

Te Paerewa Hiranga ō Te Ao Haka

Outcome Description

The student will research ancestral and historical knowledge and the traditions of Te Ao Haka; and communicate sound comprehension through composition and execution of performance.

Scholarship Performance Descriptor

The student will demonstrate aspects of high level:

- analysis and critical thinking
- integration, synthesis, and application of highly developed knowledge, skills, and understanding to complex situations
- logical development, precision and clarity of ideas.

Outstanding Performance Descriptor

In addition to the requirements for Scholarship, the student will also demonstrate, in a sustained manner, aspects of:

- perception and insight
- sophisticated integration and abstraction
- independent reflection and extrapolation
- convincing communication.

Explanatory Notes

1. This Achievement Standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and relates to the objectives of the Big Ideas at Level 8 of the *Te Ao Haka Learning Matrix at Curriculum Levels 6, 7 and 8*. [<https://ncea.education.govt.nz/arts/te-ao-haka?view=learning>].
2. Subject specific definitions:
 - *Te Ao Haka outcome* refers to a portfolio that demonstrates the students experience through formal study.
 - *Analysis and critical thinking* may involve:
 - comprehensive knowledge of Te Ao Haka work or works
 - comprehensive knowledge of performance techniques
 - comprehensive knowledge of composition techniques and processes
 - comprehensive understanding of Te Ao Haka elements and features
 - comprehensive knowledge of performance styles and features
 - comprehensive knowledge of categories and disciplines.

- *Integration, synthesis and application of highly developed knowledge, skills and understanding to complex situations* refers to a Te Ao Haka outcome that includes a study of a chosen category, a composition piece, and a performance (category researched included) that consistently demonstrates comprehensive insight, advanced analytical and/or technical performance skill with flair or originality.
 - *Logical development, precision and clarity of ideas* involve the interpretation of a Te Ao Haka outcome, the creation of an original Te Ao Haka item, and the performance of Te Ao Haka item(s).
 - *Sophisticated integration and abstraction* refers to comprehensive knowledge, skills and understanding of Te Ao Haka which may involve:
 - analysis of Te Ao Haka items and/or categories (elements and features)
 - analysis of Te Ao Haka (contexts)
 - performance of one or more items
 - composition of original items
 - composition of tunes for original items
 - choreography of original items.
 - *Independent reflection and extrapolation* involves:
 - Clear understanding of Te Ao Haka contexts
 - secure analytical skills, technical skills, or presentation skills
 - analysis linked to expressive features of Te Ao Haka performance
 - evidence of ability to internalise the item(s) or genre
 - analysis linked to evaluative comments
 - use of pertinent evidence to reflect in-depth understanding.
 - *Convincing communication* involves:
 - exceptional quality in style and structure of performance or response
 - communication of unique and insightful understanding and/or application
 - coherent and well-informed links made where appropriate
 - clear expression of mātāpono, key features and elements of Te Ao Haka through performance – kia kounga ake te tū ā-ihi, ā wehi, ā wana
 - exceptional demonstration of the quintessential characteristics and expressive features specific to the male/female performance - kia whakarewa ake te ira tāne me te ira wahine, arā, te tū a te wahine me te tū a te tane, ki tōna tāpuhitanga o Te Hiranga o Te Ao Haka.
3. This performance standard should be read in conjunction with the Assessment Specifications for the standard, which can be accessed through the Subject page on the NZQA website.
4. Assessment against this performance standard is administered under the [Rules and Procedures for Secondary Schools](#), which can be found on the NZQA website.

Te Paerewa Hiranga o Te Ao Haka

He Kōrero mō te Hua

Mā te ākongā e rangahau ngā mātauranga i ahu mai i ngā tūpuna me ngā hītori, māna hoki ngā tikanga o Te Ao Haka e rangahau; kātahi ka whakaputa i te aroā ki te oro mā te titonga me te tū ki te whakaatu.

He Kōrero mō te Angitu i Te Hiranga

Mā te ākongā e whakaatu ngā āhuatanga taumata teitei o te:

- tātaritanga me te whakaaro arohaehae
- te pāhekoheko, te kōtuitui, me te whakamahinga o te mātauranga, te pūkenga me te māramatanga hōhonu, ki ngā horopaki pīroiroi
- te whanaketanga arorau, te hāngai pū, me te mārama o te whakaaro.

He Kōrero mō te Karamatamata o te Mahi

Hei āpiti hoki ki ngā kōrero mō ngā paearu o Te Hiranga, me whakaatu hoki te ākongā, me te toitū hoki o te whakaatu i:

- te aroā me te mōhiotanga
- te pāhekoheko marutuna me te tūrehurehu
- te whai whakaaro takitahi me te whakapaenga
- te whakawhitinga kōrero whaimana.

He Whakamahukitanga

- 1 He mea ahu tēnei Paerewa Paetae i *New Zealand Curriculum*, Learning Media, Te Tāhuhu o te Mātauranga, 2007, ā, e hāngai ana ki ngā whāinga o te Whakaaro Nui (Big Ideas) i te Taumata 8 o *Te Ao Haka Learning Matrix at Curriculum Levels 6, 7 and 8*. [<https://ncea.education.govt.nz/arts/te-ao-haka?view=learning>].
- 2 Ngā whakamāramatanga motuhake ā-kaupapa:
 - E hāngai ana *te hua o Te Ao Haka* ki tētahi whakaeminga mahinga e whakaatu ana i te wheako ākongā mā te akoranga ōkawa.
 - E tae rā anō ana pea te *tātari me te whakaaro arohaehae* ki:
 - te tau o te mōhiotanga ki ngā toi o Te Ao Haka
 - te tau o te mōhiotanga ki ngā pūkenga o te whakaaturanga
 - te tau o te mōhiotanga ki ngā pūkenga titonga me ngā tukanga
 - te tau o te mōhiotanga ki ngā huānga me ngā āhuatanga o Te Ao Haka
 - te tau o te mōhiotanga ki ngā momo whakaaturanga me ōna āhuatanga
 - te tau o te mōhiotanga ki ngā momo tū, me ngā pūkenga
 - E hāngai ana *te pāhekoheko, te kōtuitui me te whakamahinga o te mātauranga hōhonu, ngā pūkenga, me te mārama o ngā tūāhuatanga pīroiroi* ki te hua o Te Ao Haka e tae rā anō ana ki te akoranga o tētahi kaupapa kua kōwhiria, tētahi titonga, me tētahi whakaaturanga (kua āpiti hoki ngā rangahau ā-kaupapa) e rite tonu nei te whakaatu i te tau o te māramatanga, te hōhonu o te tātaritanga, te tau hoki/rānei o te pūkenga whakaaturanga.

- E hāngai ana te *whanaketanga arorau, te tika, me te mārama o ngā whakaaro* ki te whakamāori o tētahi hua o Te Ao Haka, te waihanganga o tētahi titonga Te Ao Haka, me te whakaaturanga o (t)ērā titonga Te Ao Haka.
 - E hāngai ana te *pāhekoheko marutunga, me te tūrehurehu* ki te tau o te mōhiotanga, ngā pūkenga, me te mārama ki Te Ao Haka, e tae rā anō ana pea ki:
 - te tātari o te titonga, ngā wāhanga hoki/rānei o Te Ao Haka (ngā huānga me ngā āhuatanga)
 - te tātari o Te Ao Haka (ngā horopaki)
 - te whakaaturanga o tētahi, o ētahi titonga
 - te waihanganga o ngā titonga hōu
 - te waihanganga o ngā rangi mō ngā titonga hōu
 - te waihanganga o ngā nekehanga mō ngā titonga hōu
 - E tae rā anō ana te *whai whakaaro takitahi, me te whakapaenga* ki:
 - te tārake o te mārama ki ngā horopaki o Te Ao Haka
 - te tau o ngā pūkenga tātari, ngā pūkenga ā-nekehanga, ngā pūkenga whakaaturanga rānei
 - te tātari e hono nei ki ngā āhuatanga whakaputanga o whakaaturanga Te Ao Haka
 - te taunakitanga mō tā te ākongā taea te rongō ā-roto i te (ngā) waihanganga, te momo rānei
 - te tātari e tūhono ana ki ngā tākupu aromātai
 - te whakamahinga o te taunakitanga hāngai e whakaatu i te hōhono o te māramatanga.
 - E tae rā anō ana te *kōrerorero whakapakepake* ki:
 - te kōunga o te tāera me te rangaranga o te whakaaturanga, te uruparenga rānei
 - te kōrerorero mō te māramatanga whaihua, ahurei hoki, te whakatinanatanga hoki/rānei
 - te mārama, me te hāngai o ngā hononga ina whai take ana
 - te whakapuakitanga mārama o ngā mātāpono, ngā āhuatanga matua me ngā huānga o Te Ao Haka mā te whakaaturanga – kia kōunga ake te tū ā-ihī, ā-wehi, ā-wana
 - te kōunga o te whakaatu i ngā āhuatanga motuhake, me ngā āhuatanga whakapuakitanga e hāngai pū ana ki te whakaaturanga a te tāne/wahine - kia whakarewa ake i te ira tāne me te ira wahine, arā, te tū a te wahine me te tū a te tāne, ki tōna karamatamata i Te Hiranga o Te Ao Haka.
- 3 Me pānui tahi tēnei paerewa me ngā [Tautuhinga Aromatawai](#) mō te paerewa, e taea nei te whai mā te whārangi Kaupapa ki te paetukutuku a NZQA.
- 4 He mea whakahaere ngā aromatawaitanga o te paerewa nei e ngā [Ture me ngā Whakaritenga mō ngā Kura Tuarua](#), e taea nei te whai ki te paetukutuku a NZQA.