



# WHAKAIRO

## UNIT STANDARD 23005 (VERSION 3)

Demonstrate knowledge of whakairo

(Level 1, Credits 6)

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

—

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

## Assessor Information

People engaged to tutor this standard are encouraged to establish the key base patterns that reflect the mana whenua expression of their Māori cultural world view. Significant iwi, hapū, tohunga whakairo or pouako styles should also be reflected in such patterns.

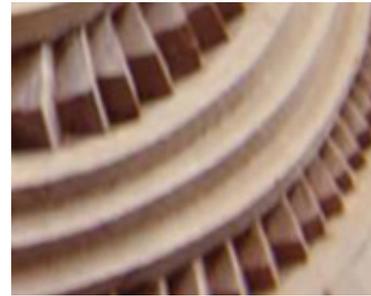
Learning should

- involve the application of basic operational knowledge using readily available information to generate expressive responses to experiences
- be teacher guided.

Reference resource:

Mead H.M. (1986) Te toi whakairo - The art of Māori carving. Auckland, New Zealand: Raupo.

### Ākonga work samples



Ākonga need to describe any two whakairo patterns and/or tukutuku and/or kōwhaiwhai .

## Assessment criteria

This unit standard can be awarded with Paetae/Achievement, Kaiaka/Merit and Kairangi/Excellence grades.

Evidence for Paetae/Achieved	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of whakairo.	Demonstrate comprehensive knowledge of whakairo.	Demonstrate extensive knowledge of whakairo.

There are **THREE** (3) assessment tasks that the ākonga must correctly complete to gain credits for this standard. Once the ākonga has correctly completed the tasks, the assessor must complete the assessment schedule for each ākonga.

As mentioned above, the grades for this assessment include Paetae (Achieved), Kaiaka (Merit), or Kairangi (Excellence). Grades awarded will depend on how well ākonga demonstrate knowledge and skills of performance components.

## This is a theory outcome

Arrange for access to internet or libraries, museums, art galleries, marae etc. where:

- Ākonga can access two and three-dimensional whakairo, or
- Supply the ākonga with images of two and three-dimensional whakairo to study.

Listed below is the critical whakairo knowledge ākonga must have to be able to gain credits for this unit standard.

- What are two-dimensional and three-dimensional whakairo?
- The differences between them.
- **Design elements** – the basic qualities of two and three-dimensional compositions e.g. line, point, tone, texture, colour, form or mass, shape, space.
- **The tools**, and materials used to produce whakairo; e.g. chisel, wood.
- **The conventions** – established procedures in making art works that use particular techniques or processes to represent, organise or interpret ideas e.g. ā-iwi styles, ngao, pae, whao, processing muka etc.
- **Customary procedures** are in accordance with the customs of habitual practice e.g.
  - two karakia
  - two tikanga
  - two waiata.
- Acknowledge the sources of information.

There are many ways ākonga may present their evidence. They may use:

- PowerPoint and talk to their presentation.
- Illustrations using images and identifying designs etc,
- Write descriptive essays, maintain a visual diary etc.

For the customary procedures use DVD to record the ākonga reciting karakia, and singing waiata.

## Ākonga assessment booklet

The ākonga receives this. It outlines important information for the ākonga including:

- assessment and other information
- assessment tasks.

## Ākonga assessment tasks

These sheets and any other evidence should be collected by the Assessor and retained for assessment and moderation purposes.

Where ākonga choose to provide oral description/evidence, this **must** be recorded (i.e. recorded onto DVD) or verified by a credible verifier, ie. a person with knowledge skills, experience and mana. Where ākonga work has been selected for moderation, the DVD and/or attestation form must be included with the materials.

Where a recording of the demonstration is submitted for moderation, the ākonga identification sheet (refer following link: <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/mod-visevidence-cvr.doc>) must be included.

You will need to discuss with the ākonga the length of time they have to complete the assessment. He ture-a-kōnui: one credit equates to 10 notional hours of teaching, practice and/or study, and assessment.

## Authenticity

As per NZQA requirements, the assessor must:

- verify that the work submitted for assessment has been produced by the ākonga
- consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book or downloaded from the internet.

Ākonga may work with and learn from others to gather information from a variety of sources. However, you must be clear that the work to be assessed has been processed and produced by the ākonga.

To help manage authenticity of ākonga work, where the ākonga is asked to complete any written tasks, the ākonga is asked to use their own words as well as provide reference/s for their information. Please ensure you discuss this with your ākonga.

For further information, please refer to the following link:

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

## Referencing

This assessment requires the ākonga to reference his/her information. For the purposes of this assessment, the following are examples of reference styles.

### EXAMPLES OF REFERENCING STYLES

#### 1 Book

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

#### 2 Course handout/Lecture notes (electronic version)

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

#### 3 Film

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

#### 4 Magazine/Newspaper article – popular/trade/general interest

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

#### 5 Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text

J. Jackson, personal communication, March 12, 2011.

#### 6 Webpage

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

### PREPARATION FOR MODERATION

It is no longer necessary to complete a Moderation Cover Sheet as this information is entered online. If physical materials are sent for moderation, please ensure name of school and standard are included.

Digital submissions can be made directly through the application at any time.

Using the online [External Moderation Application](#), schools and providers must include:

1. a copy of the task and any key supporting resources
2. a copy of the assessment schedule
3. up to 8 samples of student work consisting of the key materials that the assessor has used to make an assessment judgement. (ungraded unit standards: schools – 4 learner samples; providers – 3 learner samples).

For moderation to occur:

4. all files must be viewable online
5. URLs, e.g. for student created websites, will need to be submitted as links within a document.



For more information on the digital moderation process, please contact your Principal Nominee or Moderation Liaison (ML).

If you have any issues with preparing materials for moderation OR do not have materials to submit (ie you didn't assess this standard), **speak** to your Principal Nominee (PN) or Moderation Liaison (ML).

## ASSESSOR INFORMATION – ASSESSMENT TASKS

**Outcome 1** Demonstrate knowledge of whakairo  
**Range: two and three-dimensional whakairo.**

## Resources

Gather information, photographs, sketches, pictures, publications from any sources you have available (whānau, kaumātua, marae, art galleries, libraries and museums) **about two and three-dimensional whakairo.**

## Assessment Task 1 – this task assesses the evidence requirements 1.1 and 1.2

## Describe two-dimensional whakairo

Select a two-dimensional whakairo and describe the design elements, principles, tools, conventions and the materials used in the production of the whakairo.

Description must include knowledge of ngā kura huna AND any **TWO** of the following design elements:

- Kōwhaiwhai
- Whakarei
- Tukutuku.

**1.1 Whakairo knowledge is demonstrated in terms of ngā kura huna.**

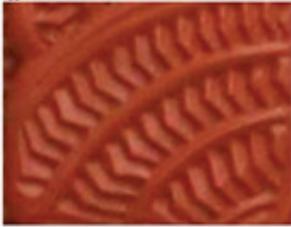
**1.2 Whakairo knowledge is demonstrated in terms of design elements.**

**Range may include but is not limited to kōwhaiwhai, whakarei, tukutuku; evidence of two is required.**

The ākonga must present information in their own words, and references must be provided.

## Sample Answer that would be acceptable for Kaiaka/Merit.

### THIS IS A TWO-DIMENSIONAL WHAKAIRO



#### Whakairo

The design elements in the image are a repetitive pattern that flows into each other with traditional ochre colouring. Has an un-sanded surface with shallow gouges.

The **tools** used to produce the whakairo were:

- whao pakati
- kuru.

The **materials** were:

- MDF timber
- ochre paint.

The **conventions** were:

- draw patterns onto wood
- block out and angle-cut the designs
- apply surface cuts to the design
- apply paint.

**Note:** Your ākonga has been asked to provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.

## Assessment Task 2 - This task assesses the evidence requirements of 1.2 and 1.3.

### Describe three-dimensional whakairo

Select at least two, three-dimensional whakairo and describe the design elements, principles, tools, conventions and the materials used in the production of the whakairo.

Description must include knowledge of ngā kura huna AND any two of the following design elements:

- Kōwhaiwhai
- Whakairo pattern forms
- Tukutuku.

1.2 Whakairo knowledge is demonstrated in terms of design elements.

**Range** may include but is not limited to kōwhaiwhai, whakarei, tukutuku. Evidence of two is required.

1.3 Whakairo knowledge is demonstrated in terms of tools used, whakairo conventions and materials.

### Sample Answer that would be acceptable for Kaiaka/Merit.

THIS IS A THREE-DIMENSIONAL WHAKAIRO



There are **THREE** different design patterns.

The repetitive patterns flow into each other. They may have used a drill and saw to create the negative spaces. It is of natural colouring with smooth tailored surface with deep angled design.

The **tools** used were:

- Whao – hapara, poka
- kuru
- drill
- Jig saw

The **materials** used were:

- Native timber – totara sourced from the bush behind my koro's house.
- MDF.

The **conventions** were:

- draw patterns onto wood
- block out and angle-cut the designs
- apply surface cuts to the design.
- haehae and unaunahi (fish scale patterns)

Add finishing materials/techniques i.e. paint, oils.

**Note:** Your ākonga has been asked to provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.

## Assessment Task 3 - This task assesses the evidence requirements of 1.4.

### Demonstrate and describe tikanga practices

*A visual display and/or an oral description may include but is not limited to a PowerPoint or poster presentation. If ākonga choose to provide an oral description, this must be recorded (i.e. recorded onto DVD). If ākonga work has been selected for moderation, the DVD must be included with the materials.*

- Recite at least **two** karakia
- Perform at least **two** waiata.
- Other than karakia and waiata describe at least **two** alternative tikanga practices that are relevant to whakairo.

1.4 Whakairo knowledge is demonstrated in terms of tikanga.

Range karakia, tikanga, waiata and/or haka. evidence of two of each (six in total) is required.

### Sample answer that would be acceptable for 'Kaiaka/Merit'.

#### KARAKIA AND/OR WAIATA

(Timatanga)

He hōnore, he korōria, ki te Atua

He maungārongo ki te whenua

He whakaaro pai ki ngā tāngata katoa

Āmine

(Whakamutunga)

Kia tau, ki a tātou katoa

Te atawhai o tō tātou Ariki o ihu karaiti

Me te aroha o te Atua

Me te whiwhingatahitanga ki te wairua tapu

Ake, ake, ake

Āmine.

Tikanga

Kaua e kai i roto i te akomanga whakairo

Kia pai te tahitahi i ngā maramara (Do not blow wood chips)

Kaua e noho i runga i ngā tēpu

Karakia i te timatanga me te mutunga o te ra

Reference

Mead H.M. (1986) Te Toi Whakairo: The Art of Māori carving. Auckland: New Zealand. Raupo

# Kia maumahara te Pouako

## For Paetae/Achieved

Demonstrate achieved knowledge of whakairo through:

- accurate description of design elements and principles, use of tools, conventions and materials in the production of whakairo
- kua matatau ki ngā kupu o ngā karakia me ngā waiata
- kua mōhio ki ngā tikanga.

## For Kaiaka/Merit

Demonstrate comprehensive knowledge of whakairo through

- identifying and explaining the kōrero associated with design elements of the whakairo (kōwhaiwhai, whakairo pattern, tukutuku)
- describing the kawa and tikanga of whakairo
- kua mau ki te wairua me te tangi me te wairua o ngā karakia me ngā waiata
- kua mārama ki ngā tikanga.

## For Kairangi/Excellence

Demonstrate extensive knowledge of carving through

- analysing the kōrero associated with specific design elements of the whakairo (kōwhaiwhai, whakairo patterns, tukutuku) in accordance with tikanga;
- describing the significance of the use of tools, conventions and materials in accordance with tikanga
- kua tika te whakaputa i te wairua me te rangi o ngā karakia me ngā waiata mai i te timatanga ki te mutunga
- Kua matatau ki ngā tikanga.

Kia kaha!

### Comments on this support material

Please contact Māori Qualifications Services [mqs@nzqa.govt.nz](mailto:mqs@nzqa.govt.nz) if you wish to suggest changes to the content of this resource.

## MARKING SCHEDULE

Assessment Task 1	Evidence Statements	Judgement Statements
<p>Describe two-dimensional whakairo.</p>	<p><b>For Paetae/Achievement</b></p> <p>The following components must be described in the ākongā responses:</p> <ul style="list-style-type: none"> <li>• has described design elements and principles</li> <li>• has described conventions in the production of whakairo and</li> <li>• has described the use of tools and materials in the production of whakairo.</li> </ul> <p><b>Evidence for Achievement with Kaiaka/Merit</b></p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> <li>• has identified and explained the kōrero associated with the design elements</li> <li>• has described tikanga and kawa of whakairo.</li> </ul> <p><b>Evidence for Achievement with Kairangi/Excellence</b></p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> <li>• has analysed significant kōrero associated with the design elements of whakairo</li> <li>• has described significant tikanga associated with the use tools and materials in the production of whakairo</li> </ul>	<p><b>Judgement for Paetae/Achieved, Kaiaka/Merit and Kairangi/Excellence</b></p> <p>The design elements, principles, tools, conventions and the materials used in the production of two-dimensional whakairoare accurately described.</p>

Assessment Task 2	Evidence Statements	Judgement Statements
Describe three-dimensional whakairo.	<p><b>For Paetae/Achievement</b></p> <p>The following components must be described in the ākonga responses</p> <ul style="list-style-type: none"> <li>described design elements and principles</li> <li>described conventions in the production of whakairo</li> <li>and described the use of tools and materials in the production of whakairo.</li> </ul> <p><b>Evidence for Achievement with Kaiaka/Merit</b></p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> <li>has identified and explained the kōrero associated with the design elements</li> <li>has described tikanga and kawa of whakairo.</li> </ul> <p><b>Evidence for Achievement with Kairangi/Excellence</b></p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> <li>has analysed significant kōrero associated with the design elements of whakairo</li> <li>has described significant tikanga associated with the use tools and materials in the production of whakairo.</li> </ul>	<p><b>Judgement for Paetae/Achieved, Kaiaka/Merit and Kairangi/Excellence</b></p> <p>The design elements, principles, tools, conventions and the materials used in the production of the three-dimensional whakairo are accurately described.</p>

Assessment Task 3	Evidence Statements	Judgement Statements
<p>Demonstrate and describe tikanga practices</p>	<p><b>For Paetae/Achievement</b></p> <p>The following components must be described in the ākongā responses</p> <ul style="list-style-type: none"> <li>• described and demonstrated karakia,</li> <li>• described and practised tikanga and waiata</li> <li>• described and demonstrated waiata</li> <li>• kua matatau ki ngā kupu o ngā karakia me ngā waiata.</li> <li>• kua mōhio ki ngā tikanga.</li> </ul> <p><b>Evidence for Achievement with Kaiaka/Merit</b></p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> <li>• the wairua of the karakia and waiata are portrayed accordingly</li> <li>• tikanga and kawa described are relevant to hapū and iwi.</li> <li>• kua mau ki te wairua me te tangi o ngā karakia me ngā waiata</li> <li>• kua mārama ki ngā tikanga.</li> </ul> <p><b>Evidence for Achievement with Kairangi/Excellence</b></p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> <li>• significance of the depth of the kupu of the karakia and waiata are portrayed accordingly</li> <li>• kua tika te whakaputa i te wairua me te rangi o ngā karakia me ngā waiata mai i te timatanga ki te mutunga</li> <li>• kua matatau ki ngā tikanga</li> </ul>	<p><b>Judgement for Paetae/Achieved, Kaiaka/Merit and Kairangi/Excellence</b></p> <p>Tikanga practices are appropriately demonstrated and described.</p>

## Notes: