



WHAKAIRO

UNIT STANDARD 23009 (VERSION 3)

Identify and apply design elements in whakairo sketches, and identify specific techniques applied in whakairo

(Level 2, 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 tribal, sub-tribal, tohunga whakairo or pouako styles should also be reflected in such patterns.

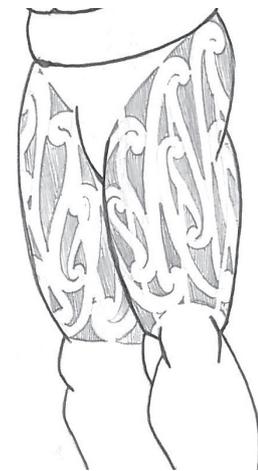
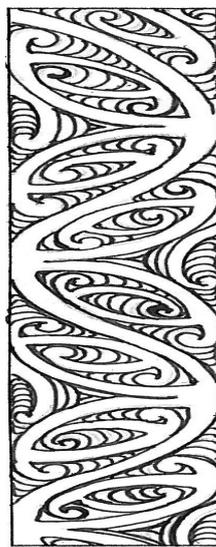
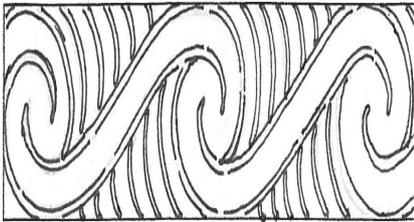
Learning should

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

Samples of sketches



Ākonga need to describe any **three** whakairo sketches which may include but is not limited to kōwhaiwhai, whakareia, tukutuku, tekoteko.

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
Identify and apply design elements in whakairo sketches, and identify specific techniques applied in whakairo.	Comprehensively identify and apply design elements in whakairo sketches, and identify specific techniques applied in whakairo.	Extensively identify and apply design elements in whakairo sketches, and identify specific techniques applied in 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 whakairo sketches, or
- supply the ākonga with whakairo sketches.

The critical knowledge and skills the ākonga would need to be able to be accredited the credits for this unit standard are:

- identify and apply design elements in whakairo sketches (knowledge and skill carried over from unit standard 23005, evidence requirements 1.1 and 1.2)
- Design elements are identified and applied in whakairo sketches. (New skill) evidence requirement 1.1
- ākonga need to have knowledge of tools, materials and processes and their specific techniques applied in whakairo. (New knowledge) evidence requirement 2.1
- ākonga need to understand what explore means in whakairo terms
 - **explore** – learning should be systematic and exploratory across a range of whakairo practices using a range of whakairo media
 - **do show and tell exercises** about figurative, non-figurative, humanistic, and abstract whakairo using a range of whakairo media evidence requirement 2.2 (New knowledge)
 - 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 Pouako 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:

- you **must** verify that the work submitted for assessment has been produced by the ākonga
- you **must** 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.

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 Identify and apply design elements in whakairo sketches.

Range: whakairo sketches may include but are not limited to kōwhaiwhai, whakarei, tukutuku, tekoteko. Evidence of three design elements is required.

RESOURCES

Get your ākonga to gather (or you supply) information, photographs, sketches, pictures, publications from any sources you have available (whānau, kaumātua, marae, art galleries, libraries and museums), about whakairo sketches.

Assessment Task 1 - This task assesses the evidence requirements of 1.1.

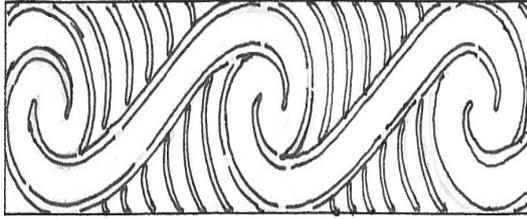
Whakairo Sketches: 1.1 Identify and apply design elements in whakairo sketches. Range may include but not limited to, kōwhaiwhai, whakarei, tukutuku, tekoteko. Evidence of three design elements is required.

1. Identify and apply design elements in whakairo sketches.
 - kōwhaiwhai
 - whakarei
 - tukutuku
 - tekoteko.
2. Design elements are identified and applied in whakairo sketches
 - kōwhaiwhai
 - whakarei
 - tukutuku
 - tekoteko

*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 a visual display and/or 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.

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

THIS IS A TWO-DIMENSIONAL WHAKAIRO SKETCH



(My sketch of a heke in my wharenuui)

This pakura kowhaiwhai shows my connection to my tūrangawaewae, Te Tairāwhiti. Unaunahi has been repeated throughout the sketch to acknowledge my hapū and future generations. Based on the whakairo image, I have rotated the shape so that it is horizontal, and reduced the repetition of the patterns.



I have sketched this pattern from a tukutuku panel in our school's foyer. This pattern is called poutama. It represents Tāwhaki and his journey to collect the three baskets of knowledge. It is used in our school to also represent our students' education journey.



I drew this tekoteko sketch after looking at photos of my own area, Te Arawa.

The pakati and haehae are two patterns that stand out as being one of the main ways that we design our bodies, arms and legs.

I have drawn the head on a 45 degree angle, just like the one at home .

Other areas I have visited show the head is straight up and down .

Assessment Task 2 - This task assesses the evidence requirements of 2.1.

Specific techniques applied in whakairo.

Identify specific techniques that are applied in whakairo.

- Identify **SIX** whakairo tools, **three** materials and **SIX** process used in the production of whakairo.

2.1. Identify specific techniques applied in whakairo are identified in terms of tools, materials and processes

Range: 6 whakairo tools, 3 materials, 6 processes

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



The kaiwhakairo is using the pakati chisel to clean out the line of pakati. The material is MDF wood.

The line of pākati is used to fill in the space between the two sets of haehae. This style of pākati is common to all iwi and hapū.



The tools used is a haehae chisel and a mallet on MDF wood. In Aotearoa conventional kaiwhakairo use the chisel with the mallet. Other cultures use different techniques for carving.



This carving was my first attempt at both carving and producing tā moko design, using a mixture of tā moko patterns and whakairo patterns. I have used pākati, haehae and poka chisels. The materials are MDF, paint, boiled linseed oil.

Assessment Task 3 - This task assesses the evidence requirements of 2.2.

Extension in skill sets.

Using the whakairo media given by the pouako, explore the whakairo design aspects and the extension of skill sets.

You must identify the following skill sets:

- TWO (2) figurative
- TWO (2) non-figurative
- TWO (2) humanistic
- TWO (2) abstract.

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

2.2. Whakairo design aspects are explored in the extension of skill set.

Range: skill set includes, figurative, non-figurative, humanistic, abstract evidence of two of each is required.

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



This is part of pare which sits over a doorway or a window .

The figures are manaia and wheku, they have three fingers and three toes that are seen in most iwi carvings.

The non- figurative elements includes takarangi, the frame is made up of pākati, and whakarare.

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.

Kia maumahara te Pouako

For Paetae/Achieved

Demonstrate achieved knowledge of design elements in whakairo sketches will be evidenced through

- identifying and applying design elements in whakairo sketches;
- identifying specific techniques in terms of tools, materials and processes;
- exploring design aspects in the extension of skill sets.

For Kaiaka/Merit

Demonstrate comprehensive knowledge of design elements in whakairo sketches and identify specific techniques applied in whakairo will be evidenced through:

- explaining and exploring specific hapū/iwi design elements.

For Kairangi/Excellence

Demonstrate extensive knowledge of design elements in whakairo sketches and identify specific techniques applied in whakairo will be evidenced through:

- analysing and exploring the whakapapa and kōrero of specific hapū/iwi design elements and design aspects.

Kia kaha!

Comments on this support material

Please contact Māori Qualifications Services 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
Whakairo Sketches	<p>For Paetae/Achievement</p> <p>The following components should be described in the ākongā responses:</p> <ul style="list-style-type: none"> • has identified all the following design elements in whakairo sketches <ul style="list-style-type: none"> • kōwhaiwhai • whakarei • tukutuku • tekoteko <p>Evidence for Achievement with Kaiaka/Merit</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> • has explained design elements specific to hapū/iwi. <p>Evidence for Achievement with Kairangi/Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> • has analysed and identified whakapapa and kōrero of design elements and design aspects specific to hapū/iwi. 	<p>Judgement for Paetae/Achieved, Kaiaka/Merit and Kairangi/Excellence</p> <p>The design elements in whakairo sketches are accurately identified and applied.</p>

Assessment Task 2	Evidence Statements	Judgement Statements
Specific techniques in whakairo	<p>For Paetae/Achievement</p> <p>The following components should be described in the ākonga responses:</p> <ul style="list-style-type: none"> has identified the use of <ul style="list-style-type: none"> SIX tools, THREE materials SIX processes <p>Evidence for Achievement with Kaiaka/Merit</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> has explained specific techniques specific to hapū/iwi. <p>Evidence for Achievement with Kairangi/Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> has analysed and identified whakapapa and kōrero specific to hapū/iwi. 	<p>Judgement for Paetae/Achieved, Kaiaka/Merit and Kairangi/Excellence</p> <p>Six whakairo tools, three materials and six processes are correctly identified.</p>

Assessment Task 3	Evidence Statements	Judgement Statements
Extension in skill sets	<p>For Paetae/Achievement</p> <p>The following components should be described in the ākonga responses:</p> <ul style="list-style-type: none"> has identified extension of skill sets in the following: <ul style="list-style-type: none"> figurative non-figurative humanistic abstract <p>Evidence for Achievement with Kaiaka/Merit</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> has explained extension of skill sets specific to hapū/iwi. <p>Evidence for Achievement with Kairangi/Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> has identified whakapapa and kōrero specific to hapū/iwi. 	<p>Judgement for Paetae/Achieved, Kaiaka/Merit and Kairangi/Excellence</p> <p>Three whakairo tools, three materials and three processes are correctly identified.</p>