀTAURANGA MĀORI

TĪKAROHIA TE MARAMA REALISE YOUR POTENTIAL



Assessment Support Materials

MĀORI PERFORMING ARTS

Introduction

Welcome to the Assessment Support Materials for Māori Performing Arts.

The Assessment Support Materials for Māori Performing Arts have been developed to support you and the ākonga in achieving the outcomes of the unit standards listed below and are guidelines only. Please ensure you are using the most up to date standard by checking the NZQA website before using the materials in this booklet. If you would like to provide us with feedback on these materials or suggest changes to the content of this resource please contact us on Māori Qualification Services mqs@nzqa.govt.nz

Ngā mihi

Level 1

- 22752 Demonstrate knowledge and skills of performance components
- 22753 Demonstrate knowledge of people associated with kapa haka
- 22754 Demonstrate knowledge of the origins of Māori Performing Arts disciplines and events
- 22755 Demonstrate knowledge of a Māori Performing Arts costume ensemble

Level 2

- 13359 Demonstrate knowledge and skills of mōteatea
- 13363 Demonstrate knowledge and skills of waiata-ā-ringa
- 13367 Demonstrate knowledge and skills of poi
- 27698 Demonstrate knowledge and skills of haka wahine

Level 3

- 15020 Perform whakaraka
- 22756 Perform a Māori performing arts bracket
- 22757 Demonstrate knowledge of influencing factors in the historical development of Māori performing arts

Level 4

- 13360 Perform mōteatea
- 13364 Perform waiata-ā-ringa
- 13368 Perform poi
- 13372 Perform haka
- 13373 Perform haka wahine



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!



MĀORI QUALIFICATIONS SERVICES
NGĀ RATONGA TOHU MĀTAURANGA MĀORI

'Te manu ka kai i te miro, nōna te ngahere
Te manu ka kai i te mātauranga, nōna te ao'

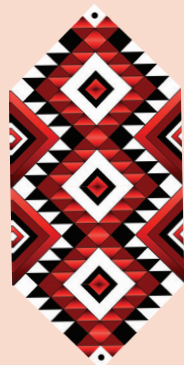
—

*'The bird that patakes of the berry, his is the forest.
The bird that patakes of knowledge, his is the world'*

Contents

UNIT STANDARD 22752 (version 7)	1
Assessment Criteria	2
A few things for you to think about.....	7
UNIT STANDARD 22753 (version 7)	11
Assessment Criteria	12
A few things for you to think about.....	15
UNIT STANDARD 22754 (version 6)	17
Assessment Criteria	18
A few things for you to think about.....	24
UNIT STANDARD 22755 (version 6)	27
Assessment Criteria	28
A few things for you to think about.....	34
UNIT STANDARD 13359 (version 10)	37
Assessment Criteria	38
A few things for you to think about.....	47
UNIT STANDARD 13363 (version 9)	51
Assessment Criteria	52
A few things for you to think about.....	61
UNIT STANDARD 13367 (version 9).....	65
Assessment Criteria	66
A few things for you to think about.....	75
UNIT STANDARD 13371 (version 10)	79
Assessment Criteria	80
A few things for you to think about.....	89
UNIT STANDARD 27698 (version 6)	93
Assessment Criteria	94
A few things for you to think about.....	103
UNIT STANDARD 15020 (version 7)	107
Assessment Criteria	108
A few things for you to think about.....	111
UNIT STANDARD 22756 (version 8)	115
Assessment Criteria	116
A few things for you to think about.....	118

UNIT STANDARD 22757 (version 6)	121
Assessment Criteria	122
A few things for you to think about.....	129
UNIT STANDARD 13360 (version 7)	131
Assessment Criteria	132
A few things for you to think about.....	145
UNIT STANDARD 13364 (version 7)	149
Assessment Criteria	150
A few things for you to think about.....	163
UNIT STANDARD 13368 (version 8)	167
Assessment Criteria	168
A few things for you to think about.....	179
UNIT STANDARD 13372 (version 8)	183
Assessment Criteria	184
A few things for you to think about.....	197
UNIT STANDARD 13373 (version 8)	201
Assessment Criteria	202
A few things for you to think about.....	215



MĀORI PERFORMING ARTS

UNIT STANDARD 22752 (version 7)

Demonstrate knowledge and skills of performance components

(Level 1, Credits 3)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **22752, Demonstrate knowledge and skills of performance components.**

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of performance components, and the essential skills of performance components.	Demonstrate in-depth knowledge of performance components, and the essential skills of performance components with purpose.	Demonstrate comprehensive knowledge of performance components, and the essential skills of performance components with artistic expression.

There are **TWO** (2) assessment tasks for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit), or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions, and how well you perform.

The tasks are:

1. Describe the history (background) and tikanga (meaning, values and Māori world view), and the features (characteristics or style) of the following **SIX** performance components according to iwi tradition – wiri, takahi, whātero/whētero, pūkana/whākana, reo, wairua.
2. Demonstrate movement and expression in accordance with iwi, hapū, or whānau tradition, in demonstrating the essential skills of the **SIX** performance components.

You are required by this standard to demonstrate the essential skills of the **SIX** performance components listed. Your kaiako will discuss this with you, as well as the length of time you have to complete this. **PLEASE** remember to reference where you get your information from for Task 1. Your kaiako will also discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of performance components

Assessment Task 1

Describe the history and tikanga, and the features of the following performance components:

- | | |
|---|--|
| <ul style="list-style-type: none"> • wiri • takahi • whātero/whētero | <ul style="list-style-type: none"> • pūkana/whākana • reo • wairua. |
|---|--|

Key factors to consider:

- *history* refers to background
- *tikanga* refers to meaning, values and Māori world view
- *features* refer to characteristics or style of a performance component
- *reo* includes correct pronunciation, in tune, and appropriate to item
- *wairua* includes attitude, feeling, passion, mood, and/or essence.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

PERFORMANCE COMPONENT	HISTORY (BACKGROUND)	NGĀ TIKANGA (MEANING/VALUE/MĀORI WORLD VIEW)	FEATURES (CHARACTERISTICS/STYLE)
WIRI			
TAKAHI			

PERFORMANCE COMPONENT	HISTORY (BACKGROUND)	NGĀ TIKANGA (MEANING/VALUE/MĀORI WORLD VIEW)	FEATURES (CHARACTERISTICS/STYLE)
WHĀTERO/ WHĒTERO			
PŪKANA/ WHĀKANA			

PERFORMANCE COMPONENT	HISTORY (BACKGROUND)	NGĀ TIKANGA (MEANING/VALUE/MĀORI WORLD VIEW)	FEATURES (CHARACTERISTICS/STYLE)
REO			
WAIRUA			

Reference(s)

Outcome 2 Demonstrate the essential skills of performance components

Assessment Task 2

Demonstrate movement and expression, in accordance with iwi, hapū, or whānau tradition, in demonstrating the essential skills of the following performance components:

- | | |
|---|--|
| <ul style="list-style-type: none"> • wiri • takahi • whātero/whētero | <ul style="list-style-type: none"> • pūkana/whākana • reo • wairua. |
|---|--|

Key factors to consider:

- *features* refer to characteristics or style of a performance component, which may be specific to the category of an item (eg haka, waiata ā-ringa, poi) and/or tradition
- *item* refers to a composed piece which comprises movement, voice, and lyrics
- *movement* refers to expressions of performance (eg mahi ā-ringa, ngā nekeneke, ahei, te tū o te tangata)
- *essential skills* refer to the core features or basic performance competencies of the performance components used in an item
- *reo* includes correct pronunciation, in tune, and appropriate to item
- *wairua* includes attitude, feeling, passion, mood, and/or essence.

Your teachers are encouraged to explore with you the concepts of ihi, wehi, and wana. This is to provide you a meaningful understanding of wairua (as a performance component) and the essential skills when performed at a higher level.

A few things for you to think about

for Paetae/Achieved, you must:

- describe the history and tikanga of each performance component
- describe the features of each performance component
- demonstrate movements and expressions in accordance with iwi, hapū, or whānau tradition.

for Kaiaka/Merit, you must:

- identify and describe the historical stories relevant to each performance component
- describe the tikanga of the features of each performance component
- demonstrate deliberate movements and appropriate expressions, which are relevant to the item.

for Kairangi/Excellence, you must:

- identify and describe links between the historical stories and performance components unique to iwi
- describe the significance of the features of each performance component
- demonstrate deliberate movements and appropriate expressions, which enhance the performance of the item.

You may be recorded describing and demonstrating the performance components. Your kaiako will discuss how and when this will occur.

In demonstrating essential skills of performance components, the movement and expression must be demonstrated in accordance with iwi, hapū, or whānau tradition.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

OUTCOME 2 **ASSESSOR CHECKLIST**
Ākongā demonstration

ĀKONGA		PERFORMANCE	
DATE		COMPONENTS	

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS	
Performance components (learners must demonstrate all of these)	Tick relevant box.		
wiri <input type="checkbox"/>	Movements and expressions are demonstrated in accordance with iwi, hapū, or whānau tradition.		
takahi <input type="checkbox"/>			
whātero/whētero <input type="checkbox"/>			
pūkana/whākana <input type="checkbox"/>			
reo <input type="checkbox"/>	Paetae <input type="checkbox"/>		
wairua <input type="checkbox"/>	Deliberate movements and appropriate expressions, which are relevant to the item, are demonstrated.		
Performance components are demonstrated.			Kaiaka <input type="checkbox"/>
			Deliberate movements and appropriate expressions, which enhance the performance of the item, are demonstrated.
	Kairangi <input type="checkbox"/>		

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 22753 (version 7)

Demonstrate knowledge of people associated with kapa haka

(Level 1, Credits 3)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **22753, Demonstrate knowledge of people associated with kapa haka.**

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of people associated with kapa haka.	Demonstrate in-depth knowledge of people associated with kapa haka.	Demonstrate comprehensive knowledge of people associated with kapa haka.

There is **ONE** (1) assessment task for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit) or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions.

The tasks are:

to be completed for **ONE** of the following – kaihaka, kapa, composer, tutor:

describe:

- the whakapapa (iwi affiliations and place of birth),
- the achievements in kapa haka (awards, accolades, successes, and triumphs),
- an influencing factor that led to the involvement in kapa haka (social, cultural, economic, political), and
- a piece of work (performance, establishment of a group, performance of a group, composition, winning bracket (at a festival)).

You are required by this standard to demonstrate knowledge of people associated with kapa haka. Your kaiako will discuss this with you, as well as the length of time you have to complete this. PLEASE remember to reference where you get your information from for this task. Your kaiako will also discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of people associated with kapa haka.

Range: may include but is not limited to – kaihaka, kapa, composer, tutor; evidence of one is required.

Assessment Task

Describe people associated with Māori performing arts in terms of:

- their whakapapa (iwi affiliations and place of birth)
- their achievements in kapa haka (achievements may include but are not limited to – awards, accolades, successes, triumphs)
- an influencing factor that led to their involvement in kapa haka (an influencing factor may include but is not limited to – social, cultural, economic, political, iwi, whānau)
- a piece of their work (a piece of work may include but is not limited to – performance, establishment of a group, performance of a group, composition, winning bracket (at a festival)).

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

NAME OF KAIHAKA, KAPA, COMPOSER, OR
TUTOR NAME.

PRESENT THEIR WHAKAPAPA:

DESCRIBE THEIR ACHIEVEMENTS IN KAPA HAKA:

DESCRIBE AN INFLUENCING FACTOR THAT LED TO THEIR INVOLVEMENT IN KAPA HAKA:

DESCRIBE A PIECE OF THEIR WORK:

A few things for you to think about

For Paetae/Achieved

Demonstrate knowledge of people associated with kapa haka will be evidenced through describing:

- their whakapapa
- their achievements in kapa haka
- an influencing factor that led to their involvement in kapa haka
- a piece of their work.

For Kaiaka/Merit

Demonstrate in-depth knowledge of people associated with kapa haka will be evidenced through:

- providing their background kōrero (stories, upbringing and background (may include their hapū, marae, and/or tūrangawaewae), where they grew up, schooling, family etc)
- describing how their achievements came to be and the significance of the achievements.

For Kairangi/Excellence

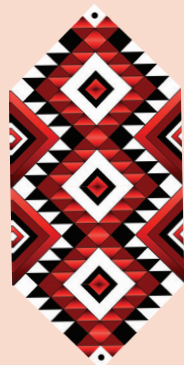
Demonstrate comprehensive knowledge of people associated with kapa haka will be evidenced through describing:

- how the influencing factor impacted on their involvement in kapa haka
- the history of the piece of work and its significance.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 22754 (version 6)

Demonstrate knowledge of the origins of Māori performing arts disciplines and events

(Level 1, Credits 4)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **22754, Demonstrate knowledge of people associated with Māori performing arts.**

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of the origins of Māori performing arts disciplines and events.	Demonstrate in-depth knowledge of the origins of Māori performing arts disciplines and events.	Demonstrate comprehensive knowledge of the origins of Māori performing arts disciplines and events.

There are **TWO** (2) assessment tasks for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit), or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions.

The tasks are:

1. describe the whakapapa of **THREE** (3) Māori performing arts disciplines from the following: waiata tira, whakaeke, mōteatea, poi, waiata ā-ringa, haka, haka wahine, whakawātea, whakaraka
2. describe the whakapapa of a Māori performing arts event (local, regional, national, or international Māori performing arts hui or competition).

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from for this task. Your kaiako will discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of the origins of Māori performing arts disciplines and events.

Assessment Task 1

Describe the whakapapa of Māori performing arts disciplines. Select THREE (3) from:

- | | |
|--|--|
| <ul style="list-style-type: none"> • waiata tira • whakaeke • mōteatea • poi • waiata ā-ringa | <ul style="list-style-type: none"> • haka • haka wahine • whakawātea • whakaraka |
|--|--|

Key factors to consider:

- *whakaraka* is a term used to describe hand, stick, and string games; referring in particular to the dexterity required for these activities
- *whakapapa of Māori performing arts* refers to the historical use of Māori performing arts, including how Māori performing arts disciplines began and have since developed.

Assessment Task 2

Describe the whakapapa of a Māori performing arts event.

Key factors to consider:

- *Māori performing arts event* refers to a hui Māori or competition that includes aspects of Māori performing arts. This may include hui such as Te Matatini, Koroneihana, Ahurei.
- *whakapapa of Māori performing arts event* refers to the history of the event, including how the event began and has since developed.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and all references must be provided

Note: you may use other examples, but some ideas are – iwi competitions, Māori performing arts competitions, religious celebrations, other celebrations etc.

MĀORI PERFORMING ARTS
DISCIPLINE 1

WHAKAPAPA OF THE DISCIPLINE/ HOW THE DISCIPLINE BEGAN

THE HISTORICAL USE OF THE DISCIPLINE

HOW THE DISCIPLINE HAS SINCE DEVELOPED

MĀORI PERFORMING ARTS
DISCIPLINE 2

WHAKAPAPA OF THE DISCIPLINE/ HOW THE DISCIPLINE BEGAN

THE HISTORICAL USE OF THE DISCIPLINE

HOW THE DISCIPLINE HAS SINCE DEVELOPED

MĀORI PERFORMING ARTS
DISCIPLINE 3

WHAKAPAPA OF THE DISCIPLINE/ HOW THE DISCIPLINE BEGAN

THE HISTORICAL USE OF THE DISCIPLINE

HOW THE DISCIPLINE HAS SINCE DEVELOPED

MĀORI PERFORMING ARTS
EVENT

WHAKAPAPA OF THE EVENT/ HOW THE EVENT BEGAN

THE HISTORICAL USE OF MĀORI PERFORMING ARTS AT THE EVENT

HOW THE EVENT HAS SINCE DEVELOPED

A few things for you to think about

For Paetae/Achieved

Demonstrate knowledge of the origins of Māori performing arts disciplines and events will be evidenced through describing:

- the whakapapa of Māori performing arts disciplines
- the whakapapa of a Māori performing arts event.

For Kaiaka/Merit

Demonstrate in-depth knowledge of the origins of Māori performing arts will be evidenced through:

- identifying kōrero and the tūpuna involved in the origins of Māori performing art disciplines
- identifying key people involved in the establishment of a Māori performing arts event.

For Kairangi/Excellence

Demonstrate comprehensive knowledge of the origins of Māori performing arts will be evidenced through describing:

- the roles of tūpuna in the origins of Māori performing art disciplines
- the roles of key people involved in the establishment and/or development of a Māori performing arts event.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

Notes:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 22755 (version 6)

Demonstrate knowledge of Māori performing arts kākahu

(Level 1, Credits 3)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard 22755, **Demonstrate knowledge of Māori performing arts kākahu**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of a Māori performing arts kākahu.	Demonstrate in-depth knowledge of a Māori performing arts kākahu.	Demonstrate comprehensive knowledge of a Māori performing arts kākahu.

There are **TWO** (2) assessment tasks for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit), or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions.

The tasks are:

1. describe the design, meaning, and kaupapa of **FIVE** (5) Māori performing arts kākahu
2. describe the care and use of **FIVE** (5) Māori performing arts kākahu.

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from for this task. Your kaiako will discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of the origins of Māori performing arts disciplines and events.**Range: head-dress, kākahu wahine, kākahu tāne, whakakai.**

Kākahu refers to all Māori performing arts costume components, inclusive of body adornment.

Head-dress refers to ornaments for the head, such as tīpare, raukura, heru.

Whakakai refers to ornaments for the ear or neck.

Assessment Task 1

Describe the design, meaning, and kaupapa of Māori performing arts kākahu, which may include (but is not limited to) the following:

- | | |
|---|--|
| <ul style="list-style-type: none"> • head-dress • kākahu tāne | <ul style="list-style-type: none"> • kākahu wahine • whakakai. |
|---|--|

Design refers to Māori performing arts costume design elements.

Meaning refers to the reasons for using chosen design elements.

Kaupapa refers to the significance of the selection of design elements.

Design elements refer to the basic qualities (eg. line, tone, texture, colour, shape, pattern, form or mass) of two and/or three-dimensional components.

Assessment Task 2

Describe, in terms of tikanga, the use and care of Māori performing arts kākahu, which may include (but is not limited to) the following:

- | | |
|---|---|
| <ul style="list-style-type: none"> • head-dress • kākahu tāne | <ul style="list-style-type: none"> • kākahu wahine • hakakai. |
|---|---|

Tikanga refers to culturally appropriate practices – kia tika te mau me te tiaki o ngā kākahu.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

<p>Head-dress</p>	<p>DESIGN</p> <p>Design elements – basic qualities (eg line, tone, texture, colour, shape, pattern, form or mass) of two and/or three-dimensional components.</p>	<p>MEANING</p> <p>The reasons for using the chosen design elements...</p>	<p>KAUPAPA</p> <p>The significance of the selection of the design elements.</p>	<p>TIKANGA</p> <p>The appropriate way to use and care for this component of the Māori performing arts costume.</p>
--------------------------	--	--	--	---

Kākahu wahine

<p>DESIGN</p> <p>Design elements – basic qualities (eg line, tone, texture, colour, shape, pattern, form or mass) of two and/or three-dimensional components.</p>	<p>MEANING</p> <p>The reasons for using the chosen design elements...</p>	<p>KAUPAPA</p> <p>The significance of the selection of the design elements.</p>	<p>TIKANGA</p> <p>The appropriate way to use and care for this component of the Māori performing arts costume.</p>
--	--	--	---

Kākahu tāne

<p>DESIGN</p> <p>Design elements – basic qualities (eg line, tone, texture, colour, shape, pattern, form or mass) of two and/or three-dimensional components.</p>	<p>MEANING</p> <p>The reasons for using the chosen design elements...</p>	<p>KAUPAPA</p> <p>The significance of the selection of the design elements.</p>	<p>TIKANGA</p> <p>The appropriate way to use and care for this component of the Māori performing arts costume.</p>
--	--	--	---

<p>Whakakai</p>	<p>DESIGN</p> <p>Design elements – basic qualities (eg line, tone, texture, colour, shape, pattern, form or mass) of two and/or three-dimensional components.</p>	<p>MEANING</p> <p>The reasons for using the chosen design elements...</p>	<p>KAUPAPA</p> <p>The significance of the selection of the design elements.</p>	<p>TIKANGA</p> <p>The appropriate way to use and care for this component of the Māori performing arts costume.</p>
------------------------	--	--	--	---

A few things for you to think about

For Paetae/Achieved

Demonstrate knowledge of a Māori performing arts kākahu will be evidenced through describing:

- the design, meaning, and kaupapa of Māori performing arts kākahu
- the use and care, in terms of tikanga, of Māori performing arts kākahu.

For Kaiaka/Merit

Demonstrate in-depth knowledge of a Māori performing arts costume ensemble will be evidenced through describing:

- the origins of the design, meaning, and kaupapa of Māori performing arts kākahu
- the significance of tikanga in the use and care of Māori performing arts kākahu.

For Kairangi/Excellence

Demonstrate comprehensive knowledge of a Māori performing arts costume ensemble will be evidenced through:

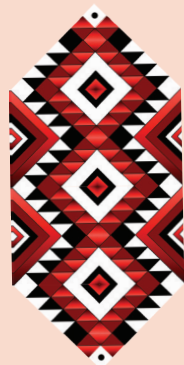
- describing links between historical stories and the design, meaning, and kaupapa of Māori performing arts kākahu.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

Notes:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13359 (version 10)

Demonstrate knowledge and skills of mōteatea

(Level 2, Credits 6)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13359, Demonstrate knowledge and skills of mōteatea.**

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of mōteatea, and the essential skills of mōteatea.	Demonstrate in-depth knowledge of mōteatea, and the essential skills of mōteatea with purpose.	Demonstrate comprehensive knowledge of mōteatea, and the essential skills of mōteatea with artistic expression.

There are **THREE** (3) assessment tasks for this standard that you must correctly complete. The grades for this assessment include Paetae/Achieved, Kaiaka/Merit, or Kairangi/Excellence. Your grade will depend on how well you research and answer the questions, and how well you perform.

The tasks are:

1. Describe **FIVE** different categories of mōteatea.
2. Describe the tikanga and pūtake for **TWO** mōteatea, each from different categories.
3. Demonstrate **TWO** mōteatea, each from different categories.

The categories of mōteatea may include but are not limited to – oriori, pao, pātere, waiata aroha, waiata tangi.

You are required by this standard to perform **TWO** mōteatea, either individually or in a group. Your kaiako will discuss this with you, as well as the length of time you have to complete this.

PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will also discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name		NSN #	
------	--	-------	--

Outcome 1 Demonstrate knowledge of mōtetea.

L
E
V
E
L

2

Assessment Task 1

Describe FIVE different categories of mōtetea

The categories of mōtetea may include but are not limited to – oriori, pao, pātere, waiata aroha, waiata tangi.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

Mōtetea Categories

Correctly describe **FIVE** different categories of mōtetea.

1.	INSERT CATEGORY TYPE
2.	INSERT CATEGORY TYPE

L
E
V
E
L

2

3.	INSERT CATEGORY TYPE
4.	INSERT CATEGORY TYPE
5.	INSERT CATEGORY TYPE

Reference(s)

Assessment Task 2

Describe the tikanga and pūtake for TWO mōteatea, each from different categories.

The categories of mōteatea may include but are not limited to – oriori, pao, pātere, waiata aroha, waiata tangi.

You must present information in your own words, and references must be provided.

MOTEATEA ONE	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI	
WHEN MŌTEATEA WAS COMPOSED (APPROXIMATELY)	
WHY MŌTEATEA WAS COMPOSED	

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE MŌTEATEA AND HOW SHOULD IT BE PERFORMED?)

WHAT MEANING (MESSAGES) AND OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW)?

MOTEATEA TWO	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI	
WHEN MŌTEATEA WAS COMPOSED (APPROXIMATELY)	
WHY MŌTEATEA WAS COMPOSED	

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE MŌTEATEA AND HOW SHOULD IT BE PERFORMED?)

WHAT MEANING (MESSAGES) AND OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW)?

Reference(s)

L
E
V
E
L

2

Outcome 2 Demonstrate the essential skills of mōteatea.

Assessment Task 3

Demonstration

Demonstrate **TWO** mōteatea, each from different categories.

The categories of mōteatea may include but are not limited to – oriori, pao, pātere, waiata aroha, waiata tangi.

A few things for you to think about with your performance

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi-ā-ringā, ki ngā tikanga me te pūtake o te mōteatea.

mō Kaiaka/Merit, me:

- mau koe ki te tangi me te wairua o te rangi;
- hāngai te kori o tō tinana ki te wairua me ngā kupu o te mōteatea, ā, kia tika te tū.

mō Kairangi/Excellence, me:

- tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga;
- tika te whakaputa i te wairua o tō tinana me ngā kupu o te mōteatea, mai i te tīmatanga ki te whakamutunga.

You will be recorded performing the **TWO** mōteatea – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

The **TWO** mōteatea should be performed:

- the way your iwi, hapū, or whānau perform mōteatea; and/or
- the way the composer/s would expect you to perform the mōteatea.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

OUTCOME 2 ASSESSOR CHECKLIST
Ākongā demonstration

LEVEL 2

ĀKONGA		MŌTEATEA (1)	
DATE		MŌTEATEA (1)	

OUTCOME	EVIDENCE RQUIREMENTS	ASSESSOR COMMENTS	
Performance components (learners must demonstrate all of these)	Tick relevant box.		
oriori <input type="checkbox"/>	Kua matatau ki ngā kupu. Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā. Kua tika te whai i te rangi. Kua hāngai te tū, me te kori i te tinana/mahi ā-ringa ki ngā tikanga me te pūtake o te mōteatea.		
pao <input type="checkbox"/>			
pātere <input type="checkbox"/>			
waiata aroha <input type="checkbox"/>			
waiata tangi <input type="checkbox"/>			
<input type="checkbox"/>	Paetae <input type="checkbox"/>		
<input type="checkbox"/>	Kua mau ki te tangi me te wairua o te rangi. Kua hāngai te kori o te tinana ki te wairua me ngā kupu o te mōteatea, ā, kua tika te tū		
Mōteatea is performed			Kaiaka <input type="checkbox"/>
			Kua tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga. Kua tika te whakaputa i te wairua o te tinana me ngā kupu o te mōteatea, mai i te tīmatanga ki te whakamutunga.
	Kairangi <input type="checkbox"/>		

Notes:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13363 (version 9)

Demonstrate knowledge and skills of waiata ā-ringa

(Level 2, Credits 6)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13363, Demonstrate knowledge and skills of waiata ā-ringa.**

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of waiata ā-ringa, and the essential skills of waiata ā-ringa.	Demonstrate in-depth knowledge of waiata ā-ringa, and the essential skills of waiata ā-ringa with purpose.	Demonstrate comprehensive knowledge of waiata ā-ringa, and the essential skills of waiata ā-ringa with artistic expression.

There are **THREE** (3) assessment tasks for this standard that you must correctly complete. The grades for this assessment include Paetae/Achieved, Kaiaka/Merit, or Kairangi/Excellence. Your grade will depend on how well you research and answer the questions, and how well you perform.

The tasks are:

1. Describe **FIVE** different categories of waiata ā-ringa.
2. Describe the tikanga and pūtake for **TWO** waiata ā-ringa, each from different categories.
3. Demonstrate **TWO** waiata ā-ringa, each from different categories.

The categories of waiata ā-ringa may include but are not limited to – pōhiri, poroporoaki, aroha, whakanui, karakia, tangi, whakatoī, ngahau, whakahāwea, whakapapa.

You are required by this standard to perform **TWO** waiata ā-ringa, either individually or in a group. Your kaiako will discuss this with you, as well as the length of time you have to complete this.

PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will also discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name		NSN #	
-------------	--	--------------	--

Outcome 1 Demonstrate knowledge of waiata ā-ringa.

L
E
V
E
L

2

Assessment Task 1

Describe FIVE different categories of waiata ā-ringa.

The categories of waiata ā-ringa may include but are not limited to – pōhiri, poroporoaki, aroha, whakanui, karakia, tangi, whakatoī, ngahau, whakahāwea, whakapapa.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

Waiata ā-ringa categories

Correctly describe **FIVE** different categories of waiata ā-ringa.

1.	INSERT CATEGORY TYPE
2.	INSERT CATEGORY TYPE

L
E
V
E
L

2

3.	INSERT CATEGORY TYPE
4.	INSERT CATEGORY TYPE
5.	INSERT CATEGORY TYPE

References:

Assessment Task 2

Describe the tikanga and pūtake for TWO waiata ā-ringa, each from different categories.

Categories of waiata ā-ringa may include but are not limited to – pōhiri, poroporoaki, aroha, whakanui, karakia, tangi, whakatoī, ngahau, whakahāwea, whakapapa.

You must present information in your own words, and references must be provided.

WAIATA Ā-RINGA ONE	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI	
WHEN WAIATA Ā-RINGA WAS COMPOSED (APPROXIMATELY)	
WHY WAIATA Ā-RINGA WAS COMPOSED	

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE WAIATA Ā-RINGA AND HOW SHOULD IT BE PERFORMED?)

WHAT MEANING (MESSAGES) AND OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW)?

WAIATA Ā-RINGA TWO	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI	
WHEN WAIATA Ā-RINGA WAS COMPOSED (APPROXIMATELY)	
WHY WAIATA Ā-RINGA WAS COMPOSED	

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE WAIATA Ā-RINGA AND HOW SHOULD IT BE PERFORMED?)

WHAT MEANING (MESSAGES) AND OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW)?

Reference(s)

L
E
V
E
L

2

Outcome 2 Demonstrate the essential skills of waiata ā-ringa.

Assessment Task 3

Demonstration

Demonstrate **TWO** waiata ā-ringa, each from different categories.

Categories of waiata ā-ringa may include but are not limited to – pōhiri, poroporoaki, aroha, whakanui, karakia, tangi, whakatoī, ngahau, whakahāwea, whakapapa.

A few things for you to think about with your performance

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā
- tika tō whai i te rangi
- hāngai tō tū, me te kori i tō tinana/mahi ā-ringa, ki ngā tikanga me te pūtake o te waiata ā-ringa.

mō Kaiaka/Merit, me:

- mau koe ki te tangi me te wairua o te rangi
- hāngai te kori o tō tinana ki te wairua me ngā kupu o te waiata ā-ringa, ā, kia tika tō tū.

mō Kairangi/Excellence, me:

- tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga
- tika te whakaputa i te wairua o tō tinana me ngā kupu o te waiata ā-ringa, mai i te tīmatanga ki te whakamutunga.

You will be recorded performing the **TWO** waiata ā-ringa – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

The **TWO** waiata ā-ringa should be performed:

- the way your iwi, hapū, or whānau perform waiata ā-ringa; and/or
- the way the composer/s would expect you to perform the waiata ā-ringa.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

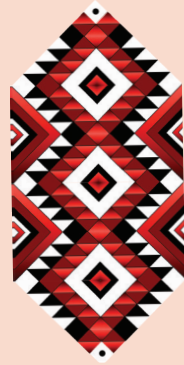
OUTCOME 2 ASSESSOR CHECKLIST
Ākongā demonstration
ĀKONGA
**WAITA
Ā-RINGA (1)**
DATE
**WAITA
Ā-RINGA (1)**
**L
E
V
E
L

2**

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
Categories (please select two)	Tick relevant box.	
Pōhiri <input type="checkbox"/>	Kua matatau ki ngā kupu.	
poroporoaki <input type="checkbox"/>	Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.	
aroha <input type="checkbox"/>	Kua tika te whai i te rangi.	
whakanui <input type="checkbox"/>	Kua hāngai te tū, me te kori i te tinana/mahi ā-ringa ki ngā tikanga me te pūtake o te waiata ā-ringa.	
karakia <input type="checkbox"/>		
tangi <input type="checkbox"/>	Paetae <input type="checkbox"/>	
whakatoī <input type="checkbox"/>	Kua mau ki te tangi me te wairua o te rangi.	
ngahau <input type="checkbox"/>	Kua hāngai te kori o te tinana ki te wairua me ngā kupu o te waiata ā-ringa, ā, kua tika te tū.	
whakahāwea <input type="checkbox"/>		
whakapapa <input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>	Kaiaka <input type="checkbox"/>	
<input type="checkbox"/>	Kua tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga.	
Waiata ā-ringa is performed	Kua tika te whakaputa i te wairua o te tinana me ngā kupu o te waiata ā-ringa, mai i te tīmatanga ki te whakamutunga.	
	Kairangi <input type="checkbox"/>	

Notes:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13367 (version 9)

Demonstrate knowledge and skills of poi

(Level 2, Credits 10)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13367, Demonstrate knowledge and skills of poi.**

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of poi, and the essential skills of poi.	Demonstrate in-depth knowledge of poi, and the essential skills of poi with purpose.	Demonstrate comprehensive knowledge of poi, and the essential skills of poi with artistic expression.

There are **THREE** (3) assessment tasks for this standard that you must correctly complete. The grades for this assessment include Paetae/Achieved, Kaiaka/Merit, or Kairangi/Excellence. Your grade will depend on how well you research and answer the questions, and how well you perform.

The tasks are:

1. Describe categories of poi.
2. Describe the tikanga and pūtake for **TWO** poi, each from different categories.

Demonstrate **TWO** poi, each from different categories.

The categories of poi include – single short poi, double short poi, single long poi, double long poi, quadruple long poi.

You are required by this standard to perform **TWO** poi, either individually or in a group. Your kaiako will discuss this with you, as well as the length of time you have to complete this.

PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will also discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of poi.

Assessment Task 1

Describe ALL of the categories of poi.

The categories of poi include – single short poi, double short poi, single long poi, double long poi, quadruple long poi.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

Poi categories

Correctly describe **each** of the following categories of poi.

1. SINGLE SHORT POI

2. DOUBLE SHORT POI

L
E
V
E
L

2

3. SINGLE LONG POI

4. DOUBLE LONG POI

5. QUADRUPLE LONG POI

Reference(s)

Assessment Task 2

Describe the tikanga and pūtake for TWO poi, each from different categories.

The categories of poi include – single short poi, double short poi, single long poi, double long poi, quadruple long poi.

You must present information in your own words, and references must be provided.

POI ONE	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI	
WHEN POI WAS COMPOSED (APPROXIMATELY)	
WHY POI WAS COMPOSED	

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE POI AND HOW SHOULD IT BE PERFORMED?)

WHAT MEANING (MESSAGES) AND OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW)?

POI TWO	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI	
WHEN POI WAS COMPOSED (APPROXIMATELY)	
WHY POI WAS COMPOSED	

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE POI AND HOW SHOULD IT BE PERFORMED?)

WHAT MEANING (MESSAGES) AND OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW)?

Reference(s)

L
E
V
E
L

2

Outcome 2 Demonstrate the essential skills of poi.

Assessment Task 3

Demonstration

Demonstrate **TWO** poi, each from different categories.

The categories of poi are – single short poi, double short poi, single long poi, double long poi, quadruple long poi.

A few things for you to think about with your performance

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki te/ngā tikanga me te pūtake o te poi.

mō Kaiaka/Merit, me:

- mau koe ki te tangi me te wairua o te rangi;
- hāngai te kori o tō tinana ki te wairua me ngā kupu o te poi, ā, kia tika te tū.

mō Kairangi/Excellence, me:

- tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga;
- tika te whakaputa i te wairua o tō tinana me ngā kupu o te poi, mai i te tīmatanga ki te whakamutunga.

You will be recorded performing the **TWO** poi – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

The **TWO** poi should be performed:

- the way your iwi, hapū, or whānau perform poi; and/or
- The way the composer/s would expect you to perform the poi.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

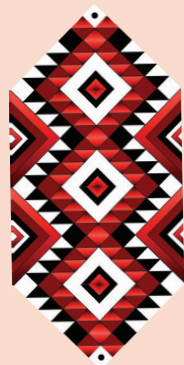
OUTCOME 2 **ASSESSOR CHECKLIST**
 Ākongā demonstration

ĀKONGA		POI (1)	
DATE		POI (2)	

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
Categories (please select two)	Tick relevant box.	
Single short poi <input type="checkbox"/>	Kua matatau ki ngā kupu. Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā. Kua tika te whai i te rangi. Kua hāngai te tū, me te kori i te tinana/mahi ā-ringa ki ngā tikanga me te pūtake o te poi.	
Double short poi <input type="checkbox"/>		
Single long poi <input type="checkbox"/>		
Double long poi <input type="checkbox"/>		
Quadruple long poi <input type="checkbox"/>		
Poi is performed	Paetae <input type="checkbox"/> Kua mau ki te tangi me te wairua o te rangi. Kua hāngai te kori o te tinana ki te wairua me ngā kupu o te poi, ā, kia tika te tū.	
	Kaiaka <input type="checkbox"/> Kua tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga. Kua tika te whakaputa i te wairua o te tinana me ngā kupu o te poi, mai i te tīmatanga ki te whakamutunga.	
	Kairangi <input type="checkbox"/>	

Notes:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13371 (version 10)

Demonstrate knowledge and skills of haka

(Level 2, Credits 6)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13371, Demonstrate knowledge and skills of haka**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of haka, and the essential skills of haka.	Demonstrate in-depth knowledge of haka, and the essential skills of haka with purpose.	Demonstrate comprehensive knowledge of haka, and the essential skills of haka with artistic expression.

There are **THREE** (3) assessment tasks for this standard that you must correctly complete. The grades for this assessment include Paetae/Achieved, Kaiaka/Merit, or Kairangi/Excellence. Your grade will depend on how well you research and answer the questions, and how well you perform.

The tasks are:

1. Describe **THREE** different categories of haka.
2. Describe the tikanga and pūtake for **TWO** haka, each from different categories.
3. Demonstrate **TWO** haka, each from different categories.

For this assessment, the categories of haka may include but are not limited to – kaioraora, pōkeka, manawa wera, ngeri, taparahi, tutungārahu, peruperu, whakatū waewae.

You are required by this standard to perform **TWO** haka, either individually or in a group. Your kaiako will discuss this with you, as well as the length of time you have to complete this.

PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will also discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name	NSN #
-------------	--------------

Outcome 1 Demonstrate knowledge of haka.

L
E
V
E
L

2

Assessment Task 1

Describe THREE different categories of haka.

Categories of haka may include but are not limited to – kaioraora, pōkeka, manawa wera, ngeri, taparahi, tūtū ngārahu, peruperu, whakatū waewae.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

Haka categories

Correctly describe **THREE** different categories of haka.

1.	INSERT CATEGORY TYPE
2.	INSERT CATEGORY TYPE

3.

INSERT CATEGORY TYPE

L
E
V
E
L

2

References:

Assessment Task 2

Describe the tikanga and pūtake for TWO haka, each from different categories.

The categories of haka may include but are not limited to – kaioaraora, pōkeka, manawa wera, ngeri, taparahi, tūtū ngārahu, peruperu, whakatū waewae.

You must present information in your own words, and references must be provided.

HAKA ONE	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI	
WHEN HAKA WAS COMPOSED (APPROXIMATELY)	
WHY POI WAS COMPOSED	

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE HAKA AND HOW SHOULD IT BE PERFORMED?)

WHAT MEANING (MESSAGES) AND OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW)?

HAKA TWO	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI	
WHEN HAKA WAS COMPOSED (APPROXIMATELY)	
WHY HAKA WAS COMPOSED	

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE HAKA AND HOW SHOULD IT BE PERFORMED?)

WHAT MEANING (MESSAGES) AND OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW)?

Reference(s)

L
E
V
E
L

2

Outcome 2 Demonstrate the essential skills of haka.

Assessment Task 3

Demonstration

Demonstrate **TWO** haka, each from different categories.

The categories of haka may include but are not limited to – kaioaraora, pōkeka, manawa wera, ngeri, taparahi, tūtū ngārahu, peruperu, whakatū waewae.

A few things for you to think about with your performance

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi ā-ringa, ki ngā tikanga me te pūtaka o te haka.

mō Kaiaka/Merit, me:

- mau koe ki te tangi me te wairua o te rangi;
- hāngai te kori o tō tinana ki te wairua me ngā kupu o te haka, ā, kia tika te tū.

mō Kairangi/Excellence, me:

- tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga;
- tika te whakaputa i te wairua o tō tinana me ngā kupu o te haka, mai i te tīmatanga ki te whakamutunga.

You will be recorded performing the **TWO** haka – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

The **TWO** haka should be performed:

- the way your iwi, hapū, or whānau perform haka; and/or
- the way the composer/s would expect you to perform the haka.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

OUTCOME 2 ASSESSOR CHECKLIST
Ākongā demonstration

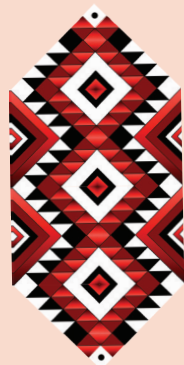
LEVEL 2

ĀKONGA		HAKA (1)	
DATE		HAKA (1)	

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
Categories (please select two)	Tick relevant box.	
kaioraora <input type="checkbox"/>	Kua matatau ki ngā kupu. Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā. Kua tika te whai i te rangi. Kua hāngai te tū, me te kori i te tinana/mahi ā-ringa ki ngā tikanga me te pūtake o te haka.	
pōkeka <input type="checkbox"/>		
manawa wera <input type="checkbox"/>		
ngeri <input type="checkbox"/>		
whakatoī <input type="checkbox"/>		
ngahau <input type="checkbox"/>	Paetae <input type="checkbox"/>	
whakahāwea <input type="checkbox"/>	Kua mau ki te tangi me te wairua o te rangi. Kua hāngai te kori o te tinana ki te wairua me ngā kupu o te haka, ā, kia tika te tū.	
whakapapa <input type="checkbox"/>		
<input type="checkbox"/>		
Haka is performed	Kaiaka <input type="checkbox"/>	
	Kua tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga. Kua tika te whakaputa i te wairua o te tinana me ngā kupu o te haka, mai i te tīmatanga ki te whakamutunga.	
	Kairangi <input type="checkbox"/>	

Notes:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 27698 (version 6)

Demonstrate knowledge and skills of haka wahine

(Level 2, Credits 6)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **27698, Demonstrate knowledge and skills of haka wahine.**

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of haka wahine, and the essential skills of haka wahine.	Demonstrate in-depth knowledge of haka wahine, and the essential skills of haka wahine with purpose.	Demonstrate comprehensive knowledge of haka wahine, and the essential skills of haka wahine with artistic expression.

There are **THREE** (3) assessment tasks for this standard that you must correctly complete. The grades for this assessment include Paetae/Achieved, Kaiaka/Merit, or Kairangi/Excellence. Your grade will depend on how well you research and answer the questions, and how well you perform.

The tasks are:

1. Describe **THREE** different categories of haka wahine.
2. Describe the tikanga and pūtake for **TWO** haka wahine, each from different categories.
3. Demonstrate **TWO** haka wahine, each from different categories.

The categories of haka wahine may include but are not limited to – haka pōwhiri, haka kaupapa whānui, haka whakauru.

You are required by this standard to perform **TWO** haka wahine, either individually or in a group. Your kaiako will discuss this with you, as well as the length of time you have to complete this.

PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will also discuss this with you..

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of haka wahine.

Assessment Task 1

Describe THREE different categories of haka wahine.

The categories of haka wahine may include but are not limited to – haka pōwhiri, haka kaupapa whānui, haka whakauru.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

Haka wahine categories

Correctly describe **EACH** of the following categories of haka wahine.

1.

2.

 L
E
V
E
L

2

3.

L
E
V
E
L

2

Reference(s)

Assessment Task 2

Describe the tikanga and pūtake for TWO haka wahine, each from different categories.

The categories of haka wahine may include but are not limited to – haka pōwhiri, haka kaupapa whānui, haka whakauru.

You must present information in your own words, and references must be provided.

HAKA WAHINE ONE	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI	
WHEN HAKA WAHINE WAS COMPOSED (APPROXIMATELY)	
WHY HAKA WAHINE WAS COMPOSED	

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE HAKA WAHINE AND HOW SHOULD IT BE PERFORMED?)

WHAT MEANING (MESSAGES) AND OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW)?

HAKA WAHINE TWO	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI	
WHEN HAKA WAHINE WAS COMPOSED (APPROXIMATELY)	
WHY HAKA WAHINE WAS COMPOSED	

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE HAKA WAHINE AND HOW SHOULD IT BE PERFORMED?)

WHAT MEANING (MESSAGES) AND OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW)?

Reference(s)

L
E
V
E
L

2

Outcome 2 Demonstrate the essential skills of haka wahine.

Assessment Task 3

Demonstration

Demonstrate **TWO** haka wahine, each from different categories.

The categories of haka wahine may include but are not limited to – haka pōwhiri, haka kaupapa whānui, haka whakauru.

A few things for you to think about with your performance

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi ā-ringa, ki ngā tikanga me te pūtake o te haka wahine.

mō Kaiaka/Merit, me:

- mau koe ki te tangi me te wairua o te rangi;
- hāngai te kori o tō tinana ki te wairua me ngā kupu o te haka wahine, ā, kia tika te tū.

mō Kairangi/Excellence, me:

- tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga;
- tika te whakaputa i te wairua o tō tinana me ngā kupu o te haka wahine, mai i te tīmatanga ki te whakamutunga.

You will be recorded performing the **TWO** haka wahine – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

The **TWO** haka wahine should be performed:

- the way your iwi, hapū, or whānau performs haka wahine; and/or
- the way the composer/s would expect you to perform the haka wahine.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

OUTCOME 2 ASSESSOR CHECKLIST
Ākongā demonstration
**L
E
V
E
L
2**

ĀKONGA		HAKA WAHINE (1)	
DATE		HAKA WAHINE (2)	

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
Categories (please select two)	Tick relevant box.	
haka pōwhiri <input type="checkbox"/>	Kua matatau ki ngā kupu.	
haka kaupapa whānui <input type="checkbox"/>	Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.	
haka whakauru <input type="checkbox"/>	Kua tika te whai i te rangi.	
<input type="checkbox"/>	Kua hāngai te tū, me te kori i te tinana/mahi ā-ringa ki ngā tikanga me te pūtaka o te haka wahine.	
<input type="checkbox"/>		
Haka wahine is performed	Paetae <input type="checkbox"/>	
	Kua mau ki te tangi me te wairua o te rangi. Kua hāngai te kori o te tinana ki te wairua me ngā kupu o te haka wahine, ā, kia tika te tū.	
	Kaiaka <input type="checkbox"/>	
	Kua tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga. Kua tika te whakaputa i te wairua o te tinana me ngā kupu o te haka wahine, mai i te tīmatanga ki te whakamutunga.	
	Kairangi <input type="checkbox"/>	

Notes:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 15020 (version 7)

Perform whakaraka

(Level 3, Credits 6)

L
E
V
E
L

3

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **15020, Perform whakaraka**.

This standard is about Māori performance so you'll be expected to do a demonstration, either individually or in a group. Your kaiako will tell you more about this.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of the tikanga of whakaraka, and perform whakaraka.	Demonstrate in-depth knowledge of the tikanga of whakaraka, and perform whakaraka with expression and purpose.	Demonstrate comprehensive knowledge of the tikanga of whakaraka, and perform whakaraka with artistic proficiency.

There are **TWO** (2) assessment tasks for this standard that you must correctly complete to gain credits for this standard. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit), or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions, and how well you perform.

The tasks are:

1. research and present a description of tikanga associated with **FIVE** (5) items of whakaraka from **THREE** (3) different categories (tikanga refers to rules, purpose and any accompanying lyrics and waiata)
2. perform **FIVE** (5) whakaraka from **THREE** (3) different categories.

PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will also discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of the tikanga of whakaraka.

Assessment Task 1

Describe the tikanga of FIVE (5) whakaraka, in accordance with iwi traditions, covering all THREE (3) of the following categories of whakaraka:

- hand games (hei tama tū tama, whakaropiropi, materawa, toropiko, hipitoitoi, ana parepare, tahi te parapara, pūkana hī, meke ataata)
- stick games (tī rākau, tītī tōrea, mauī matau)
- string games (ngā mahi whai).

Tikanga refers to rules, purpose, and any accompanying lyrics or waiata.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

L
E
V
E
L
3

Outcome 2 Perform whakaraka.

Range: evidence of five whakaraka, covering all three categories is required.

Assessment Task 2

Perform FIVE (5) whakaraka items from THREE (3) different categories.

Key factors to consider:

- whakaraka are performed in accordance with iwi tradition, and the tikanga of the whakaraka
- performance displays accurate timing, rhythm, and flow in accordance with the performance style and tikanga of the whakaraka
- performance refers to the vocal and visual presentation of whakaraka.

You may use additional paper to complete your responses. Attach them to this booklet.

LEVEL
3

TIKANGA (RULES, PURPOSE, ACCOMPANYING LYRICS OR WAIATA)					
CATEGORY					
WHAKARAKA					

You may use additional paper to complete your responses. Attach them to this booklet.

A few things for you to think about with your performance

for Paetae/Achieved, you must:

- describe tikanga of five whakaraka from three different categories (hand games, stick games, string games);
- perform five whakaraka from three different categories in accordance with iwi tradition, and the tikanga of the whakaraka;
- display accurate timing, rhythm, and flow in accordance with the performance style and tikanga of the whakaraka.

for Kaiaka/Merit, you must:

- describe the features of each whakaraka;
- identify the possible physical and mental benefits of performing whakaraka;
- display the features of each whakaraka and/or the choreographic intention;
- perform with balance, coordination, and deliberate movements relevant to the whakaraka.

for Kairangi/Excellence, you must:

- describe the significance of the features of each whakaraka, associated with its particular category;
- describe the meaning, values, and Māori world view associated with the particular category of each whakaraka;
- perform with creativity and confidence (kia pakari te tū me te korikori o te tinana, ā, puta ana ngā mahi auaha);
- demonstrate accurate timing.

You may be recorded performing the **FIVE** whakaraka – individually or in a group. Your kaiako will discuss how and when this will occur.

The **FIVE** whakaraka should be performed in accordance with:

- iwi tradition, and
- the tikanga of the whakaraka.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

OUTCOME 2 **ASSESSOR CHECKLIST**
 Ākongā demonstration
ĀKONGA**DATE****OUTCOME****EVIDENCE REQUIREMENTS****TUTOR COMMENTS**

Chosen whakaraka

Tick relevant box.

Whakaraka 1

Performed in accordance with iwi tradition and tikanga of the whakaraka.

Category

Accurate timing, rhythm, and flow, in accordance with the performance style and tikanga of the whakaraka, are displayed.

Whakaraka 2Paetae **Category**

Features of each whakaraka and/or choreographic intention are displayed.

Whakaraka 3

Performed with balance, coordination, and deliberate movements relevant to the whakaraka are demonstrated.

CategoryKaiaka **Whakaraka 4**

Kia pakari te tū me te korikori o te tinana, ā, puta ana ngā mahi auaha, (performed with creativity and confidence).

Category

Accurate timing is demonstrated.

Whakaraka 5**Category**Kairangi L
E
V
E
L
3

Notes:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 22756 (version 8)

Perform a Māori performing arts bracket

(Level 3, Credits 10)

L
E
V
E
L

3

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **22756, Perform a Māori performing arts bracket**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Perform a Māori performing arts bracket.	Perform a Māori performing arts bracket with expression and projection.	Perform a Māori performing arts bracket with artistic proficiency.

There is **ONE** (1) assessment task for this standard that you must correctly complete. The grades for this assessment include Paetae/Achieved, Kaiaka/Merit, or Kairangi/Excellence. Your grade will depend on how well you perform.

The tasks are:

1. Perform a Māori performing arts bracket in accordance with iwi tradition, and/or the pūtaka of each item.

The items for a Māori performing arts bracket must include at least **FOUR** of the following – whakaeke, mōteatea, waiata ā-ringa, poi, haka, haka wahine, whakamutunga/ whakawātea.

You are required by this standard to perform **FOUR** different items (from the list above), either individually or in a group. Your kaiako will discuss this with you, as well as the length of time you have to complete this.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Perform a Māori performing arts bracket.

Range: a bracket must include at least **FOUR** of the following – whakaeke, mōteatea, waiata ā-ringa, poi, haka, haka wahine, whakamutunga/ whakawātea.

Assessment Task 1

Perform FOUR (4) different Māori performing arts items in accordance with::

- iwi, hapū, or whānau tradition, and/or the pūtake of each item;
- the expectations of each item.

Follow choreography in accordance with the purposes of the bracket.

Key factors to consider:

- item refers to a composed piece which compromises body movement, voice, and lyrics
- pūtake refers to the composer (author of the lyrics of each item), their iwi, when and why the item was composed, and their intended performance style for the item
- expectations refer to the purpose, themes, mood, rangi, and lyrics of an item.

L
E
V
E
L

3

A few things for you to think about

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki ngā tikanga me te pūtake o te Māori performing arts bracket.

mō Kaiaka/Merit, me:

- pūmau koe ki te tangi me te wairua o te rangi o ia waiata, haka rānei;
- hāngai pū te kori o tō tinana ki te wairua me ngā kupu o ia waiata, haka rānei, ā, kia tika tō tū.

mō Kairangi/Excellence, me:

- pakari tō tū me te korikori o tō tinana, ā, puta ana ngā mahi auaha;
- tika te whakaputa i te wairua o te rangi o ia waiata, haka rānei, mai i te tīmatanga ki te whakamutunga;
- tika te whakaputa i te wairua o tō tinana me ngā kupu o ia waiata, haka rānei, mai i te tīmatanga ki te whakamutunga.

You will be recorded performing the Māori performing arts bracket – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

The Māori performing arts bracket should be performed:

- the way your iwi, hapū, or whānau performs each item in the bracket; and/or
- the way the composer/s would expect you to perform the bracket.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

OUTCOME 1 **ASSESSOR CHECKLIST**
Ākongā performance

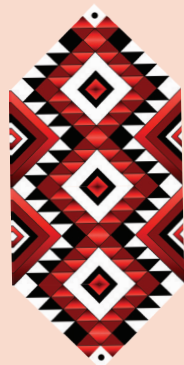
ĀKONGA		MPA BRACKET	Whakaeke, mōteatea, waiata ā-ringa, poi, haka, haka wahine, whakamutunga/whakawātea
DATE		(4 items)	

OUTCOME	EVIDENCE REQUIREMENTS	TUTOR COMMENTS
BRACKET ITEMS (4 items)	Tick relevant box	
whakaeke <input type="checkbox"/>	Kua matatau ki ngā kupu	
mōteatea <input type="checkbox"/>	Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā	
waiata ā-ringa <input type="checkbox"/>	Kua tika te whai i te rangi	
poi <input type="checkbox"/>	Kua hāngai te tū, me te kori i te tinana/mahi-ā-ringa ki ngā tikanga me te pūtaka o te Māori performing arts bracket.	
haka <input type="checkbox"/>		
haka wahine <input type="checkbox"/>	Paetae/Achieved <input type="checkbox"/>	
whakamutunga/whakawātea <input type="checkbox"/>	Kua pūmau ki te tangi me te wairua o te rangi o ia waiata, haka rānei	
MPA bracket is performed.	Kua hāngai pū te kori o te tinana ki te wairua me ngā kupu o te Māori performing arts bracket, ā, kua tika te tū.	
	Kaiaka/Merit <input type="checkbox"/>	
	Kua tika te whakaputa i te wairua o te rangi o te Māori performing arts bracket, mai i te tīmatanga ki te whakamutunga	
	Kua tika te whakaputa i te wairua o te tinana me ngā kupu o te Māori performing arts bracket, mai i te tīmatanga ki te whakamutunga	
	Kua pakari te tū me te korikori o te tinana, ā, puta ana ngā mahi auaha.	
	Kairangi/Excellence <input type="checkbox"/>	

L
E
V
E
L

3

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 22757 (version 6)

Demonstrate knowledge of influencing factors in the historical development of Māori performing arts

(Level 3, Credits 6)

L
E
V
E
L

3

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **22757, Demonstrate knowledge of influencing factors in the historical development of Māori performing arts.**

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of influencing factors in the historical development of Māori performing arts.	Demonstrate in-depth knowledge of influencing factors in the historical development of Māori performing arts.	Demonstrate comprehensive knowledge of influencing factors in the historical development of Māori performing arts.

There is **ONE** (1) assessment task for this standard that you must correctly complete. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit), or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions, and how well you perform.

LEVEL
3

The tasks is:

1. Explain how **THREE** factors have influenced the development of Māori performing arts over **EACH** of the following time periods:
 - pre-1950
 - 1951 to 1999, and
 - 2000 to current.

The **THREE** factors **must** include:

- **TWO** environmental factors (political, social, economic, technology), and
- **ONE** sociological factor (media, people, events, religion, organisations).

Your kaiako will discuss the length of time you have to complete this.

PLEASE remember to reference where you get your information from for this task. Your kaiako will also discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of influencing factors in the historical development of Māori performing arts

Range: historical includes the following periods – pre-1950, 1951 to 1999, 2000 to current.

Assessment Task 1

Explain how THREE (3) of the factors listed below have influenced the development of Māori performing arts over EACH of the following time periods:

- pre-1950
- 1951 to 1999
- 2000 to current.

Choose **TWO** (2) environmental factors.

Environmental factors may include:

- political
- social
- economic
- technology.

Choose **ONE** (1) sociological factor.

Sociological factor may include:

- media
- people
- events
- religion
- organisations.

Note: Influences may be positive or negative.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

Examples of environmental factors may include:

- political (eg government policies, funding initiatives etc)
- social (eg emergence of Māori immersion education, employment opportunities etc)
- economic (eg funding for education programmes, centralisation of resources through Rūnanga, tourism etc)
- technology (eg allows for diversity from traditional instruments, improved access to resources etc).

Examples of sociological factors may include:

- media (eg increases exposure/promotion, dedicated television channels – Māori Television, online streaming and content – Māori Television, Haka TV, Youtube)
- people (eg role models – ie tutors, composer, kaihaka etc)
- events (eg increased exposure through festivals and competitions)
- religion (eg displacement of tikanga and protocols, the influence of choral singing, Hui Aranga)
- organisations (eg Te Matatini Inc, Te Taura Whiri i te reo Māori, iwi representation).

L
E
V
E
L
3

PRE-1950

ENVIRONMENTAL FACTOR 1

L
E
V
E
L

3

PRE-1950

ENVIRONMENTAL FACTOR 2

1951-1999	ENVIRONMENTAL FACTOR 1	
1951-1999	ENVIRONMENTAL FACTOR 2	

L
E
V
E
L

3

2000 TO CURRENT

ENVIRONMENTAL FACTOR 1

L
E
V
E
L

3

2000 TO CURRENT

ENVIRONMENTAL FACTOR 2

PRE-1950	SOCIOLOGICAL FACTOR	
1951-1999	SOCIOLOGICAL FACTOR	

L
E
V
E
L

3

2000 TO CURRENT

SOCIOLOGICAL FACTOR

L
E
V
E
L

3

You may use additional paper to complete your responses. Attach them to this booklet.

A few things for you to think about

For Paetae/Achieved

Demonstrate knowledge of influencing factors in the historical development of Māori performing arts will be evidenced through:

- explaining how two environmental factors have influenced the development of Māori performing arts in each of the three time periods.
- explaining how one sociological factor has influenced the development of Māori performing arts in each of the three time periods.

For Kaiaka/Merit

Demonstrate in-depth knowledge of influencing factors in the historical development of Māori performing arts will be evidenced through:

- identifying and describing two significant environmental factors that have influenced the development of Maori performing arts in each of the three time periods.
- identifying and describing one significant sociological factor that has influenced the development of Maori performing arts over each of the three time periods.

Significant (in terms of influencing factors) refers to influences that had critical consequences in shaping and developing, and/or transforming of Māori performing arts; or without which critical consequences would not have occurred.

For Kairangi/Excellence

Demonstrate comprehensive knowledge of influencing factors in the historical development of Māori performing arts will be evidenced through:

- identifying and linking two environmental influences with specific changes and transformations in the development of Maori performing arts over each of the three time periods.
- identifying and linking the influences from one sociological factor with specific changes and transformations in the development of Maori performing arts over each of the three time periods.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13360 (version 7)

Perform mōteatea

(Level 4, Credits 15)

L
E
V
E
L

4

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13360, Perform mōteatea**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of the pūtaka and tikanga of mōteatea, and perform mōteatea.	Demonstrate in-depth knowledge of the pūtaka and tikanga of mōteatea, and perform mōteatea with expression and projection.	Demonstrate comprehensive knowledge of the pūtaka and tikanga of mōteatea, and perform mōteatea with artistic proficiency.

There are **TWO** (2) assessment tasks for this standard that you must correctly complete. The grades for this assessment include Paetae/Achieved, Kaiaka/Merit, or Kairangi/Excellence. Your grade will depend on how well you research and answer the questions, and how well you perform.

This standard is about Māori performance, so you'll be expected to do a performance, either individually or in a group. Your kaiako will tell you more about this.

The tasks is:

1. Describe the pūtaka and tikanga of **FIVE** mōteatea, each from different categories, in accordance with iwi, hapū, or whānau traditions.
2. Perform **FIVE** mōteatea items, each from different categories. The items must be performed in accordance with iwi, hapū, or whānau tradition and/or the pūtaka of each mōteatea; and must display evidence of ihi, wehi and wana.

The categories of mōteatea may include, but are not limited to – oriori, pao, pātere, waiata aroha, waiata tangi

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of the pūtake and tikanga of mōteatea

Assessment Task 1

Pūtake and tikanga

Describe the pūtake and tikanga of FIVE mōteatea, each from different categories, in accordance with iwi, hapū, or whānau traditions.

The categories of mōteatea may include but are not limited to - oriori, pao, pātere, waiata aroha, waiata tangi.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

MOTEATEA ONE	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI, HAPŪ AND WHĀNAU	
WHEN MŌTEATEA WAS COMPOSED (APPROXIMATELY)	
WHY MŌTEATEA WAS COMPOSED	

**L
E
V
E
L

4**

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE MŌTEATEA AND HOW SHOULD IT BE PERFORMED?)

L
E
V
E
L

4

WHAT MEANING (MESSAGES) AND OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW)?

MOTEATEA TWO	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI, HAPŪ AND WHĀNAU	
WHEN MŌTEATEA WAS COMPOSED (APPROXIMATELY)	
WHY MŌTEATEA WAS COMPOSED	

LEVEL 4

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE MŌTEATEA AND HOW SHOULD IT BE PERFORMED?)

L
E
V
E
L

4

WHAT MEANING (MESSAGES) AND OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW)?

MOTEATEA THREE	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI, HAPŪ AND WHĀNAU	
WHEN MŌTEATEA WAS COMPOSED (APPROXIMATELY)	
WHY MŌTEATEA WAS COMPOSED	

LEVEL 4

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE MŌTEATEA AND HOW SHOULD IT BE PERFORMED?)

L
E
V
E
L

4

WHAT MEANING (MESSAGES) AND OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW)?

MOTEATEA FOUR

NAME:

CATEGORY

COMPOSER NAME

COMPOSER IWI, HAPŪ AND
WHĀNAU

WHEN MŌTEATEA WAS COMPOSED
(APPROXIMATELY)

WHY MŌTEATEA WAS COMPOSED

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE MŌTEATEA AND HOW SHOULD IT BE PERFORMED?)

L
E
V
E
L

4

WHAT MEANING (MESSAGES) AND OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW)?

MOTEATEA FIVE	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI, HAPŪ AND WHĀNAU	
WHEN MŌTEATEA WAS COMPOSED (APPROXIMATELY)	
WHY MŌTEATEA WAS COMPOSED	

**L
E
V
E
L

4**

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE MŌTEATEA AND HOW SHOULD IT BE PERFORMED?)

L
E
V
E
L

4

WHAT MEANING (MESSAGES) AND OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW)?

Reference(s)

L
E
V
E
L
4

Outcome 2 Perform mōteatea

Assessment Task 2

Performance

Perform **FIVE** mōteatea items, each from different categories. The items must display ihi, wehi and wana in accordance with iwi, hapū, or whānau tradition and/or the pūtake of each mōteatea.

The categories of mōteatea may include but are not limited to - oriori, pao, pātere, waiata aroha, waiata tangi.

A few things for you to think about

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki ngā tikanga me te pūtake o te mōteatea.

mō Kaiaka/Merit, me:

- pūmau koe ki te tangi me te wairua o te rangi;
- hāngai pū te kori o tō tinana ki te wairua me ngā kupu o te mōteatea, ā, kia tika te tū.

mō Kairangi/Excellence, me:

- pakari tō tū me te korikori o tō tinana, ā, puta ana ngā mahi auaha;
- ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga;
- puta pū te wairua o ngā kupu, ā, me tō tinana hoki, mai i te tīmatanga ki te whakamutunga;
- tika te mahi tahi ōu ringa me te kori o tō tinana;
- eke ki te tihi o te mōteatea, rangona ai te hā o kui mā, o koro mā.

The **FIVE** mōteatea should be performed:

- the way your iwi, hapū, or whānau performs mōteatea; and/or
- the way the composer/s would expect you to perform the mōteatea.

You will be recorded performing the **FIVE** mōteatea – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

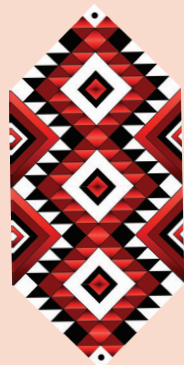
OUTCOME 2 ASSESSOR CHECKLIST
Ākongā performance

ĀKONGA		MŌTEATEA	
DATE		(5)	

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
CATEGORIES (please select five)	Tick relevant box.	
Oriori <input type="checkbox"/>	Kua matatau ki ngā kupu.	
Pao <input type="checkbox"/>	Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.	
Pātere <input type="checkbox"/>	Kua tika te whai i te rangi.	
Waiata aroha <input type="checkbox"/>	Kua hāngai te tū, me te kori i te tinana/mahi-ā-ringa ki ngā tikanga me te pūtake o te mōteatea.	
Waiata tangi <input type="checkbox"/>	Paetae <input type="checkbox"/>	
<input type="checkbox"/>	Kua pūmau ki te tangi me te wairua o te rangi.	
<input type="checkbox"/>	Kua hāngai pū te kori o te tinana ki te wairua me ngā kupu o te mōteatea, ā, kua tika te tū.	
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
Mōteatea is performed	Kaiaka <input type="checkbox"/>	
	Kua pakari te tū me te korikori o te tinana, ā, puta ana ngā mahi auaha. Kua ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga. Kua puta pū te wairua o te kupu, ā, me te tinana hoki, mai i te tīmatanga ki te whakamutunga. Kua tika te mahi tahi o te ringa me te kori o te tinana. Kua eke ki te tihi o te mōteatea, rangona ai te hā o kui mā, o koro mā.	
	Kairangi <input type="checkbox"/>	

Notes:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13364 (version 7)

Perform waiata ā-ringa

(Level 4, Credits 15)

L
E
V
E
L

4

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13364, Perform waiata ā-ringa**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of the pūtake and tikanga of waiata ā-ringa, and perform waiata ā-ringa.	Demonstrate in-depth knowledge of the pūtake and tikanga of waiata ā-ringa, and perform waiata ā-ringa with expression and projection.	Demonstrate comprehensive knowledge of the pūtake and tikanga of waiata ā-ringa, and perform waiata ā-ringa with artistic proficiency.

There are **TWO** (2) assessment tasks for this standard that you must correctly complete. The grades for this assessment include Paetae/Achieved, Kaiaka/Merit, or Kairangi/Excellence. Your grade will depend on how well you research and answer the questions, and how well you perform.

This standard is about Māori performance so you'll be expected to do a performance, either individually or in a group. Your kaiako will tell you more about this.

The tasks is:

1. Describe/explain the pūtake and tikanga of **FIVE** waiata ā-ringa, each from different themes in accordance with iwi traditions.
2. Perform **FIVE** waiata ā-ringa items, each from different themes. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each waiata ā-ringa.

The themes of waiata ā-ringa may include but are not limited to – pōhiri, poroporoaki, aroha, whakanui, karakia, tangi, whakatoī, ngahau, whakahāwea, whakapapa.

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of the pūtake and tikanga of mōteatea

Assessment Task 1

Pūtake and tikanga

Describe/explain the pūtake and tikanga of FIVE waiata ā-ringa, each from different themes in accordance with iwi traditions.

The themes of waiata ā-ringa may include but are not limited to – pōhiri, poroporoaki, aroha, whakanui, karakia, tangi, whakatoī, ngahau, whakahāwea, whakapapa.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

WAIATA Ā-RINGA ONE

NAME:

THEME

COMPOSER NAME

COMPOSER IWI

DATE WAIATA Ā-RINGA WAS
COMPOSED

WHY WAIATA Ā-RINGA WAS COMPOSED

LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

L
E
V
E
L

4

WHAT MESSAGES, OR VALUES, DO YOU THINK THE COMPOSER WAS TRYING TO CONVEY, OR TELL PEOPLE, WHEN THE WAIATA Ā-RINGA WAS COMPOSED? HOW DO THEY RELATE TO TE AO MĀORI?

WAIATA Ā-RINGA TWO

NAME:

THEME

COMPOSER NAME

COMPOSER IWI

DATE WAIATA Ā-RINGA WAS
COMPOSED

WHY WAIATA Ā-RINGA WAS COMPOSED

LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

L
E
V
E
L
4

WHAT MESSAGES, OR VALUES, DO YOU THINK THE COMPOSER WAS TRYING TO CONVEY, OR TELL PEOPLE, WHEN THE WAIATA Ā-RINGA WAS COMPOSED? HOW DO THEY RELATE TO TE AO MĀORI?

WAIATA Ā-RINGA THREE

NAME:

THEME

COMPOSER NAME

COMPOSER IWI

DATE WAIATA Ā-RINGA WAS
COMPOSED

WHY WAIATA Ā-RINGA WAS COMPOSED

LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

L
E
V
E
L
4

WHAT MESSAGES, OR VALUES, DO YOU THINK THE COMPOSER WAS TRYING TO CONVEY, OR TELL PEOPLE, WHEN THE WAIATA Ā-RINGA WAS COMPOSED? HOW DO THEY RELATE TO TE AO MĀORI?

WAIATA Ā-RINGA FOUR

NAME:

THEME

COMPOSER NAME

COMPOSER IWI

DATE WAIATA Ā-RINGA WAS
COMPOSED

WHY WAIATA Ā-RINGA WAS COMPOSED

LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

L
E
V
E
L

4

WHAT MESSAGES, OR VALUES, DO YOU THINK THE COMPOSER WAS TRYING TO CONVEY, OR TELL PEOPLE, WHEN THE WAIATA Ā-RINGA WAS COMPOSED? HOW DO THEY RELATE TO TE AO MĀORI?

WAIATA Ā-RINGA FIVE

NAME:

THEME

COMPOSER NAME

COMPOSER IWI

DATE WAIATA Ā-RINGA WAS
COMPOSED

WHY WAIATA Ā-RINGA WAS COMPOSED

LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

L
E
V
E
L

4

WHAT MESSAGES, OR VALUES, DO YOU THINK THE COMPOSER WAS TRYING TO CONVEY, OR TELL PEOPLE, WHEN THE WAIATA Ā-RINGA WAS COMPOSED? HOW DO THEY RELATE TO TE AO MĀORI?

Reference(s)

 L
E
V
E
L
4

Outcome 2 Perform waiata ā-ringa.

Assessment Task 2

Performance

Perform **FIVE** waiata ā-ringa items, each from different themes. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each waiata ā-ringa

The themes of waiata ā-ringa may include but are not limited to – pōhiri, poroporoaki, aroha, whakanui, karakia, tangi, whakatoī, ngahau, whakahāwea, whakapapa.

A few things for you to think about

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki ngā tikanga me te pūtake o te waiata ā-ringa.

mō Kaiaka/Merit, me:

- pūmau koe ki te tangi me te wairua o te rangi;
- hāngai pū te kori o tō tinana ki te wairua me ngā kupu o te waiata ā-ringa, ā, kia tika tō tū.

mō Kairangi/Excellence, me:

- pakari tō tū me te korikori o tō tinana, ā, puta ana ngā mahi auaha;
- ū pūmau koe ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga;
- puta pū te wairua o te kupu, ā, me tō tinana hoki, mai i te tīmatanga ki te whakamutunga;
- tika te mahi tahi ōu ringa me te kori o tō tinana;
- eke koe ki te tihi o te waiata ā-ringa, rangona ai te hā o kui mā, o koro mā.

The **FIVE** waiata ā-ringa should be performed:

- the way your iwi performs waiata ā-ringa; and/or
- the way the composer/s would expect you to perform the waiata ā-ringa.

You will be recorded performing the **FIVE** waiata ā-ringa – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

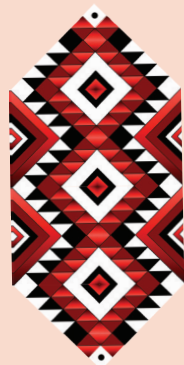
OUTCOME 2 ASSESSOR CHECKLIST
Ākonga performance

ĀKONGA		WAIATA	
DATE		Ā-RINGA (5)	

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
CATEGORIES (please select five)	Tick relevant box.	
pōwhiri <input type="checkbox"/>	Kua matatau ki ngā kupu.	
poroporoaki <input type="checkbox"/>	Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.	
aroha <input type="checkbox"/>	Kua tika te whai i te rangi.	
whakanui <input type="checkbox"/>	Kua hāngai te tū, me te kori i te tinana/mahi-ā-ringa ki ngā tikanga me te pūtake o te waiata ā-ringa.	
waiata tangi <input type="checkbox"/>	Paetae/Achieved <input type="checkbox"/>	
karakia <input type="checkbox"/>	Kua pūmau ki te tangi me te wairua o te rangi.	
tangi <input type="checkbox"/>	Kua hāngai te kori o te tinana ki te wairua me ngā kupu o te waiata ā-ringa, ā, kua tika te tū.	
whakatoī <input type="checkbox"/>		
ngahau <input type="checkbox"/>		
whakahāwea <input type="checkbox"/>		
whakapapa <input type="checkbox"/>		
<input type="checkbox"/>	Kaiaka/Merit <input type="checkbox"/>	
<input type="checkbox"/>	Kua pakari te tū me te korikori o te tinana, ā, puta ana ngā mahi auaha	
<input type="checkbox"/>	Kua ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga	
Waiata ā-ringa is performed	Kua puta pū te wairua o te kupu, ā, me te tinana hoki, mai i te tīmatanga ki te whakamutunga	
	Kua tika te mahi tahi o te ringa me te kori o te tinana	
	Kua eke ki te tihi o te waiata ā-ringa, rangona ai te hā o kui mā, o koro mā.	
	Kairangi/Excellence <input type="checkbox"/>	

Notes:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13368 (version 7)

Perform poi

(Level 4, Credits 15)

L
E
V
E
L

4

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard 13368 **Perform poi**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of the pūtake and tikanga of poi, and perform poi.	Demonstrate in-depth knowledge of the pūtake and tikanga of poi, and perform poi with expression and projection.	Demonstrate comprehensive knowledge of the pūtake and tikanga of poi, and perform poi with artistic proficiency.

There are **TWO** (2) assessment tasks for this standard that you must correctly complete. The grades for this assessment include Paetae/Achieved, Kaiaka/Merit, or Kairangi/Excellence. Your grade will depend on how well you research and answer the questions, and how well you perform.

This standard is about Māori performance so you'll be expected to do a performance, either individually or in a group. Your kaiako will tell you more about this.

The tasks is:

1. Describe/explain the pūtake and tikanga of **FOUR** poi, each from different categories in accordance with iwi traditions.
2. Perform **FIVE** poi items, covering all four categories. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each poi.

For this assessment, the categories of poi are – single short poi, double short poi, single long poi, double long poi.

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of the pūtake and tikanga of poi

Assessment Task 1

Pūtake and tikanga

Describe/explain the pūtake and tikanga of **FOUR** poi, each from different categories in accordance with iwi traditions.

The categories of poi are – single short poi, double short poi, single long poi, double long poi.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

POI ONE	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI	
DATE POI WAS COMPOSED	
WHY POI WAS COMPOSED	

L
E
V
E
L
4

LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

WHAT MESSAGES, OR VALUES, DO YOU THINK THE COMPOSER WAS TRYING TO CONVEY, OR TELL PEOPLE, WHEN THE POI WAS COMPOSED? HOW DO THEY RELATE TO TE AO MĀORI?

POI TWO

NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI	
DATE POI WAS COMPOSED	
WHY POI WAS COMPOSED	

**L
E
V
E
L**
4

LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

L
E
V
E
L

4

WHAT MESSAGES, OR VALUES, DO YOU THINK THE COMPOSER WAS TRYING TO CONVEY, OR TELL PEOPLE, WHEN THE POI WAS COMPOSED? HOW DO THEY RELATE TO TE AO MĀORI?

POI THREE

NAME:

CATEGORY

COMPOSER NAME

COMPOSER IWI

DATE POI WAS COMPOSED

WHY POI WAS COMPOSED

LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

L
E
V
E
L

4

WHAT MESSAGES, OR VALUES, DO YOU THINK THE COMPOSER WAS TRYING TO CONVEY, OR TELL PEOPLE, WHEN THE POI WAS COMPOSED? HOW DO THEY RELATE TO TE AO MĀORI?

POI FOUR

NAME:

CATEGORY

COMPOSER NAME

COMPOSER IWI

DATE POI WAS COMPOSED

WHY POI WAS COMPOSED

LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

L
E
V
E
L

4

WHAT MESSAGES, OR VALUES, DO YOU THINK THE COMPOSER WAS TRYING TO CONVEY, OR TELL PEOPLE, WHEN THE POI WAS COMPOSED? HOW DO THEY RELATE TO TE AO MĀORI?

Reference(s)

L
E
V
E
L
4

Outcome 2 Perform poi.

Assessment Task 2

Performance

Perform **FIVE** poi items, covering all four categories. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each poi.

The categories of poi are – single short poi, double short poi, single long poi, double long poi.

A few things for you to think about

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki ngā tikanga me te pūtake o te poi.

mō Kaiaka/Merit, me:

- pūmau koe ki te tangi me te wairua o te rangi;
- hāngai pū te kori o tō tinana ki te wairua me ngā kupu o te poi, ā, kia tika te tū

mō Kairangi/Excellence, me:

- pakari tō tū me te korikori o tō tinana, ā, puta ana ngā mahi auaha;
- ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga;
- puta pū te wairua o te kupu, ā, me tō tinana hoki, mai i te tīmatanga ki te whakamutunga;
- tika te mahi tahi o ōu ringa me te kori o tō tinana;
- eke koe ki te tihi o te poi, rangona ai te hā o kui mā, o koro mā.

The **FIVE** poi should be performed:

- the way your iwi performs poi; and/or
- the way the composer/s would expect you to perform the poi.

You will be recorded performing the **FIVE** poi – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

You will be recorded performing the **FIVE** waiata ā-ringa – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

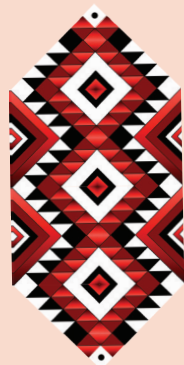
OUTCOME 2 **ASSESSOR CHECKLIST**
 Ākongā performance

ĀKONGA		POI ITEMS (5)	
DATE			

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
CATAGORIES (please select five)	Tick relevant box.	
single short poi <input type="checkbox"/>	Kua matatau ki ngā kupu.	
double short poi <input type="checkbox"/>	Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.	
single long poi <input type="checkbox"/>	Kua tika te whai i te rangi.	
double long poi <input type="checkbox"/>	Kua hāngai te tū, me te kori i te tinana/mahi-ā-ringa ki ngā tikanga me te pūtaka o te poi.	
<input type="checkbox"/>	Paetae/Achieved <input type="checkbox"/>	
Poi is performed	Kua pūmau ki te tangi me te wairua o te rangi. Kua hāngai te kori o te tinana ki te wairua me ngā kupu o te poi, ā, kua tika te tū.	
	Kaiaka/Merit <input type="checkbox"/>	
	Kua pakari te tū me te korikori o te tinana, ā, puta ana ngā mahi auaha Kua ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga Kua puta pū te wairua o te kupu, ā, me te tinana hoki, mai i te tīmatanga ki te whakamutunga Kua tika te mahi tahi o te ringa me te kori o te tinana Kua eke ki te tihi o te poi, rangona ai te hā o kui mā, o koro mā.	
<input type="checkbox"/>	Kairangi/Excellence <input type="checkbox"/>	

Notes:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13372 (version 8)

Perform haka

(Level 4, Credits 20)

L
E
V
E
L

4

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13372, Perform haka**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of the pūtaka and tikanga of haka, and perform haka.	Demonstrate in-depth knowledge of the pūtaka and tikanga of haka, and perform haka with expression and projection.	Demonstrate comprehensive knowledge of the pūtaka and tikanga of haka, and perform haka with artistic proficiency.

There are **TWO** (2) assessment tasks for this standard that you must correctly complete. The grades for this assessment include Paetae/Achieved, Kaiaka/Merit, or Kairangi/Excellence. Your grade will depend on how well you research and answer the questions, and how well you perform.

This standard is about Māori performance so you'll be expected to do a performance, either individually or in a group. Your kaiako will tell you more about this.

The tasks is:

1. Describe/explain the pūtaka and tikanga of **FIVE** haka, each from different categories, in accordance with iwi traditions.
2. Perform **FIVE** haka items, each from different categories. The items must display ihi, wehi, wana and mataara in accordance with iwi tradition and/or the pūtaka of each haka.

The categories of haka may include but are not limited to – kaioraora, pōkeka, manawa wera, ngeri, taparahi, tūtū ngārahu, peruperu, whakatū waewae.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of the pūtake and tikanga of haka.

Assessment Task 1

Pūtake and tikanga

Describe/explain the pūtake and tikanga of FIVE haka, each from different categories, in accordance with iwi traditions.

The categories of haka may include but are not limited to – kaioraora, pōkeka, manawa wera, ngeri, taparahi, tūtū ngārahu, peruperu, whakatū waewae.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

HAKA ONE

NAME:

CATEGORY

COMPOSER NAME

COMPOSER IWI

DATE HAKA WAS COMPOSED

WHY HAKA WAS COMPOSED

LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

L
E
V
E
L

4

WHAT MESSAGES, OR VALUES, DO YOU THINK THE COMPOSER WAS TRYING TO CONVEY, OR TELL PEOPLE, WHEN THE HAKA WAS COMPOSED? HOW DO THEY RELATE TO TE AO MĀORI?

HAKA TWO

NAME:

CATEGORY

COMPOSER NAME

COMPOSER IWI

DATE HAKA WAS COMPOSED

WHY HAKA WAS COMPOSED

LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

L
E
V
E
L
4

WHAT MESSAGES, OR VALUES, DO YOU THINK THE COMPOSER WAS TRYING TO CONVEY, OR TELL PEOPLE, WHEN THE HAKA WAS COMPOSED? HOW DO THEY RELATE TO TE AO MĀORI?

HAKA THREE

NAME:

CATEGORY

COMPOSER NAME

COMPOSER IWI

DATE HAKA WAS COMPOSED

WHY HAKA WAS COMPOSED

LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

L
E
V
E
L
4

WHAT MESSAGES, OR VALUES, DO YOU THINK THE COMPOSER WAS TRYING TO CONVEY, OR TELL PEOPLE, WHEN THE HAKA WAS COMPOSED? HOW DO THEY RELATE TO TE AO MĀORI?

HAKA FOUR

NAME:

CATEGORY

COMPOSER NAME

COMPOSER IWI

DATE HAKA WAS COMPOSED

WHY HAKA WAS COMPOSED

LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

L
E
V
E
L
4

WHAT MESSAGES, OR VALUES, DO YOU THINK THE COMPOSER WAS TRYING TO CONVEY, OR TELL PEOPLE, WHEN THE HAKA WAS COMPOSED? HOW DO THEY RELATE TO TE AO MĀORI?

HAKA FIVE

NAME:

CATEGORY

COMPOSER NAME

COMPOSER IWI

DATE HAKA WAS COMPOSED

WHY HAKA WAS COMPOSED

LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

L
E
V
E
L

4

WHAT MESSAGES, OR VALUES, DO YOU THINK THE COMPOSER WAS TRYING TO CONVEY, OR TELL PEOPLE, WHEN THE HAKA WAS COMPOSED? HOW DO THEY RELATE TO TE AO MĀORI?

Reference(s)

 LEVEL
4

Outcome 2 Perform haka.

Assessment Task 2

Performance

Perform **FIVE** haka items, each from different categories. The items must display ihi, wehi wana and mataara in accordance with iwi tradition and/or the pūtake of each haka.

The categories of haka may include but are not limited to – kaioaraora, pōkeka, manawa wera, ngeri, taparahi, tūtū ngārahu, peruperu, whakatū waewae.

A few things for you to think about

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki ngā tikanga me te pūtake o te haka.

mō Kaiaka/Merit, me:

- pūmau koe ki te tangi me te wairua o te rangi;
- hāngai pū te kori o tō tinana ki te wairua me ngā kupu o te haka, ā, kia tika te tū.

mō Kairangi/Excellence, me:

- pakari tō tū me te korikori o tō tinana, ā, puta ana ngā mahi auaha;
- ū pūmau koe ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga;
- puta pū te wairua o te kupu, ā, me tō tinana hoki, mai i te tīmatanga ki te whakamutunga;
- tika te mahi tahi o ōu ringa me te kori o tō tinana;
- eke ki te tihi o te haka, rangona ai te hā o kui mā, o koro mā.

The **FIVE** haka should be performed:

- the way your iwi performs haka; and/or
- the way the composer/s would expect you to perform the haka.

You will be recorded performing the **FIVE** haka – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

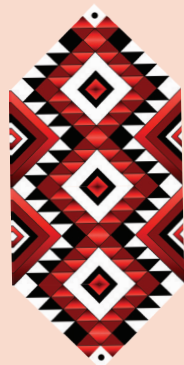
OUTCOME 2 **ASSESSOR CHECKLIST**
 Ākonga performance

ĀKONGA		HAKA ITEMS	
DATE		(5)	

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
CATAGORIES (please select five)	Tick relevant box.	
kaioraora <input type="checkbox"/>	Kua matatau ki ngā kupu.	
pōkeka <input type="checkbox"/>	Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.	
manawa wera <input type="checkbox"/>	Kua tika te whai i te rangi.	
ngeri <input type="checkbox"/>	Kua hāngai te tū, me te kori i te tinana/mahi-ā-ringa ki ngā tikanga me te pūtaka o te haka.	
taparahi <input type="checkbox"/>	Paetae/Achieved <input type="checkbox"/>	
tūtū ngārahu <input type="checkbox"/>	Kua pūmau ki te tangi me te wairua o te rangi.	
peruperu <input type="checkbox"/>	Kua hāngai pū te kori o te tinana ki te wairua me ngā kupu o te haka, ā, kia tika te tū.	
whakatū waewae <input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>	Kaiaka/Merit <input type="checkbox"/>	
Haka is performed	<p>Kua pakari te tū me te korikori o te tinana, ā, e puta ana ngā mahi auaha.</p> <p>Kua ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga.</p> <p>Kua puta pū te wairua o te kupu, ā, me te tinana hoki, mai i te tīmatanga ki te whakamutunga.</p> <p>Kua tika te mahi tahi o te ringa me te kori o te tinana.</p> <p>Kua eke ki te tihi o te haka, rangona ai te hā o kui mā, o koro mā.</p>	
	Kairangi/Excellence <input type="checkbox"/>	

Notes:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13373 (version 8)

Perform haka wahine

(Level 4, Credits 15)

L
E
V
E
L

4

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13373, Perform haka wahine**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of the pūtaka and tikanga of haka wahine, and perform haka wahine.	Demonstrate in-depth knowledge of the pūtaka and tikanga of haka wahine, and perform haka wahine with expression and projection.	Demonstrate comprehensive knowledge of the pūtaka and tikanga of haka wahine, and perform haka wahine with artistic proficiency.

There are **TWO** (2) assessment tasks for this standard that you must correctly complete. The grades for this assessment include Paetae/Achieved, Kaiaka/Merit, or Kairangi/Excellence. Your grade will depend on how well you research and answer the questions, and how well you perform.

This standard is about Māori performance, so you'll be expected to do a performance, either individually or in a group. Your kaiako will tell you more about this.

The tasks is:

1. Describe the pūtaka and tikanga of **FIVE** haka wahine, covering all three categories, in accordance with iwi, hapū, or whānau tradition.
2. Perform **FIVE** haka wahine items, covering all three categories. The items must be performed in accordance with iwi, hapū, or whānau tradition and/or the pūtaka of each haka wahine; and must display evidence of ihi, wehi, wana, and mataara.

For this assessment, the categories of haka wahine may include but are not limited to – haka pōwhiri, haka kaupapa whānui, haka whakauru.

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of the pūtake and tikanga of haka wahine.

Assessment Task 1

Pūtake and tikanga

Describe/explain the pūtake and tikanga of FIVE haka, each from different categories, in accordance with iwi traditions.

The categories of haka may include but are not limited to – kaioraora, pōkeka, manawa wera, ngeri, taparahi, tūtū ngārahu, peruperu, whakatū waewae.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

HAKA WAHINE ONE	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI, HAPŪ AND WHĀNAU	
WHEN HAKA WAHINE WAS COMPOSED (APPROXIMATELY)	
WHY HAKA WAHINE WAS COMPOSED	

**LEVEL
4**

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE HAKA WAHINE AND HOW SHOULD IT BE PERFORMED?)

L
E
V
E
L

4

WHAT MEANING (MESSAGES) AND/OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW) TE AO MĀORI?

HAKA WAHINE TWO	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI, HAPŪ AND WHĀNAU	
WHEN HAKA WAHINE WAS COMPOSED (APPROXIMATELY)	
WHY HAKA WAHINE WAS COMPOSED	

**L
E
V
E
L

4**

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE HAKA WAHINE AND HOW SHOULD IT BE PERFORMED?)

L
E
V
E
L

4

WHAT MEANING (MESSAGES) AND/OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW) TE AO MĀORI?

HAKA WAHINE THREE

NAME:

CATEGORY

COMPOSER NAME

COMPOSER IWI, HAPŪ AND WHĀNAU

WHEN HAKA WAHINE WAS COMPOSED (APPROXIMATELY)

WHY HAKA WAHINE WAS COMPOSED

L
E
V
E
L
4

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE HAKA WAHINE AND HOW SHOULD IT BE PERFORMED?)

L
E
V
E
L

4

WHAT MEANING (MESSAGES) AND/OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW) TE AO MĀORI?

HAKA WAHINE FOUR

NAME:

CATEGORY

COMPOSER NAME

COMPOSER IWI, HAPŪ AND WHĀNAU

WHEN HAKA WAHINE WAS COMPOSED (APPROXIMATELY)

WHY HAKA WAHINE WAS COMPOSED

L
E
V
E
L

4

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE HAKA WAHINE AND HOW SHOULD IT BE PERFORMED?)

L
E
V
E
L

4

WHAT MEANING (MESSAGES) AND/OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW) TE AO MĀORI?

HAKA WAHINE FIVE	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI, HAPŪ AND WHĀNAU	
WHEN HAKA WAHINE WAS COMPOSED (APPROXIMATELY)	
WHY HAKA WAHINE WAS COMPOSED	

LEVEL 4

INTENDED PERFORMANCE STYLE (WHAT IS THE INTENTION OF THE HAKA WAHINE AND HOW SHOULD IT BE PERFORMED?)

L
E
V
E
L

4

WHAT MEANING (MESSAGES) AND/OR VALUES WAS THE COMPOSER TRYING TO CONVEY? HOW DO THEY RELATE TO, OR REFLECT, TE TIROHANGA MĀORI (A MĀORI WORLDVIEW) TE AO MĀORI?

Reference(s)

L
E
V
E
L
4

Outcome 2 Perform haka wahine.

Assessment Task 2

Performance

Perform **FIVE** haka wahine items, covering all three categories. The items must display ihi, wehi, wana, and mataara in accordance with iwi, hapū, or whānau tradition and/or the pūtake of each haka wahine.

The categories of haka wahine may include but are not limited to – haka pōwhiri, haka kaupapa whānui, haka whakauru.

A few things for you to think about

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki ngā tikanga me te pūtake o te haka wahine.

mō Kaiaka/Merit, me:

- pūmau koe ki te tangi me te wairua o te rangi;
- hāngai pū te kori o tō tinana ki te wairua me ngā kupu o te haka wahine, ā, kia tika te tū.

mō Kairangi/Excellence, me:

- pakari tō tū me te korikori o tō tinana, ā, puta ana ngā mahi auaha;
- ū pūmau koe ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga;
- puta pū te wairua o te kupu, ā, me tō tinana hoki, mai i te tīmatanga ki te whakamutunga;
- tika te mahi tahi o ōu ringa me te kori o tō tinana;
- eke koe ki te tihi o te haka wahine, rangona ai te hā o kui mā, o koro mā.

The **FIVE** haka wahine should be performed:

- the way your iwi performs haka wahine; and/or
- the way the composer/s would expect you to perform the haka wahine.

You will be recorded performing the **FIVE** haka – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

Kia kaha!

OUTCOME 2 ASSESSOR CHECKLIST
Ākongā performance

ĀKONGA		HAKA WAHINE (5)	
DATE			

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
CATAGORIES (please select five)	Tick relevant box.	
Haka pōwhirii <input type="checkbox"/>	Kua matatau ki ngā kupu.	
Haka kaupapa whānui <input type="checkbox"/>	Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.	
Haka whakauru <input type="checkbox"/>	Kua tika te whai i te rangi.	
Haka <input type="checkbox"/>	Kua hāngai te tū, me te kori i te tinana/mahi-ā-ringa ki ngā tikanga me te pūtake o te haka wahine.	
Haka <input type="checkbox"/>	Paetae/Achieved <input type="checkbox"/>	
Haka wahine is performed	Kua pūmau ki te tangi me te wairua o te rangi. Kua hāngai pū te kori o te tinana ki te wairua me ngā kupu o te haka wahine, ā, kia tika te tū.	
	Kaiaka/Merit <input type="checkbox"/>	
	Kua pakari te tū me te korikori o te tinana, ā, puta ana ngā mahi auaha. Kua ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga. Kua puta pū te wairua o te kupu, ā, me te tinana hoki, mai i te tīmatanga ki te whakamutunga. Kua tika te mahi tahi o te ringa me te kori o te tinana. Kua eke ki te tihi o te haka wahine, rangona ai te hā o kui mā, o koro mā.	
	Kairangi/Excellence <input type="checkbox"/>	

**L
E
V
E
L

4**

Notes:

Notes: