



Assessment Support Materials

# WHAKAIRO



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Tohu Artist - Tiana Maihi

(Ngā Puhī, 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 carving
- 23006 Demonstrate knowledge of how a carver shows meaning in their carvings
- 23007 Demonstrate knowledge of carving designs and their meaning
- 23008 Describe carved images, objects, and their uses

### Level 2

- 23009 Identify and apply Māori art conventions, design elements and principles to explore whakairo
- 23010 Generate, develop and refine visual ideas in whakairo
- 23011 Demonstrate knowledge of whakairo production for meaning, intention, function and an artist's methodologies
- 23012 Demonstrate knowledge of function and significance to explore the value of whakairo

### Level 3

- 23013 Apply Māori art conventions, designs and practices to develop whakairo
- 23014 Develop ideas to create whakairo
- 23015 Examine meaning in particular whakairo situations
- 23016 Examine and interpret change in particular whakairo situations

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

—

*'The bird that patakes of the berry, theirs is the forest.  
The bird that patakes of knowledge, theirs is the world'*

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Notes:



# WHAKAIRO

## UNIT STANDARD 23005 (version 3)

Demonstrate knowledge of whakairo

(Level 1, Credits 5)

# 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 carving	Demonstrate comprehensive knowledge of carving	Demonstrate extensive knowledge of carving

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 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 #	
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**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

### Describe a two dimensional carvings

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

Description must include any **TWO** of the following design elements:

- kōwhaiwhai
- whakairo pattern forms
- tukutuku.

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

### Work Sheet 1 - Two Dimensional Carving

IMAGE OF WHAKAIRO

DESCRIPTION

## Assessment Task 2 – This task assesses the evidence requirements of 1.2

LEVEL 1

Describe three dimensional carvings	<p>Select a three-dimensional carving and describe the design elements, principles, tools, conventions and the materials used in the production of the carvings.</p> <p>Description must include any <b>TWO</b> of the following design elements:</p> <ul style="list-style-type: none"> <li>• kōwhaiwhai</li> <li>• whakairo pattern forms</li> <li>• ukutuku.</li> </ul>
You must present information in your own words, and references must be provided..	

### Work Sheet 2 - Three Dimensional Carving

<p style="text-align: right;">IMAGE OF WHAKAIRO</p>	<p style="text-align: center;">DESCRIPTION</p>
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### Assessment Task 3 – This task assesses the evidence requirements of 1.3

#### Describe customary procedures for a two dimensional carving and a three dimensional carving

Select a two-dimensional carving and describe **TWO** karakia, **TWO** waiata and **TWO** other tikanga that are relevant to whakairo used in the production of carving.

List your sources of information.

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

### Work Sheet 3 - Two-Dimensional Carving

IMAGE OF WHAKAIRO

DESCRIPTION

## A few things for you to think about

### For Paetae/Achieved

- Demonstrate achieved knowledge of carving – will be evidenced through:
- accurate description of design elements and principles, use of tools, conventions and materials in the production of carvings
  - kua matatau ki ngā kupu o ngā karakia me ngā waiata
  - kua mōhio ki ngā tikanga.

### For Kaiaka/Merit

- Demonstrate comprehensive knowledge of carving – will be evidenced through:
- precise description of specific design elements, principles, and use of tools, conventions and materials in the production of each carving
  - kua mau ki te wairua me te tangi o ngā karakia me ngā waiata
  - kua mārāma ki ngā tikanga.

### For Kairangi/Excellence

- Demonstrate extensive knowledge of carving – will be evidenced through:
- describing significant design elements, principles, and use of tools, conventions and materials in the production of each carving
  - 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.
- If you have any pātai, or are unsure about anything, kōrero ki tō pouako.

Kia kahai!

# 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 carver shows meaning in their carvings.	Demonstrate a comprehensive knowledge of how a carver shows meaning in their carvings.	Demonstrate an extensive knowledge of how a carver shows meaning in their carvings.

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 2 carver's carvings and identifying sources that influenced their ideas and show each carvers 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 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.

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## ĀKONGA ASSESSMENT & 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 carvers' work.

There will be **THREE** pieces of work from each carver.

You will examine each of the six pieces, and

- identify and outline the different sources that influenced each carver's ideas
- show and tell how each carver's ideas 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 Carver:	
WHAKAIRO ONE	DESCRIBE THE SOURCES THAT INFLUENCED CARVER'S IDEAS
	DESCRIBE THE EXPRESSION OF CARVER'S IDEAS (CONVENTIONS)
WHAKAIRO TWO	DESCRIBE THE SOURCES THAT INFLUENCED CARVER'S IDEAS
	DESCRIBE THE EXPRESSION OF CARVER'S IDEAS (CONVENTIONS)

WHAKAARO THREE

DESCRIBE THE SOURCES THAT INFLUENCED CARVER'S IDEAS

DESCRIBE THE EXPRESSION OF CARVER'S IDEAS  
(CONVENTIONS)

Name of Carver:	
WHAKAIRO ONE	DESCRIBE THE SOURCES THAT INFLUENCED CARVER'S IDEAS
	DESCRIBE THE EXPRESSION OF CARVER'S IDEAS (CONVENTIONS)
WHAKAIRO TWO	DESCRIBE THE SOURCES THAT INFLUENCED CARVER'S IDEAS
	DESCRIBE THE EXPRESSION OF CARVER'S IDEAS (CONVENTIONS)

WHAKAIAIRO THREE

DESCRIBE THE SOURCES THAT INFLUENCED CARVER'S IDEAS

DESCRIBE THE EXPRESSION OF CARVER'S IDEAS  
(CONVENTIONS)

# A few things for you to think about

## For Paetae/Achieved

Demonstrate achieved knowledge of how a carver shows meaning in their carvings will be evidenced through:

- accurate identification of different sources that had influenced each carver's ideas
- accurate description of the links between the influences and the conventions used by the carvers.

## For Kaiaka/Merit

Demonstrate comprehensive knowledge of how a carver shows meaning in their carvings will be evidenced through:

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

## For Kairangi/Excellence

Demonstrate extensive knowledge of how a carver shows meaning in their carvings will be evidenced through:

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

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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	

Tēnā koe

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

## Assessment criteria

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

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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**
**Carving designs and their meaning**

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

- study each item
- describe the way ideas and processes show meaning in each item.

**You must present information in your own words, and references must be provided.**
**Work Sheet 1 - Images and objects**

1.

 DESCRIBE THE WAY IDEAS AND PROCESSES SHOW  
 MEANING

2.	DESCRIBE THE WAY IDEAS AND PROCESSES SHOW MEANING
3.	DESCRIBE THE WAY IDEAS AND PROCESSES SHOW MEANING

## A few things for you to think about

### For Paetae/Achieved

- Demonstrate achieved knowledge of carving will be evidenced through describing the way ideas and processes show meaning in whakairo.

### For Kaiaka/Merit

- Demonstrate comprehensive knowledge of carving designs and their meaning through: explaining the origins, meaning, and kaupapa of the designs.

### For Kairangi/Excellence

- Demonstrate extensive knowledge of carving designs and their meaning through: analysing the links between historical stories, and the meaning and kaupapa of the designs.
- If you have any pātai, or are unsure about anything, kōrero ki tō pouako.

Kia kahai!

## 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 carved images, objects, and their uses.	Comprehensively describe carved images, objects, and their uses.	Extensively describe carved images, objects, and their uses.

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 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/>.

<b>Name</b>		<b>NSN #</b>	
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**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, 1.2**

**Carved images and objects**

You will be given **THREE** (3) carved images and **THREE** (3) carved objects from a Māori space and a non-Māori space. Examine each piece and describe, the social context each image and object were produced in and for, and their uses.

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

**Work Sheet 1 - Images**

<p>1.</p>	<p>DESCRIBE THE SOCIAL CONTEXT THE IMAGE WAS PRODUCED IN, FOR AND ITS USES</p>
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2.	DESCRIBE THE SOCIAL CONTEXT THE IMAGE WAS PRODUCED IN, FOR AND ITS USES
3.	DESCRIBE THE SOCIAL CONTEXT THE IMAGE WAS PRODUCED IN, FOR AND ITS USES



<p>1.</p> <p>DESCRIBE THE SOCIAL CONTEXT THE OBJECT WAS PRODUCED IN, FOR AND ITS USES</p>	<p>2.</p> <p>DESCRIBE THE SOCIAL CONTEXT THE OBJECT WAS PRODUCED IN, FOR AND ITS USES</p>
<p>1.</p> <p>DESCRIBE THE SOCIAL CONTEXT THE OBJECT WAS PRODUCED IN, FOR AND ITS USES</p>	

### Work Sheet 2 - Objects

Unit standard 23008 (version 3)



3.

DESCRIBE THE SOCIAL CONTEXT THE OBJECT WAS PRODUCED IN, FOR AND ITS USES

# A few things for you to think about

## For Paetae/Achieved

- Demonstrate achieved knowledge of carved images, objects and their uses will be evidenced through: accurate description of the designs used in the images and object, the social context they were produced for and their uses.

## For Kaiaka/Merit

- Demonstrate comprehensive knowledge of carved images, objects and their uses will be evidenced through: explaining the designs used in the images and objects.

## For Kairangi/Excellence

- Demonstrate extensive knowledge of carved images, objects and their uses will be evidenced through: analysing the link between the design used in the images and objects, and the social context they were produced in and for.
- 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 Māori art conventions, design elements and principles to explore whakairo.	Comprehensively identify and apply Māori art conventions, design elements and principles to explore whakairo.	Extensively identify and apply Māori art conventions, design elements and principles to explore whakairo.

There are FOUR (4) 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.

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 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 two and three-dimensional whakairo.

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2

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

### Two dimensional whakairo

- Explore two-dimensional sketches and identify at least all the following design elements and principles:
  - kōwhaiwhai
  - whakairo pattern forms
  - tukutuku
  - tekoteko.
- Produce sketches of a two-dimensional whakairo illustrating the following design elements and principles.
  - kōwhaiwhai
  - whakairo pattern forms
  - tukutuku
  - tekoteko.

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

## Work Sheet 1 – Two Dimensional whakairo

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2





EXPLORE SKETCHES

IDENTIFY ALL THE FOLLOWING DESIGN ELEMENTS  
AND PRINCIPLES KŌWHAIWHAI, WHAKAIRO  
PATTERN FORMS, TUKUTUKU AND TEKOTEKO.

EXPLORE SKETCHES

EXPLORE SKETCHES

PRODUCE OWN SKETCHES OF A THREE DIMENSIONAL WHAKAIRO.

TELL OR IDENTIFY KŌWHAIWHAI, WHAKAIRO PATTERN FORMS, TUKUTUKU AND TEKOTEKO

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E  
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2

## Assessment Task 2 – This task assesses the evidence requirements of 1.2

Three dimensional whakairo
<p>Explore three-dimensional whakairo sketches and identify the following design elements and principles:</p> <ul style="list-style-type: none"><li>• Kōwhaiwhai</li><li>• Whakairo pattern forms</li><li>• Tukutuku</li><li>• Tekoteko.</li></ul>
You must present information in your own words, and references must be provided.

## Work Sheet - Three Dimensional Whakairo

SKETCH

IDENTIFY THE FOLLOWING DESIGN ELEMENTS AND PRINCIPLES

SKETCH

SKETCH

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### Assessment Task 3 – 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, whakairo pattern forms, tukutuku, and tekoteko and
- Identify **THREE** whakairo tools, three materials and three processes used in the production of whakairo.

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

### Work Sheet 3 - Specific techniques applied to Whakairo

<p>IMAGE OF THREE-DIMENSIONAL WHAKAIRO</p>	<p>TOOL MATERIAL AND PROCESS</p>
<p>TOOL MATERIAL AND PROCESS</p>	<p>TOOL MATERIAL AND PROCESS</p>
<p>TOOL MATERIAL AND PROCESS</p>	<p>TOOL MATERIAL AND PROCESS</p>

## Assessment Task 4 – 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.**

LEVEL 2

### Work Sheet 4

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

## Work Sheet 5

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 Māori art conventions, designed elements and principles to explore whakairo – will be evidenced through:

- identifying and applying design elements and principles 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 Māori art conventions, designed elements and principles to explore whakairo – will be evidenced through:

- explaining and exploring specific hapū/iwi design elements and principles.

## For Kairangi/Excellence

Demonstrate extensive knowledge of Māori art conventions, designed elements and principles to explore whakairo – will be evidenced through:

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

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 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.**

### 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

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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.

### 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 for a particular whakairo situation.

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

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**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
- refining visual ideas for particular whakairo situations.

### For Kaiaka/Merit

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

- explaining knowledge to process visual ideas for visual arts
- use of materials to portray visual ideas
- development of visual ideas show originality and flow
- visual ideas refined to show the connection to the whakairo situation.

### For Kairangi/Excellence

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

- analysing knowledge to process visual ideas
- 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 situation.

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

Kia kaha!

## Notes:





## 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	

Tēnā koe

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

## 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 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;

- describe the methodologies used in the production of each whakairo.
- explore 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.

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2

<p>METHODS USED IN THE PRODUCTION OF WORK.</p>	<p>ARTIST WORK</p>
<p>MEANING, INTENTION AND FUNCTION USED IN THE PRODUCTION OF WORK.</p>	

# A few things for you to think about

## For Paetae/Achieved

Will be evidenced through:

- demonstrating knowledge of methodologies in production of whakairo
- demonstrate knowledge of meaning, intention and function 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
- explaining whakairo production (meaning, intention, production) in accordance with tikanga and/or 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:

- analysing factors that influence an artist's methodology and whakairo production
  - comparing traditional methodologies with those used by a given artist
  - analysing and exploring whakairo production (meaning, intention, and production) in accordance with specific tikanga and/or 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 2 carver's carvings and identifying sources that influenced their ideas and show each carvers 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 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/>.

<b>Name</b>		<b>NSN #</b>	
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**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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## 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 kahai!

## 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 Taura Whakaio unit standard 23013, Create whakaio

## Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Apply Māori art conventions, designs and practices to develop whakaio.	Apply a comprehensive knowledge of Māori art conventions, designs and practices to develop whakaio.	Apply an extensive knowledge of Māori art conventions, designs and practices to develop whakaio.

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 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

### Develop whakairo

This is a practical assessment.

Apply Māori art 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.**

## Work sheet 1

TWO DIMENSIONAL WHAKAIRO

IMAGE OF DEVELOPED PRODUCT

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

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

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THREE DIMENSIONAL WHAKAIRO

IMAGE OF DEVELOPED PRODUCT

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

MĀORI ART 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

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

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

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# Kia maumahara te Kaiako

## For Paetae/Achieved

Demonstrate achieved knowledge of Māori art conventions, designs and practices to develop whakairo will be evidenced through:

- applying Māori art conventions, techniques, tools and primary processes to develop whakairo;
- applying Māori art conventions, techniques, tools and primary processes to solve problems that arise in the development of whakairo.

## For Kaiaka/Merit

Demonstrate comprehensive knowledge of Māori art conventions, designs and practices to develop whakairo will be evidenced through:

- explanation and application of whakairo processes and techniques, and aesthetic design.

## For Kairangi/Excellence

Demonstrate extensive knowledge of Māori art conventions, designs and practices to develop whakairo will be evidenced through:

- analysis and identification of concepts, design elements, and explanation of the kaupapa and meaning from idea conception to end product.

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 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.

2. Analyse ideas to further develop and clarify them in a systematic and methodical manner 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.**

# 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

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

- explaining other whakairo materials and medium, and supporting research

## For Kairangi/Excellence

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

- analysis and comparison of pieces, presentation and quality, research of a kaupapa and development of a theme from initial idea to end product.

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)

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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 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
Examine meaning in particular whakairo situations.	Comprehensively examine meaning in particular whakairo situations.	Extensively examine meaning in particular whakairo situations.

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 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, 2.1, 3.1

#### Examine the organisation of whakairo to interpret meaning.

Research and examine whakairo to show and tell how the organisation, presentation and production of whakairo interprets meaning for a particular whakairo situation.

Present research

# A few things for you to think about

## For Paetae/Achieved

Demonstrate achieved knowledge of how to examine meaning in particular whakairo situations– will be evidenced through:

- examining the organisation,
- presentation, and
- production.

## For Kaiaka/Merit

Demonstrate comprehensive knowledge of how to examine meaning in particular whakairo situations– will be evidenced through:

- explaining the deeper meaning of whakairo concepts, and use of multiple design elements, colours and symbols.

## For Kairangi/Excellence

Demonstration of an extensive knowledge of how to examine meaning in particular whakairo situations – will be evidenced through:

- analysis and interpretation of combinations of the design elements, contours, colours, and ranghau of past/present carvers.

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 practises and whakairo production

## Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Examine and interpret change in particular whakairo situations.	Comprehensively examine and interpret change in particular whakairo situations.	Extensively examine and interpret change in particular whakairo situations.

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 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, 1.2

#### The impacts of technology on whakairo

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.**

**Outcome 2** Examine and interpret the impact of changes to contexts and the practises and production of whakairo.

### Assessment Task 2 – This task assesses the evidence requirements of 2.1, 2.2

#### The Impacts of social and cultural changes on whakairo

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.

Collate and present information that support 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 examining and interpreting of change in particular whakairo situations 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

Comprehensively examine and interpret change in particular whakairo situation will be evidenced through:

- explanation of the impact of technology on whakairo practices and production
- explanation of the impact of social and cultural contexts on whakairo – kawa, tikanga, production, processes, customary and non-customary settings.

### For Kairangi/Excellence

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

- analysis of the impact of technology on whakairo practices and production
- analysis of the impact of social and cultural contexts on whakairo - kawa, tikanga, production, processes, customary and non-customary settings.

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

Kia kaha!

## Notes:

# Notes: