



# 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 #	
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**Outcome 1 Demonstrate knowledge of mōteatea.**

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### Assessment Task 1

**Describe FIVE different categories of mōteatea**

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.**

### Mōteatea Categories

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

1.	INSERT CATEGORY TYPE
2.	INSERT CATEGORY TYPE

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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.**

<b>MOTEATEA ONE</b>	
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?)

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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)?

<b>MOTEATEA TWO</b>	
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)

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**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-ringa, 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

<b>ĀKONGA</b>		<b>MŌTEATEA (1)</b>	
<b>DATE</b>		<b>MŌTEATEA (1)</b>	

OUTCOME	EVIDENCE REQUIREMENTS	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: