



# MĀORI PERFORMING ARTS

**UNIT STANDARD 13368** (version 7)

Perform poi

(Level 4, Credits 15)

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# 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 pūtaka and tikanga of poi, and perform poi.	Demonstrate in-depth knowledge of the pūtaka and tikanga of poi, and perform poi with expression and projection.	Demonstrate comprehensive knowledge of the pūtaka 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 pūtaka 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 pūtaka 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.**



LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

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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?



LYRICS AND TRANSLATION (ADD ADDITIONAL PAGES IF YOU NEED)

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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)

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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)

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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)

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### 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**

<b>ĀKONGA</b>		<b>POI ITEMS (5)</b>	
<b>DATE</b>			

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 pūtake 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.	
	Kairangi/Excellence <input type="checkbox"/>	

**LEVEL 4**

## Notes: