



*Assessment Support Materials*

# WHAKAIRO

Tohu Artist - Tiana Maihi  
(Ngā Puhi, Te Arawa, Ngāti Porou, Ngāi Tai)



## Assessment Support Materials

# WHAKAIRO

## Introduction

Welcome to the Assessment Support Materials for Whakairo.

The Assessment Support Materials for Whakairo 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, Māori Qualification Services, at [mqs@nzqa.govt.nz](mailto:mqs@nzqa.govt.nz)

Ngā mihi.

### Level 1

- 23005 Demonstrate knowledge of whakairo
- 23006 Demonstrate knowledge of how a kaiwhakairo shows meaning in their whakairo
- 23007 Demonstrate knowledge of customary whakairo designs and their meaning
- 23008 Describe customary whakairo and their function

### Level 2

- 23009 Identify and apply design elements in whakairo sketches, and identify specific techniques applied in whakairo
- 23010 Generate, develop and refine visual ideas in whakairo
- 23011 Demonstrate knowledge of whakairo production
- 23012 Demonstrate knowledge of function and significance to explore the value of whakairo

### Level 3

- 23013 Create whakairo
- 23014 Develop ideas to create whakairo
- 23015 Demonstrate knowledge of the composition, presentation and production of whakairo to interpret meaning
- 23016 Explain change in whakairo practises and whakairo production

'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, theirs is the forest.  
The bird that partakes of knowledge, theirs is the  
world'

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Notes:



# WHAKAIRO

## UNIT STANDARD 23005 (VERSION 3)

Demonstrate knowledge of whakairo

(Level 1, Credits 6)

# ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Te Ara Tauira Whakairo unit standard 23005, demonstrate knowledge of whakairo

## Assessment criteria

Paetae/Achievement	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 for this standard that you must correctly complete. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit), or Kairangi (Excellence).

## Instructions

The activities for this unit standard are based on collecting information and demonstrating knowledge of design elements, principles, tools and tikanga (customary procedures) relevant to whakairo.

This assessment may be presented in written, oral, visual, 3D, power point, illustrations etc.

Your pouako 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 pouako will discuss this with you.

## Conditions

- All activities must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only; however, the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups however you will be assessed individually.

## Resources

- Marae, art galleries, museums and libraries, pouako handouts.

## 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 the 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 pouako.

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/>.



## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

### 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 of 1.1-1.3

**Describe a two-dimensional whakairo**

Select a two-dimensional carving 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.

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

Work Sheet 1 - Two-Dimensional Whakairo

IMAGE OF WHAKAIRO
DESCRIPTION

## Assessment Task 2 - This task assesses the evidence requirements of 1.1-1.3

### Describe a three-dimensional whakairo

Select a three-dimensional carving and describe the design elements, principles, tools, conventions and the materials used in the production of the carvings.

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

- kōwhaiwhai
- whakarei
- tukutuku.

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

## Work Sheet 2 - Three-Dimensional Whakairo

IMAGE OF WHAKAIRO

DESCRIPTION

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

Demonstrate and describe tikanga practices
Recite at least <b>TWO</b> karakia, <b>TWO</b> waiata and <b>TWO</b> other tikanga that are relevant to whakairo used in the production of whakairo. List your sources of information.
You must present information in your own words, and references must be provided.

**Notes Sheet 3**

**A visual display and/or an oral description may include but is not limited to PowerPoint, poster etc.**

NOTES:

# A few things for you to think about

## For Paetae/Achieved

Demonstrate achieved knowledge of whakairo will be evidenced through:

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

## For Kaiaka/Merit

Demonstrate comprehensive knowledge of whakairo will be evidenced through:

- precise description of the kōrero associated with specific design elements, principles, and use of tools, conventions and materials in the production of each whakairo
- kua mau ki te wairua me te tangi o ngā karakia me ngā waiata
- kua mārama ki ngā tikanga me ngā kawa

## For Kairangi/Excellence

Demonstrate extensive knowledge of whakairo will be evidenced through:

- analysing the kōrero associated with design elements
- kua tika te whakaputa i te wairua me te rangi o ngā karakia me ngā waiata mai i te tīmatanga ki te mutunga
- kua matatau ki ngā tikanga me ngā kawa.

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

Kia kaha!

## Notes:



# WHAKAIRO

## UNIT STANDARD 23006 (VERSION 3)

Demonstrate knowledge of how a kaiwhakairo shows meaning in their whakairo

(Level 1, Credits 6)

# ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Te Ara Tauira Whakairo unit standard 23006, Demonstrate knowledge of how a kaiwhakairo shows meaning in their whakairo

## Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of how a kaiwhakairo shows meaning in their whakairo.	Demonstrate a comprehensive knowledge of how a carver shows meaning in their whakairo.	Demonstrate an extensive knowledge of how a carver shows meaning in their whakairo.

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).

## Instructions

The activity for this unit standard is based on examining two (2) whakairo and identifying sources that influenced the ideas of the kaiwhakairo and show how each kaiwhakairo expressed their ideas in terms of conventions.

Your pouako 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 pouako will discuss this with you.

## Conditions

- This activity must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activity must be completed in class time only; however, the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups; however, you will be assessed individually.

## Resources

- Marae, art galleries, museums and libraries, pouako handouts.

## 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 the 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 pouako.

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/>.



## ĀKONGA ASSESSMENT &amp; TASK SHEETS

Name

NSN #

Outcome 1 Demonstrate knowledge of how a kaiwhakairo shows meaning in whakairo.  
Range: two given kaiwhakairo and three of each of their whakairo.

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

### Show meaning in whakairo

The pouako will give you **TWO** different works of a kaiwhakairo. There will be **THREE** pieces of work from each kaiwhakairo. You will examine each of the six pieces, and

- identify and outline the different sources that influenced the ideas of each kaiwhakairo.
- show and tell how the ideas of each kaiwhakairo are expressed in terms of conventions. Sources may include but is not limited to:
  - art gallery
  - marae
  - museum
  - publications.

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

Name of Kaiwhakairo:	
WHAKAIRO ONE	DESCRIBE THE SOURCES THAT INFLUENCED THE IDEAS OF THE KAIWHAKAIRO
	DESCRIBE THE EXPRESSION OF IDEAS OF THE KAIWHAKAIRO (CONVENTIONS)
WHAKAIRO TWO	DESCRIBE THE SOURCES THAT INFLUENCED THE IDEAS OF THE KAIWHAKAIRO
	DESCRIBE THE EXPRESSION OF IDEAS OF THE KAIWHAKAIRO (CONVENTIONS)

WHAKAIRO THREE	DESCRIBE THE SOURCES THAT INFLUENCED THE IDEAS OF THE KAIWHAKAIRO
	DESCRIBE THE EXPRESSION OF IDEAS OF THE KAIWHAKAIRO (CONVENTIONS)

Name of kaiwhakairo:	
WHAKAIRO ONE	DESCRIBE THE SOURCES THAT INFLUENCED THE IDEAS OF THE KAIWHAKAIRO
	DESCRIBE THE EXPRESSION OF IDEAS OF THE KAIWHAKAIRO (CONVENTIONS)
WHAKAIRO TWO	DESCRIBE THE SOURCES THAT INFLUENCED THE IDEAS OF THE KAIWHAKAIRO
	DESCRIBE THE EXPRESSION OF IDEAS OF THE KAIWHAKAIRO (CONVENTIONS)

WHAKAIRO THREE	DESCRIBE THE SOURCES THAT INFLUENCED THE IDEAS OF THE KAIWHAKAIRO
	DESCRIBE THE EXPRESSION OF IDEAS OF THE KAIWHAKAIRO (CONVENTIONS)

# A few things for you to think about

## For Paetae/Achieved

Demonstrate achieved knowledge of how a kaiwhakairo shows meaning in their whakairo will be evidenced through:

- accurate identification of how ideas are expressed in terms of whakairo conventions.
- accurate description in terms of the reasons particular whakairo conventions were used to communicate kaupapa or meaning.

## For Kaiaka/Merit

Demonstrate comprehensive knowledge of how a kaiwhakairo shows meaning in their whakairo will be evidenced through:

- explaining the kōrero and other sources that have influenced kaiwhakairo
- explaining the links between the influences described and the conventions used by the kaiwhakairo.

## For Kairangi/Excellence

Demonstrate extensive knowledge of how a kaiwhakairo shows meaning in their whakairo will be evidenced through:

- analysing the kōrero associated with people and other sources that influenced the kaiwhakairo
- analysing the links between the influences described and how they are expressed through the conventions used.

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

Kia kaha!



# WHAKAIRO

## UNIT STANDARD 23007 (VERSION 3)

Demonstrate knowledge of customary whakairo designs and their meaning

(Level 1, Credits 6)

# ĀKONGA BOOKLET

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

Unit standard 23007 (version 3)

Tēnā koe

This is your assessment booklet for Te Ara Tauira Whakairo unit standard 23007, Demonstrate knowledge of customary whakairo designs and their meaning.

## Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of customary whakairo designs and their meaning	Demonstrate a comprehensive knowledge of customary whakairo designs and their meaning.	Demonstrate an extensive knowledge of customary whakairo designs and their meaning.

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).

## Instructions

The activities for this unit standard are based on describing carving and their meaning.

Your pouako 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 pouako will discuss this with you.

## Conditions

- This activity must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activity must be completed in class time only; however, the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups; however, you will be assessed individually.

## Resources

- Marae, art galleries, museums and libraries, pouako handouts.

## 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 pouako.

For further information, please refer to the following link:

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## ĀKONGA ASSESSMENT &amp; TASK SHEETS

Name

NSN #

**Outcome 1** Demonstrate knowledge of customary whakairo designs and their meaning.

**Assessment Task 1 - This task assesses the evidence requirements of 1.1 & 1.2**
**Customary whakairo designs and their meaning**

 Your pouako will give you Māori images and/or taonga – **THREE (3)** in total.

- study each item
- describe each whakairo design in terms of the customary form, design elements, function and their meaning.

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

**Work Sheet 1 - Images and/or taonga**

1.

 DESCRIBE HOW THE CUSTOMARY FORM,  
 DESIGN ELEMENTS AND FUNCTION, SHOW  
 MEANING.

2.	DESCRIBE HOW THE CUSTOMARY FORM, DESIGN ELEMENTS AND FUNCTION, SHOW MEANING.
3.	DESCRIBE HOW THE CUSTOMARY FORM, DESIGN ELEMENTS AND FUNCTION, SHOW MEANING.

# A few things for you to think about

## For Paetae/Achieved

Demonstrate achieved knowledge of customary whakairo designs and their meaning will be evidenced through:

- accurate description of each whakairo design in terms of the customary form, design elements, function and their meaning.

## For Kaiaka/Merit

Demonstrate comprehensive knowledge of customary whakairo designs and their meaning will be evidenced through:

- explaining the origins, meaning, and kaupapa of the customary whakairo designs.

## For Kairangi/Excellence

Demonstrate extensive knowledge of customary whakairo designs and their meaning will be evidenced through

- analysing the links between ngā kōrero tuku iho, and customary form and function.

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

Kia kaha!

## Notes:



## WHAKAIRO

### UNIT STANDARD 23008 (VERSION 3)

Describe customary whakairo and their function

(Level 1, Credits 6)

# ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Te Ara Tauira Whakairo unit standard 23008, Describe customary whakairo and their function

## Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Describe customary whakairo and their function.	Comprehensively describe customary whakairo and their function.	Extensively describe customary whakairo and their function.

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).

## Instructions

The activities for this unit standard are based on describing carved images, objects in a social context and their uses.

Your pouako 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 pouako will discuss this with you.

## Conditions

- All activities must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only; however, the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups; however, you will be assessed individually.

## Resources

- Marae, art galleries, museums and libraries, pouako handouts.

## 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 the 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 pouako.

For further information, please refer to the following link:

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## ĀKONGA ASSESSMENT &amp; TASK SHEETS

Name

NSN #

Outcome 1 Describe customary whakairo and their function

Range: includes actual customary whakairo pieces (taonga) or images of these.  
evidence of six customary whakairo is required

## Assessment Task 1 - This task assesses the evidence requirements of 1.1, &amp; 1.2

## Customary whakairo and their function

You will be given **THREE** (3) whakairo images and **THREE** (3) whakairo pieces (taonga) from a marae and a non-Māori space.

Examine each piece and describe the social context each image and object were produced in and for, and their function.

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

## Work Sheet 1 - Whakairo images and/or taonga (Marae)

1.

DESCRIBE THE SOCIAL CONTEXT THE WHAKAIRO IMAGE AND/OR TAONGA WAS PRODUCED IN AND FOR, AND ITS FUNCTION

2.	DESCRIBE THE SOCIAL CONTEXT THE WHAKAIRO IMAGE AND/OR TAONGA WAS PRODUCED IN AND FOR, AND ITS FUNCTION.
3.	DESCRIBE THE SOCIAL CONTEXT THE WHAKAIRO IMAGE AND/OR TAONGA WAS PRODUCED IN AND FOR, AND ITS FUNCTION.



**Work Sheet 2 - Whakairo images and/or taonga (non-Māori space)**

1.	DESCRIBE THE SOCIAL CONTEXT THE WHAKAIRO IMAGE AND/OR TAONGA WAS PRODUCED IN AND FOR, AND ITS FUNCTION.
2.	DESCRIBE THE SOCIAL CONTEXT THE WHAKAIRO IMAGE AND/OR TAONGA WAS PRODUCED IN AND FOR, AND ITS FUNCTION.

3.	DESCRIBE THE SOCIAL CONTEXT THE WHAKAIRO IMAGE AND/OR TAONGA WAS PRODUCED IN AND FOR, AND ITS FUNCTION.
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# A few things for you to think about

## For Paetae/Achieved

Demonstrate achieved knowledge of customary whakairo and their function will be evidenced through:

- accurate description of the designs used in the images and pieces (taonga), the social context they were produced for and their functions.

## For Kaiaka/Merit

Demonstrate comprehensive knowledge of customary whakairo and their functions will be evidenced through:

- explaining the designs used in the whakairo

## For Kairangi/Excellence

Demonstrate extensive knowledge of customary whakairo and their function will be evidenced through:

- analysing the significant links between the design elements used in the whakairo and the function of the whakairo.

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

Kia kaha!

## Notes:



# 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)

# ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Te Ara Tauira Whakairo unit standard 23009, Identify and apply design elements in whakairo sketches, and identify specific techniques applied in whakairo

## Assessment criteria

Paetae/Achievement	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 for this standard that you must correctly complete. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit), or Kairangi (Excellence).

## Instructions

The activities for this unit standard are based on collecting information and demonstrating knowledge of design elements, principles, tools and tikanga (customary procedures) relevant to whakairo.

This assessment may be presented in written, oral, visual, 3D, power point, illustrations etc.

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.

## Conditions

- All activities must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only; however, the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako/assessor may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups; however, you will be assessed individually.

## Resources

- Marae, art galleries, museums and libraries, pouako handouts.

## 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 pouako.

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**ĀKONGA ASSESSMENT & TASK SHEETS**

Name

NSN #

**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**

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

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2

**Assessment Task 1 - This task assesses the evidence requirements of 1.1**
**Whakairo sketches**

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.

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

## Work Sheet 1 - Whakairo Sketches

IDENTIFY ALL THE DESIGN ELEMENTS IN KŌWHAIWHAI, WHAKAREI, TUKUTUKU AND TEKOTEKO.

LEVEL  
2



IDENTIFY ALL THE DESIGN ELEMENTS IN KŌWHAIWHAI, WHAKAREI, TUKUTUKU AND TEKOTEKO.

PRODUCE OWN WHAKAIRO SKETCHES

TELL OR IDENTIFY KŌWHAIWHAI, WHAKAREI, TUKUTUKU AND TEKOTEKO

LEVEL  
2

**Continue whakairo sketching here...**

L  
E  
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E  
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2

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

### Specific techniques applied in whakairo

Select an image of a three-dimensional whakairo that may include kōwhaiwhai, whakarej, tukutuku, and tekoteko and

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

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

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2

## Work Sheet 2 - Specific techniques applied to Whakairo

IMAGE OF THREE-DIMENSIONAL WHAKAIRO	TOOL MATERIAL AND PROCESS
	TOOL MATERIAL AND PROCESS
	TOOL MATERIAL AND PROCESS

## Work Sheet 2 cont. - Specific techniques applied to Whakairo

IMAGE OF THREE-DIMENSIONAL WHAKAIRO	TOOLS, MATERIALS AND PROCESS
	TOOLS, MATERIALS AND PROCESS
	TOOLS, MATERIALS AND PROCESS

## 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.

### Work Sheet 3

WHAKAIRO MEDIA	IDENTIFY THE FOLLOWING SKILL SETS:
	FIGURATIVE
	NON-FIGURATIVE
	HUMANISTIC
	ABSTRACT

## Work Sheet 3 Cont.

WHAKAIRO MEDIA	IDENTIFY THE FOLLOWING SKILL SETS:
	FIGURATIVE
	NON-FIGURATIVE
	HUMANISTIC
	ABSTRACT

# A few things for you to think about

## For Paetae/Achieved

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

- identifying and applying design elements 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 will be evidenced through:

- explaining and exploring specific hapū/iwi design elements.

## For Kairangi/Excellence

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

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

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

Kia kaha!





# WHAKAIRO

## UNIT STANDARD 23010 (VERSION 3)

Generate, develop and refine visual ideas in whakairo

(Level 2, Credits 6)

# ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Te Ara Tauira Whakairo unit standard 23010, Generate, develop and refine visual ideas in whakairo.

## Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Generate, develop and refine visual ideas in whakairo.	Comprehensively generate, develop and refine visual ideas in whakairo.	Extensively generate, develop and refine visual ideas in whakairo.

There are THREE (3) 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).

## Instructions

The activity for this unit standard are based on generating, developing and refining visual ideas for whakairo

Your pouako 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 pouako will discuss this with you.

## Conditions

- This activity must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activity must be completed in class time only; however, the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako/assessor may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups; however, you will be assessed individually.

## Resources

- Marae, art galleries, museums and libraries, pouako handouts.

## 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 the 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 pouako.

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/>.

**ĀKONGA ASSESSMENT & TASK SHEETS**

Name

NSN #

**Outcome 1**      Generate visual ideas for whakairo.

 LEVEL  
2

**Assessment Task 1 - This task assesses the evidence requirements of 1.1**
**Generate visual ideas for whakairo**

 Explore and select **TWO** (2) materials and generate **TWO** (2) ideas for whakairo from each material.

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

**Work Sheet 1**
**Material One**

VISUAL IDEA 1

VISUAL IDEA 2

Material two	
VISUAL IDEA 1	VISUAL IDEA 1

Outcome 2      Develop visual ideas for whakairo.

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

### Develop visual ideas for whakairo

Produce **THREE** (3) sequenced and linked conceptual drawings that concur with a concept for whakairo.

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

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## Work Sheet 2

### Three Sequenced and Linked conceptual drawings

ONE

TWO

THREE

Outcome 3      Refine visual ideas for whakairo.

## Assessment Task 3 - This task assesses the evidence requirements of 3.1

### Refine visual ideas for whakairo

Produce **THREE** (3) refined working drawings that provide solutions to resolve design imperatives for whakairo.

The drawings must be your own work, and references must be provided.

### Work Sheet 3

#### Three working drawings

ONE

TWO

THREE

# A few things for you to think about

## For Paetae/Achieved

Demonstrate achieved knowledge of how to generate, develop and refine visual ideas for whakairo will be evidenced through:

- generating and developing visual ideas for whakairo
- developing visual ideas that are sequenced and linked to form a concept for whakairo
- refining visual ideas for the production of whakairo.

## For Kaiaka/Merit

Demonstrate comprehensive knowledge of how to generate, develop and refine visual ideas for whakairo will be evidenced through:

- use of materials to portray visual ideas
- development of visual ideas shows originality and flow
- visual ideas refined to show the connection of the kaupapa to the whakairo to be produced.

## For Kairangi/Excellence

Demonstrate extensive knowledge of how to generate, develop and refine visual ideas for whakairo will be evidenced through:

- use of materials to show clear links to the kaupapa of the visual ideas
- visual ideas developed with fluent control of whakairo elements
- visual ideas refined in accordance with tikanga appropriate to the whakairo to be produced.

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

Kia kaha!

## Notes:

Tēnā koe

This is your assessment booklet for Te Ara Tauira Whakairo unit standard 23011, Demonstrate knowledge of whakairo production.





# WHAKAIRO

## UNIT STANDARD 23011 (VERSION 3)

Demonstrate knowledge of whakairo production

(Level 2, Credits 6)

# ĀKONGA BOOKLET

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

## Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of whakairo production for meaning, intention, function and an artist's methodologies.	Demonstrate comprehensive knowledge of whakairo production for meaning, intention, function and an artist's methodologies.	Demonstrate extensive knowledge of whakairo production for meaning, intention, function and an artist's methodologies

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).

## Instructions

The activities for this unit standard are based on collecting information and demonstrating knowledge of design elements, principles, tools and tikanga (customary procedures) relevant to whakairo.

This assessment may be presented in written, oral, visual, 3D, power point, illustrations etc.

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.

## Conditions

- The activities must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only; however, the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako/assessor may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups; however, you will be assessed individually.

## Resources

- Marae, art galleries, museums and libraries, pouako handouts.

## 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 the 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 pouako.

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/>.

## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

**Outcome 1** Demonstrate knowledge of whakairo production.

Range: evidence of three whakairo from a given artist is required.

### Resources

Your pouako may either supply you with, or get you to gather, information, photographs, sketches, pictures, publications from any sources available (whānau, kaumātua, marae, art galleries, libraries and museums) about whakairo production for meaning, intention, function and artist's methodologies.

 LEVEL  
2

## Assessment Task 1 - This task assesses the evidence requirements of 1.1, 1.2

### Explore artists methodologies used in the production of whakairo

You will need **THREE** (3) whakairo (or images of whakairo) from an artist.

You will study each whakairo and;

- explore and describe the methodologies used in the production of their work for each whakairo.
- Explore and describe the meaning, intention, and function used in the production of their work in each whakairo.

Describe the methodologies of **THREE** (3) whakairo produced in accordance with tikanga and/or hapū/iwi variation.

Key factors to consider:

- explore meaning, intention and function
- explain external influences that have an effect on the artist's methodologies
- influential people, environment.

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

## Work Sheet

ARTIST NAME:

ARTIST WORK

METHODOLOGIES USED IN THE PRODUCTION OF WORK.

MEANING, INTENTION AND FUNCTION USED IN THE PRODUCTION OF WORK.

ARTIST WORK

METHODOLOGIES USED IN THE PRODUCTION OF WORK.

MEANING, INTENTION AND FUNCTION USED IN THE PRODUCTION OF WORK.

ARTIST WORK	METHODOLOGIES USED IN THE PRODUCTION OF WORK.
	MEANING, INTENTION AND FUNCTION USED IN THE PRODUCTION OF WORK.

# A few things for you to think about

## For Paetae/Achieved

Demonstrate knowledge of whakairo production will be evidenced through:

- exploring whakairo in terms of artists methodologies in the production of whakairo
- exploring whakairo in terms of the meaning, intention and function used in production of whakairo.

## For Kaiaka/Merit

Demonstrate comprehensive knowledge of whakairo production for meaning, intention, function and an artist's methodologies will be evidenced through:

- explaining in-depth factors that influence an artist's methodology and whakairo production
- explaining external influences that have an effect on the artist's methodologies e.g. influential people, environment, pūtea
- explaining whakairo production (meaning, intention, production) to identify the respective tikanga including hapū/iwi variation.

## For Kairangi/Excellence

Demonstration of an extensive knowledge of whakairo production for meaning, intention, function and an artist's methodologies will be evidenced through:

- comparing factors that influence an artist's methodology and whakairo production
- comparing methodologies used in the production of customary and non-customary whakairo.
- Comparing whakairo process (meaning, intention, and production) to identify the respective tikanga including hapū/iwi variation.

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

Kia kaha!

## Notes:

## Notes:





# WHAKAIRO

## UNIT STANDARD 23012 (VERSION 3)

Demonstrate knowledge of function and significance to explore the value of whakairo

(Level 2, Credits 6)

# ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Te Ara Tauira Whakairo unit standard 23012, Demonstrate knowledge of function and significance to explore the value of whakairo

## Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of function and significance to explore the value of whakairo.	Demonstrate comprehensive knowledge of function and significance to explore the value of whakairo.	Demonstrate extensive knowledge of function and significance to explore the value of whakairo.

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).

## Instructions

The activity for this unit standard are based on examining whakairo from 2 kaiwhakairo and identifying sources that influenced their ideas and show how each kaiwhakairo expressed their ideas in terms of conventions.

Your pouako 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 pouako will discuss this with you.

## Conditions

- This activity must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activity must be completed in class time only; however, the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako/assessor may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups; however, you will be assessed individually.

## Resources

- Marae, art galleries, museums and libraries, pouako handouts.

## 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 the 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 pouako.

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/>.

**ĀKONGA ASSESSMENT & TASK SHEETS**

Name

NSN #

**Outcome 1** Demonstrate knowledge of function and significance to explore the value of whakairo.

**Assessment Task 1 - This task assesses the evidence requirements of 1.1, 1.2**
**The value of whakairo**

Identify the function and significance of customary and non-customary whakairo to explore the value of whakairo.

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

 LEVEL  
2

**Work Sheet**

## THE VALUE OF CUSTOMARY WHAKAIRO

IMAGE

FUNCTION + SIGNIFICANCE =VALUE

## THE VALUE OF NON-CUSTOMARY WHAKAIRO

IMAGE

FUNCTION + SIGNIFICANCE =VALUE

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Please use additional paper if required.

# A few things for you to think about

## For Paetae/Achieved

Demonstrate knowledge of function and significance to explore the value of whakairo will be evidenced through:

- exploring and identifying the function, significance and value of customary whakairo
- exploring and identifying the function, significance and value of non-customary whakairo

## For Kaiaka/Merit

Demonstration of a comprehensive knowledge of function and significance to explore the value of whakairo will be evidenced through:

- explaining the value of whakairo in accordance with specific hapū/iwi kawa and tikanga whakairo.

## For Kairangi/Excellence

Demonstration of an extensive knowledge of function and significance to explore the value of whakairo will be evidenced through:

- analysing the value of whakairo in accordance with hapū/iwi kōrero and whakapapa associated with whakairo.

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

Kia kaha!

## Notes:



# WHAKAIRO

## UNIT STANDARD 23013 (VERSION 3)

Create whakairo

(Level 3, Credits 6)

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# ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Te Ara Tauira Whakairo unit standard 23013, Create whakairo

## Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Apply whakairo conventions, techniques, tools and processes to create whakairo.	Apply comprehensive knowledge of whakairo conventions, techniques, tools and processes to create whakairo.	Apply extensive knowledge of whakairo conventions, techniques, tools and processes to create whakairo.

There is ONE (1) assessment task 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.

## Instructions

The activities for this unit standard are practical based.

This assessment may be presented in written, oral, visual, 3D, power point, illustrations etc.

Your pouako 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 pouako will discuss this with you.

## Conditions

- This activity must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activity must be completed in class time only; however, the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako/assessor may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups; however, you will be assessed individually.

## Resources

- Marae, art galleries, museums and libraries, pouako handouts.

## 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 the 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 pouako.

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/>.



## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

Outcome 1

Create whakairo

### Assessment Task 1 - This task assesses the evidence requirements of 1.1, 1.2

#### Create whakairo

This is a practical assessment.

Apply toi Māori conventions, designs and practices, techniques, customary processes, and the use of tools to produce **THREE** pieces of two and three dimensional whakairo.

- There must be at least **ONE** two-dimensional piece and **ONE** three-dimensional piece.
- List any problems and solutions that arose in the development of each piece of whakairo.

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

\*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.

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## Work sheet 1

### TWO-DIMENSIONAL WHAKAIRO

IMAGE OF DEVELOPED PRODUCT

TOI MĀORI CONVENTIONS, TECHNIQUES, TOOLS, CUSTOMARY PROCESSES APPLIED IN THE DEVELOPMENT OF WHAKAIRO

TOI MĀORI CONVENTIONS, TECHNIQUES, TOOLS, CUSTOMARY PROCESSES APPLIED TO SOLVE PROBLEMS IN THE DEVELOPMENT OF WHAKAIRO

LEVEL  
3

## Work sheet 2

THREE DIMENSIONAL WHAKAIRO	
IMAGE OF DEVELOPED PRODUCT	TOI MĀORI CONVENTIONS, TECHNIQUES, TOOLS, CUSTOMARY PROCESSES APPLIED IN THE DEVELOPMENT OF WHAKAIRO
	TOI MĀORI CONVENTIONS, TECHNIQUES, TOOLS, CUSTOMARY PROCESSES APPLIED TO SOLVE PROBLEMS IN THE DEVELOPMENT OF WHAKAIRO

## Work sheet 3

TWO OR THREE DIMENSIONAL WHAKAIRO	
IMAGE OF DEVELOPED PRODUCT	TOI MĀORI CONVENTIONS, TECHNIQUES, TOOLS, CUSTOMARY PROCESSES APPLIED IN THE DEVELOPMENT OF WHAKAIRO
	TOI MĀORI CONVENTIONS, TECHNIQUES, TOOLS, CUSTOMARY PROCESSES APPLIED TO SOLVE PROBLEMS IN THE DEVELOPMENT OF WHAKAIRO

 LEVEL  
3

# Kia maumahara te Kaiako

## For Paetae/Achieved

The creation of whakairo will be evidenced through:

- applying whakairo conventions, techniques, tools and customary processes to create whakairo;
- solving problems that arise in the creation of whakairo.

## For Kaiaka/Merit

The creation of whakairo with skill will be evidenced through:

- application of whakairo processes and techniques to ensure an authentic look to, and function of, the whakairo.
- This will be determined, dependent upon the whakairo being made, by the elements of craftsmanship

## For Kairangi/Excellence

The creation of whakairo with proficiency will be evidenced through:

- Applying whakairo processes and techniques to refine the authentic look and function of the whakairo;
- This will be determined, dependent upon the whakairo being made, and by the elements of craftsmanship.

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

Kia kaha.

## Notes:



# WHAKAIRO

## UNIT STANDARD 23014 (VERSION 3)

Develop ideas to create whakairo

(Level 3, Credits 6)

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# ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Te Ara Tauira Whakairo unit standard 23014, Develop ideas to create whakairo.

## Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Develop ideas to create whakairo.	Develop comprehensive ideas to create whakairo	Develop extensive ideas to create whakairo

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).

## Instructions

The activity for this unit standard are based on generating, developing and refining visual ideas for whakairo

Your pouako 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 pouako will discuss this with you.

## Conditions

- This activity must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activity must be completed in class time only; however, the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako/assessor may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups; however, you will be assessed individually.

## Resources

- Marae, art galleries, museums and libraries, pouako handouts.

## 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 the 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 pouako.

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/>.



**ĀKONGA ASSESSMENT & TASK SHEETS**

Name

NSN #

**Outcome 1**      **Develop ideas to create whakairo.**  
**Range: two or three-dimensional.**

**Assessment Task 1 - This task assesses the evidence requirements of 1.1, 1.2**
**Two or three dimensional whakairo**

There are **TWO** parts to this task.

1. Generate, develop and clarify ideas to produce a body of work to guide the creation of either a **TWO** or a **THREE-DIMENSIONAL** whakairo.

The body of work may include but is not limited to:

- Sketches & drawings
  - essays
  - images & objects
  - models, maquettes or moulds
2. Analyse ideas to further develop and clarify them in a systematic and methodical manner, further ideas to solve problems that may potentially arise in the creation of whakairo.

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

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# A few things for you to think about

## For Paetae/Achieved

Demonstrate achieved knowledge of how to develop ideas to create whakairo will be evidenced through:

- generating, producing and clarifying ideas to create whakairo.
- analysing ideas to solve problems in the creation of whakairo

## For Kaiaka/Merit

Comprehensive knowledge of how to develop ideas to create whakairo will be evidenced through:

- analysing and comparing the presentation and quality of existing whakairo, and researching a kaupapa, to develop ideas from conception to end-product.

## For Kairangi/Excellence

Extensive knowledge of how to develop ideas to create whakairo will be evidenced through:

- extending ideas to incorporate the use of other whakairo materials and medium.

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

Kia kaha!

## Notes:

## Notes:



# WHAKAIRO

## UNIT STANDARD 23015 (VERSION 3)

Demonstrate knowledge of the composition, presentation and production of whakairo to interpret meaning

(Level 3, Credits 6)

# ĀKONGA BOOKLET

Name/ Ingoa

Provider/ School/ Kura

Assessor/ Kaiako

NSN Number

Tēnā koe

This is your assessment booklet for Te Ara Tauira Whakairo unit standard 23015, Demonstrate knowledge of the composition, presentation and production of whakairo to interpret meaning

## Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of the composition, presentation and production of whakairo to interpret meaning	Demonstrate comprehensive knowledge of the composition, presentation and production of whakairo to interpret meaning	Demonstrate extensive knowledge of the composition, presentation and production of whakairo to interpret meaning

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).

## Instructions

The activities for this unit standard are based on collecting information and demonstrating knowledge of design elements, principles, tools and tikanga (customary procedures) relevant to whakairo.

This assessment may be presented in written, oral, visual, 3D, power point, illustrations etc.

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.

## Conditions

- All activities must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only; however, the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako/assessor may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups; however, you will be assessed individually.

## Resources

- Marae, art galleries, museums and libraries, pouako handouts.

## 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 the 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 pouako.

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/>.

## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

**Outcome 1** Demonstrate knowledge of the composition, presentation and production of whakairo to interpret meaning.

### Resources

Arrange for access to libraries, museums, art galleries, marae etc. where ākonga can examine a range of whakairo media or provide the ākonga with the required resources.

## Assessment Task 1 - This task assesses the evidence requirements of 1.1, 1.2, 1.3

### Examine whakairo to interpret meaning.

Research and examine whakairo to show and tell how the composition, presentation and production of whakairo communicates meaning.

Present research on a separate piece of paper if needed.

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# A few things for you to think about

## For Paetae/Achieved

Demonstrate achieved knowledge of the composition, presentation and production of whakairo will be evidenced through:

- examining the composition of whakairo to interpret meaning
- examining the presentation of whakairo to interpret meaning
- examining the production of whakairo to interpret meaning

## For Kaiaka/Merit

Demonstrate comprehensive knowledge of the composition, presentation and production of whakairo will be evidenced through:

- explaining the deeper meaning of placement of whakairo forms, and use of multiple design elements, including whakarei, materials and colours.

## For Kairangi/Excellence

Demonstration of an extensive knowledge of the composition, presentation and production of will be evidenced through:

- analysis and interpretation of combinations of the design elements, contours, colours, and rangahau of past/present pou whakairo
- analysis and interpretation of the production of whakairo to identify the links between tools, processes, techniques and meaning.

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

Kia kaha!



## Notes:

## Notes:



# WHAKAIRO

## UNIT STANDARD 23016 (VERSION 3)

Explain change in whakairo practises and whakairo production

(Level 3, Credits 6)

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# ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Te Ara Tauira Whakairo unit standard 23016, Explain change in whakairo practices and whakairo production.

## Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Explain change in whakairo practices and whakairo production	Comprehensively explain change in whakairo practices and whakairo production	Extensively explain change in whakairo practices and whakairo production

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).

## Instructions

The activities for this unit standard are based on collecting information and demonstrating knowledge of design elements, principles, tools and tikanga (customary procedures) relevant to whakairo.

This assessment may be presented in written, oral, visual, 3D, power point, illustrations etc.

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.

## Conditions

- This activity must be correctly completed before credits are awarded.
- You and your pouako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activity must be completed in class time only; however, the gathering of information may take place whenever the opportunity arises.
- Your pouako/assessor will discuss with you the processes for reassessment.
- Your pouako/assessor may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups; however, you will be assessed individually.

## Resources

- Marae, art galleries, museums and libraries, pouako handouts.

## 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 the 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 pouako.

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/>.

**ĀKONGA ASSESSMENT & TASK SHEETS**

Name

NSN #

**Outcome 1** Explain the impact of technology within whakairo practises and whakairo production.

**Assessment Task 1 - This task assesses the evidence requirements of 1.1,**
**The impacts of technology on whakairo**

Research and explain the impacts of technology on whakairo practices, and the production of whakairo

Research must include:

- whakairo – **THREE** customary and **THREE** non-customary practices
- technology – **THREE** customary and **THREE** non-customary.

 Collate and **present information** that support your conclusions made for 1.1 and include a bibliography of resources.

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

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**Outcome 2** Explain the effects of contexts on whakairo practices and whakairo production.

**Assessment Task 2 - This task assesses the evidence requirements of 2.1**
**The Impacts of social and cultural changes on whakairo**

Research and explain the impacts of social and cultural contexts on whakairo practices and the production of whakairo. Research must include:

- social: **THREE** customary and **THREE** non-customary practices
- cultural: **THREE** customary and **THREE** non-customary practices
- Include evidence of tapu and noa.

Collate and present information that supports your conclusions made for 2.1 and include a bibliography of resources.

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

# A few things for you to think about

## For Paetae/Achieved

Demonstrate knowledge of change in whakairo practices and whakairo production will be evidenced through:

- examination and interpretation of the impact of technology on whakairo practices and production of whakairo
- examination and interpretation of the impact of changes to contexts and the practices and production of whakairo.

## For Kaiaka/Merit

Demonstrate comprehensive knowledge of change in whakairo practices and whakairo production will be evidenced through:

- identifying how the use of other mediums have affected change within whakairo practices and whakairo production.

## For Kairangi/Excellence

Demonstration of an extensive knowledge of function and significance to explore the value of whakairo will be evidenced through:

- identifying how events and/or significant time periods have affected change within whakairo practices and whakairo production.

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

Kia kaha!

## Notes:

## Notes: