



TĪKAROHIA TE MARAMA REALISE YOUR POTENTIAL

Assessment Support Materials

MĀORI PERFORMING ARTS



Assessment Support Materials

MĀORI PERFORMING ARTS

Introduction

Welcome to the Assessment Support Materials for Māori Performing Arts.

The Assessment Support Materials for Māori Performing Arts 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 on Māori Qualification Services mqs@nzqa.govt.nz

Ngā mihi

Level 1

- 22752** Demonstrate knowledge and skills of performance components
- 22753** Demonstrate knowledge of people associated with kapa haka
- 22755** Demonstrate knowledge of a Māori Performing Arts kākahu
- 32948** Demonstrate knowledge of the origins of Maori performing arts disciplines
- 32950** Demonstrate knowledge of the origins of Māori performing arts events

Level 2

- 13359** Demonstrate knowledge and skills of mōteatea
- 13363** Demonstrate knowledge and skills of waiata-ā-ringa
- 13367** Demonstrate knowledge and skills of poi
- 13371** Demonstrate knowledge and skills of haka
- 27698** Demonstrate knowledge and skills of haka wahine
- 22756** Perform a Māori performing arts bracket

Level 3

- 15020** Perform whakaraka
- 22757** Demonstrate knowledge of influencing factors in the historical development of Māori performing arts
- 32969** Research haka wahine
- 32971** Research haka
- 32972** Research mōteatea
- 32973** Research poi
- 32974** Research waiata ā-ringa

Level 4

- 13360** Perform mōteatea
- 13364** Perform waiata ā-ringa
- 13368** Perform poi
- 13372** Perform haka
- 13373** Perform haka wahine

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

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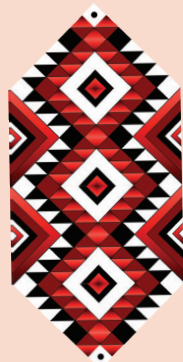
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MĀORI PERFORMING ARTS

UNIT STANDARD 22752 (VERSION 9)

Demonstrate knowledge and skills of performance components

(Level 1, Credits 3)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **22752, Demonstrate knowledge and skills of performance components.**

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of performance components, and the essential skills of performance components.	Demonstrate in-depth knowledge of performance components, and the essential skills of performance components with purpose.	Demonstrate comprehensive knowledge of performance components, and the essential skills of performance components with artistic expression.

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). Your grade will depend on how well you research and answer the questions, and how well you perform.

The tasks are:

1. Describe the history (background) and tikanga (meaning, values and Māori world view), and the features (characteristics or style) of the following **SIX** performance components according to iwi tradition – wiri, takahi, whātero/whētero, pūkana/whākana, reo, wairua.
2. Demonstrate movement and expression in accordance with iwi, hapū, or whānau tradition, in demonstrating the essential skills of the **SIX** performance components.

You are required by this standard to demonstrate the essential skills of the **SIX** performance components listed. Your kaiako will discuss this with you, as well as the length of time you have to complete this. **PLEASE** remember to reference where you get your information from for Task 1. Your kaiako will also discuss this with you.

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 kaiako.

For further information, please refer to the following link:

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

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of performance components

Assessment Task 1

Describe the history and tikanga, and the features of the following performance components:

- | | |
|---|--|
| <ul style="list-style-type: none"> • wiri • takahi • whātero/whētero | <ul style="list-style-type: none"> • pūkana/whākana • reo • wairua. |
|---|--|

Key factors to consider:

- *history* refers to background
- *tikanga* refers to meaning, values and Māori world view
- *features* refer to characteristics or style of a performance component
- *reo* includes correct pronunciation, in tune, and appropriate to item
- *wairua* includes attitude, feeling, passion, mood, and/or essence.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

PERFORMANCE COMPONENT	HISTORY (BACKGROUND)	NGĀ TIKANGA (MEANING/VALUE/MĀORI WORLD VIEW)	FEATURES (CHARACTERISTICS/STYLE)
WIRI			
TAKAHI			

PERFORMANCE COMPONENT	HISTORY (BACKGROUND)	NGĀ TIKANGA (MEANING/VALUE/MĀORI WORLD VIEW)	FEATURES (CHARACTERISTICS/STYLE)
WHĀTERO/ WHĒTERO			
PŪKANA/ WHĀKANA			

PERFORMANCE COMPONENT	HISTORY (BACKGROUND)	NGĀ TIKANGA (MEANING/VALUE/MĀORI WORLD VIEW)	FEATURES (CHARACTERISTICS/STYLE)
REO			
WAIKUA			

Reference(s)

Outcome 2 Demonstrate the essential skills of performance components

Assessment Task 2

Demonstrate movement and expression, in accordance with iwi, hapū, or whānau tradition, in demonstrating the essential skills of the following performance components:

- | | |
|---|--|
| <ul style="list-style-type: none"> wiri takahi whātero/whētero | <ul style="list-style-type: none"> pūkana/whākana reo wairua. |
|---|--|

Key factors to consider:

- features** refer to characteristics or style of a performance component, which may be specific to the category of an item (eg haka, waiata ā-ringa, poi) and/or tradition
- item** refers to a composed piece which comprises movement, voice, and lyrics
- movement** refers to expressions of performance (eg mahi ā-ringa, ngā nekeneke, ahei, te tū o te tangata)
- essential skills** refer to the core features or basic performance competencies of the performance components used in an item
- reo** includes correct pronunciation, in tune, and appropriate to item
- wairua** includes attitude, feeling, passion, mood, and/or essence.

Your teachers are encouraged to explore with you the concepts of ihi, wehi, and wana. This is to provide you a meaningful understanding of wairua (as a performance component) and the essential skills when performed at a higher level.

A few things for you to think about

for Paetae/Achieved, you must:

- describe the history and tikanga of each performance component
- describe the features of each performance component
- demonstrate movements and expressions in accordance with iwi, hapū, or whānau tradition.

for Kaiaka/Merit, you must:

- identify and describe the historical stories relevant to each performance component
- describe the tikanga of the features of each performance component
- demonstrate deliberate movements and appropriate expressions, which are relevant to the item.

for Kairangi/Excellence, you must:

- identify and describe links between the historical stories and performance components unique to iwi
- describe the significance of the features of each performance component
- demonstrate deliberate movements and appropriate expressions, which enhance the performance of the item.

You may be recorded describing and demonstrating the performance components. Your kaiako will discuss how and when this will occur.

In demonstrating essential skills of performance components, the movement and expression must be demonstrated in accordance with iwi, hapū, or whānau tradition.

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

Kia kaha!

OUTCOME 2

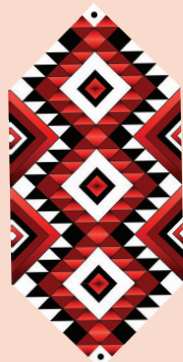
ASSESSOR CHECKLIST

Ākonga demonstration

ĀKONGA		PERFORMANCE COMPONENTS	
DATE			

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
Performance components (learners must demonstrate all of these)	Tick relevant box.	
wiri ☐	Movements and expressions are demonstrated in accordance with iwi, hapū, or whānau tradition.	
takahi ☐		
whātero/whētero ☐		
pūkana/whākana ☐		
reo ☐	Paetae ☐	
wairua ☐	Deliberate movements and appropriate expressions, which are relevant to the item, are demonstrated.	
Performance components are demonstrated.	Kaiaka ☐	
	Deliberate movements and appropriate expressions, which enhance the performance of the item, are demonstrated.	
	Kairangi ☐	

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 22753 (VERSION 9)

Demonstrate knowledge of people associated with kapa haka

(Level 1, Credits 4)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **22753, Demonstrate knowledge of people associated with kapa haka.**

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of people associated with kapa haka.	Demonstrate in-depth knowledge of people associated with kapa haka.	Demonstrate comprehensive knowledge of people associated with kapa haka.

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). Your grade will depend on how well you research and answer the questions.

The tasks are:

to be completed for **ONE** of the following – kaihaka, kapa, composer, tutor:

describe:

- the whakapapa (iwi affiliations and place of birth),
- the achievements in kapa haka (awards, accolades, successes, and triumphs),
- an influencing factor that led to the involvement in kapa haka (social, cultural, economic, political), and
- a piece of work (performance, establishment of a group, performance of a group, composition, winning bracket (at a festival)).

You are required by this standard to demonstrate knowledge of people associated with kapa haka. Your kaiako will discuss this with you, as well as 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 also discuss this with you.

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 kaiako.

For further information, please refer to the following link:

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

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of people associated with kapa haka.

Range: may include but is not limited to – kaihaka, kapa, composer, tutor; evidence of one is required.

Assessment Task**Describe people associated with Māori performing arts in terms of:**

- their whakapapa (iwi affiliations and place of birth)
- their achievements in kapa haka (achievements may include but are not limited to – awards, accolades, successes, triumphs)
- an influencing factor that led to their involvement in kapa haka (an influencing factor may include but is not limited to – social, cultural, economic, political, iwi, whānau)
- a piece of their work (a piece of work may include but is not limited to – performance, establishment of a group, performance of a group, composition, winning bracket (at a festival)).

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

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

NAME OF KAIHAKA, KAPA, COMPOSER,
OR TUTOR NAME.

PRESENT THEIR WHAKAPAPA:

DESCRIBE THEIR ACHIEVEMENTS IN KAPA HAKA:

DESCRIBE AN INFLUENCING FACTOR THAT LED TO THEIR INVOLVEMENT IN KAPA HAKA:

DESCRIBE A PIECE OF THEIR WORK:

A few things for you to think about

For Paetae/Achieved

Demonstrate knowledge of people associated with kapa haka will be evidenced through describing:

- their whakapapa
- their achievements in kapa haka
- an influencing factor that led to their involvement in kapa haka
- a piece of their work.

For Kaiaka/Merit

Demonstrate in-depth knowledge of people associated with kapa haka will be evidenced through:

- providing their background kōrero (stories, upbringing and background (may include their hapū, marae, and/or tūrangawaewae), where they grew up, schooling, family etc)
- describing how their achievements came to be and the significance of the achievements.

For Kairangi/Excellence

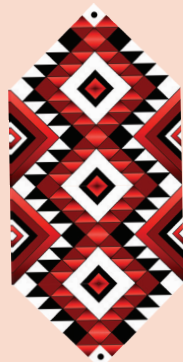
Demonstrate comprehensive knowledge of people associated with kapa haka will be evidenced through describing:

- how the influencing factor impacted on their involvement in kapa haka
- the history of the piece of work and its significance.

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

Kia kaha!

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 22755 (VERSION 8)

Demonstrate knowledge of Māori performing arts kākahu

(Level 1, Credits 4)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard 22755, **Demonstrate knowledge of Māori performing arts kākahu**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of Māori performing arts kākahu.	Demonstrate in-depth knowledge of Māori performing arts kākahu.	Demonstrate comprehensive knowledge of Māori performing arts kākahu.

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). Your grade will depend on how well you research and answer the questions.

The tasks are:

1. describe the design, meaning, and kaupapa of **FIVE** (5) Māori performing arts kākahu
2. describe the care and use of **FIVE** (5) Māori performing arts kākahu.

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.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
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If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

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ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of a Māori performing arts kākahu.**Range: head-dress, kākahu wahine, kākahu tāne, whakakai.**

Kākahu refers to all Māori performing arts costume components, inclusive of body adornment.

Head-dress refers to ornaments for the head, such as tipare, raukura, heru.

Whakakai refers to ornaments for the ear or neck.

Assessment Task 1

Describe the design, meaning, and kaupapa of Māori performing arts kākahu, which may include (but is not limited to) the following:

- | | |
|---|--|
| <ul style="list-style-type: none"> • head-dress • kākahu tāne | <ul style="list-style-type: none"> • kākahu wahine • whakakai. |
|---|--|

Design refers to Māori performing arts costume design elements.

Meaning refers to the reasons for using chosen design elements.

Kaupapa refers to the significance of the selection of design elements.

Design elements refer to the basic qualities (eg. line, tone, texture, colour, shape, pattern, form or mass) of two and/or three-dimensional components.

Assessment Task 2

Describe, in terms of tikanga, the use and care of Māori performing arts kākahu, which may include (but is not limited to) the following:

- | | |
|---|---|
| <ul style="list-style-type: none"> • head-dress • kākahu tāne | <ul style="list-style-type: none"> • kākahu wahine • hakakai. |
|---|---|

Tikanga refers to culturally appropriate practices – kia tika te mau me te tiaki o ngā kākahu.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

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

Head-dress

DESIGN	MEANING	KAUPAPA	TIKANGA
Design elements – basic qualities (eg line, tone, texture, colour, shape, pattern, form or mass) of two and/or three-dimensional components.	The reasons for using the chosen design elements...	The significance of the selection of the design elements.	The appropriate way to use and care for this component of the Māori performing arts costume.

Kākahu wahine

DESIGN	MEANING	KAUPAPA	TIKANGA
Design elements – basic qualities (eg line, tone, texture, colour, shape, pattern, form or mass) of two and/or three-dimensional components.	The reasons for using the chosen design elements...	The significance of the selection of the design elements.	The appropriate way to use and care for this component of the Māori performing arts costume.

Kākahu tāne	DESIGN	MEANING	KAUPAPA	TIKANGA
	Design elements – basic qualities (eg line, tone, texture, colour, shape, pattern, form or mass) of two and/or three-dimensional components.	The reasons for using the chosen design elements...	The significance of the selection of the design elements.	The appropriate way to use and care for this component of the Māori performing arts costume.

Whakakakai

DESIGN	MEANING	KAUPAPA	TIKANGA
Design elements – basic qualities (eg line, tone, texture, colour, shape, pattern, form or mass) of two and/or three-dimensional components.	The reasons for using the chosen design elements...	The significance of the selection of the design elements.	The appropriate way to use and care for this component of the Māori performing arts costume.

A few things for you to think about

For Paetae/Achieved

Demonstrate knowledge of a Māori performing arts kākahu will be evidenced through describing:

- the design, meaning, and kaupapa of Māori performing arts kākahu
- the use and care, in terms of tikanga, of Māori performing arts kākahu.

For Kaiaka/Merit

Demonstrate in-depth knowledge of a Māori performing arts costume ensemble will be evidenced through describing:

- the origins of the design, meaning, and kaupapa of Māori performing arts kākahu
- the significance of tikanga in the use and care of Māori performing arts kākahu.

For Kairangi/Excellence

Demonstrate comprehensive knowledge of a Māori performing arts costume ensemble will be evidenced through:

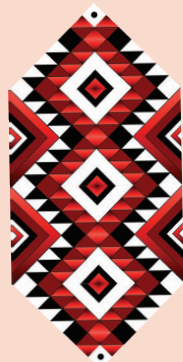
- describing links between historical stories and the design, meaning, and kaupapa of Māori performing arts kākahu.

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

Kia kaha!

Notes:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 32948 (VERSION 1)

Demonstrate knowledge of the origins of Māori performing arts disciplines

(Level 1, Credits 4)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **32948, Demonstrate knowledge of the origins of Māori performing arts disciplines.**

There is one assessment task you must correctly complete to gain credits for this standard. This is a graded standard; your grade will depend on how well you research and provide responses to the questions.

The task is

- Demonstrate knowledge of the origins/whakapapa of 2 Māori performing arts disciplines and identify the changes of the disciplines over time pre-1990s and post-1990s.**

Assessment Criteria

Paetae/Achieved	Kaiaka/Merit	Kairangi/Excellence
Demonstrate knowledge of the origins of Māori performing arts disciplines.	Demonstrate in-depth knowledge of the origins of Māori performing arts disciplines.	Demonstrate comprehensive knowledge of the origins of Māori performing arts disciplines.

A few things to think about

To gain achieved, demonstrate knowledge of the origins/whakapapa of 2 Māori performing arts disciplines and identify the changes over time pre-1990s and post 1990s.

To gain achieved with merit, demonstrate knowledge of the origins of Māori performing arts disciplines. This will be evidenced through:

- identifying kōrero and the tūpuna involved in the origins/whakapapa of Māori performing arts disciplines.

To gain achieved with excellence, demonstrate comprehensive knowledge of the origins of Māori performing arts disciplines. This will be evidence through:

- describing the roles of tūpuna in the origins/whakapapa of Māori performing arts disciplines.

Authenticity

All work you do for an assessment must be;

- produced by you,
- written/typed in your own words,
- information taken from different sources must be referenced,
- when participating in group work, you will need to actively contribute and produce work in your own words.

Be sure to ask your kaiako if you need further clarification on the assessment task.

AKONGA ASSESSMENT TASK

NAME

DATE

Outcome 1 Demonstrate knowledge of the origins of Māori performing arts disciplines.

Assessment Task

Describe 2 Māori performing arts disciplines in terms of their origins/whakapapa and identify the changes of the disciplines over time pre-1990s and post 1990s

Disciplines may include;

- | | |
|---|--|
| <ul style="list-style-type: none"> • mōteatea • poi • waiata ā-ringa | <ul style="list-style-type: none"> • haka • haka wahine • whakaraka |
|---|--|

Key factors to consider:

- Changes of Māori performing arts disciplines refers to the historical use of Māori performing arts, including how the disciplines began and have since developed.

You may want to use the attached worksheet to record your responses and/or use a range of other techniques to present your research e.g. PowerPoint, poster, drawings etc

Discipline 1 (circle one) mōteatea, haka, poi, haka wahine, waiata ā-ringa, whakaraka

Describe the origin/whakapapa of the discipline:

Describe the discipline pre-1990s:

How has the discipline changed over time post-1990s?

References:

Discipline 2 (circle one) mōteatea, haka, poi, haka wahine, waiata ā-ringa, whakaraka

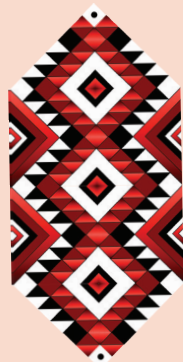
Describe the origin/whakapapa of the discipline:

Describe the discipline pre-1990s:

How has the discipline changed over time post-1990s?

References:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 32950 (VERSION 1)

Demonstrate knowledge of the origins of Māori performing arts events

(Level 1, Credits 4)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **32950, Demonstrate knowledge of the origins of Māori performing arts events.**

There is one assessment task you must correctly complete to gain credits for this standard. This is a graded standard; your grade will depend on how well you research and provide responses to the questions.

The task is

- Demonstrate knowledge of the origins of 2 Māori performing arts events and identify the changes of the events over time pre-1990s and post-1990s.**

Assessment Criteria

Paetae/ Achieved	Kaiaka/Merit	Kairangi/Excellence
Demonstrate knowledge of the origins of Māori performing arts events.	Demonstrate in-depth knowledge of the origins of Māori performing arts events.	Demonstrate comprehensive knowledge of the origins of Māori performing arts events.

To gain achieved, demonstrate knowledge of the origins/whakapapa of 2 Māori performing arts events and identify the changes of the events over time pre-1990s and post 1990s.

To gain achieved with merit, demonstrate knowledge of the origins of Māori performing arts events. This will be evidenced through:

- identifying key people involved in the establishment of a Māori performing arts event.

To gain achieved with excellence, demonstrate comprehensive knowledge of the origins of Māori performing arts events. This will be evidence through:

- describing the roles of key people involved in the establishment and/or development of 2 Māori performing arts events.

A few things to think about:

Authenticity

All work you do for an assessment must be;

- produced by you,
- written/typed in your own words,
- information taken from different sources must be referenced,
- when participating in group work, you will need to actively contribute and produce work in your own words.

Be sure to ask your kaiako if you need further clarification on the assessment task.

AKONGA ASSESSMENT TASK

NAME

DATE

Outcome 1 Demonstrate knowledge of the origins of Māori performing arts events.

Assessment Task

Describe 2 Māori performing arts events in terms of their origins/whakapapa and identify the changes of the events over time pre-1990s and post 1990s

Events may include;

- | | |
|--|--|
| <ul style="list-style-type: none"> • Koroneihana • Pā wars • Hui Ahurei • Matatini • Polyfest | <ul style="list-style-type: none"> • Hakanuia • Mokotini • Hui Tōpū • Hui Aranga |
|--|--|

Key factors to consider:

- Māori performing arts events refers to a hui Māori or competition that includes aspects of Māori performing arts.
- Origins/whakapapa of Māori performing arts events refers to the historical use of Māori performing arts events how they began and have since developed.

You may want to use the attached worksheet to record your responses and/or use a range of other techniques to present your research e.g. PowerPoint, poster, drawings etc

Event 1: Name	
Describe the origin/whakapapa of the event:	
Describe the event pre-1990s:	
How has the event changed over time post-1990s:	
References:	

Event 2: Name

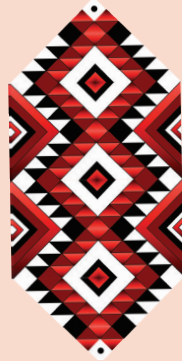
Describe the origin/whakapapa of the event:

Describe the event pre-1990s:

How has the event changed over time post-1990s:

References:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13359 (VERSION 13)

Demonstrate knowledge and skills of mōteatea

(Level 2, Credits 6)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13359, Demonstrate knowledge and skills of mōteatea**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of mōteatea, and the essential skills of mōteatea.	Demonstrate in-depth knowledge of mōteatea, and the essential skills of mōteatea with purpose.	Demonstrate comprehensive knowledge of mōteatea, and the essential skills of mōteatea with artistic expression.

There are **THREE** (3) assessment tasks for this standard that you must correctly complete.

The tasks are:

1. Describe **THREE** different categories of mōteatea.
2. Describe the tikanga and pūtake for **ONE** mōteatea, from each category.
3. Demonstrate the essential skills of mōteatea from **TWO** categories.

The categories of mōteatea may include but are not limited to – oriori, pao, pātere, waiata aroha, waiata tangi.

You are required by this standard to perform **TWO** mōteatea, either individually or in a group. Your kaiako will discuss this with you, as well as the length of time you have to complete this.

PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will also discuss this with you.

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 kaiako.

For further information, please refer to the following link:

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

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of mōteatea.
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2**
Assessment Task 1
Describe THREE different categories of mōteatea

The categories of mōteatea may include but are not limited to – oriori, pao, pātere, waiata aroha, waiata tangi.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

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

 Correctly describe **THREE** different categories of mōteatea.

1.

INSERT CATEGORY TYPE

2.

INSERT CATEGORY TYPE

3.	INSERT CATEGORY TYPE

LEVEL
2

Reference(s)

Assessment Task 2

Describe the tikanga and pūtake for ONE mōteatea, each from different categories.

The categories of mōteatea may include but are not limited to – oriori, pao, pātere, waiata aroha, waiata tangi.

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

MŌTEATEA ONE

NAME:

CATEGORY

COMPOSER NAME

COMPOSER IWI

WHEN MŌTEATEA WAS
COMPOSED (APPROXIMATELY)

WHY WAS THE MŌTEATEA COMPOSED?

WHAT WAS THE INTENTION OF THE MŌTEATEA?

WHAT IS THE INTENDED PERFORMANCE STYLE AND MESSAGE OF THE MŌTEATEA?

(IF YOU NEED MORE SPACE TO WRITE, ATTACH YOUR PAPER TO THIS SECTION OF THE BOOKLET)

Reference(s)

Outcome 2 Demonstrate the essential skills of mōteatea.

Assessment Task 3

Demonstrate the essential skills of mōteatea from TWO categories

The categories of mōteatea may include but are not limited to – oriori, pao, pātere, waiata aroha, waiata tangi.

A few things for you to think about

LEVEL 2

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki ngā tikanga me te pūtake o te mōteatea.

mō Kaiaka/Merit, me:

- mau koe ki te tangi me te wairua o te rangi;
- hāngai te kori o tō tinana ki te wairua me ngā kupu o te mōteatea, ā, kia tika te tū.

mō Kairangi/Excellence, me:

- tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga;
- tika te whakaputa i te wairua o tō tinana me ngā kupu o te mōteatea, mai i te tīmatanga ki te whakamutunga.

You will be recorded performing the **TWO** mōteatea – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

The **TWO** mōteatea should be performed:

- the way your iwi, hapū, or whānau perform mōteatea; and/or
- the way the composer/s would expect you to perform the mōteatea.

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

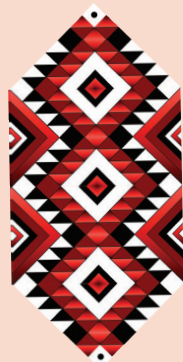
Kia kaha!

ĀKONGA		MŌTEATEA (1)	
DATE		MŌTEATEA (1)	

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
Performance components (learners must demonstrate all of these)	Tick relevant box.	
oriori	Kua matatau ki ngā kupu. Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā. Kua tika te whai i te rangi. Kua hāngai te tū, me te kori i te tinana/mahi ā-ringa ki ngā tikanga me te pūtake o te mōteatea.	
pao		
pātere ☐		
waiata aroha ☐		
waiata tangi ☐		
☐		
☐	Paetae	
☐	Kua mau ki te tangi me te wairua o te rangi. ☐ Kua hāngai te kori o te tinana ki te wairua me ngā kupu o te mōteatea, ā, kua tika te tū	
☐		
Mōteatea is performed	Kaiaka	
	Kua tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga. ☐ Kua tika te whakaputa i te wairua o te tinana me ngā kupu o te mōteatea, mai i te tīmatanga ki te whakamutunga.	
	Kairangi	



Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13363 (VERSION 12)

Demonstrate knowledge and skills of waiata ā-ringa

(Level 2, Credits 6)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13363, Demonstrate knowledge and skills of waiata ā-ringā**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of waiata ā-ringā, and the essential skills of waiata ā-ringā.	Demonstrate in-depth knowledge of waiata ā-ringā, and the essential skills of waiata ā-ringā with purpose.	Demonstrate comprehensive knowledge of waiata ā-ringā, and the essential skills of waiata ā-ringā with artistic expression.

There are **THREE** (3) assessment tasks for this standard that you must correctly complete.

The tasks are:

1. Describe **THREE** different categories of waiata ā-ringā.
2. Describe the tikanga and pūtake for **ONE** waiata ā-ringā, each from different categories.
3. Demonstrate the essential skills of waiata ā-ringā from **TWO** categories

The categories of waiata ā-ringā may include but are not limited to – pōhiri, poroporoaki, aroha, whakanui, karakia, tangi, whakatoī, ngahau, whakahāwea, whakapapa.

You are required by this standard to perform **TWO** waiata ā-ringā, either individually or in a group. Your kaiako will discuss this with you, as well as the length of time you have to complete this.

PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will also discuss this with you.

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 kaiako.

For further information, please refer to the following link:

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

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of waiata ā-ringa.
Assessment Task 1
Describe THREE different categories of waiata ā-ringa.

The categories of waiata ā-ringa may include but are not limited to – pōhiri, poroporoaki, aroha, whakanui, karakia, tangi, whakatoī, ngahau, whakahāwea, whakapapa.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

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

Waiata ā-ringa categories

Correctly describe **THREE** different categories of waiata ā-ringa.

1.

INSERT CATEGORY TYPE

2.

INSERT CATEGORY TYPE

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3.	INSERT CATEGORY TYPE

LEVEL
2

References:

Assessment Task 2

Describe the tikanga and pūtake for ONE waiata ā-ringa, each from different categories.

Categories of waiata ā-ringa may include but are not limited to – pōhiri, poroporoaki, aroha, whakanui, karakia, tangi, whakatoī, ngahau, whakahāwea, whakapapa.

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

WAIATA Ā-RINGA ONE

NAME:

CATEGORY

COMPOSER NAME

COMPOSER IWI

 WHEN WAIATA Ā-RINGA WAS
 COMPOSED (APPROXIMATELY)

WHY WAS THE WAIATA Ā-RINGA COMPOSED?

WHAT WAS THE INTENTION OF THE WAIATA Ā-RINGA?

WHAT IS THE INTENDED PERFORMANCE STYLE AND MESSAGE OF THE WAIATA Ā-RINGA?

(IF YOU NEED MORE SPACE TO WRITE, ATTACH YOUR PAPER TO THIS SECTION OF THE BOOKLET)

Reference(s)

Outcome 2 Demonstrate the essential skills of waiata ā-ringa.

Assessment Task 3

Demonstrate essential skills of waiata ā-ringa from TWO categories

Categories of waiata ā-ringa may include but are not limited to – pōhiri, poroporoaki, aroha, whakanui, karakia, tangi, whakatoi, ngahau, whakahāwea, whakapapa.

A few things for you to think about

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā
- tika tō whai i te rangi
- hāngai tō tū, me te kori i tō tinana/mahi ā-ringa, ki ngā tikanga me te pūtake o te waiata ā-ringa.

mō Kaiaka/Merit, me:

- mau koe ki te tangi me te wairua o te rangi
- hāngai te kori o tō tinana ki te wairua me ngā kupu o te waiata ā-ringa, ā, kia tika tō tū.

mō Kairangi/Excellence, me:

- tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga
- tika te whakaputa i te wairua o tō tinana me ngā kupu o te waiata ā-ringa, mai i te tīmatanga ki te whakamutunga.

You will be recorded performing the **TWO** waiata ā-ringa – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

The **TWO** waiata ā-ringa should be performed:

- the way your iwi, hapū, or whānau perform waiata ā-ringa; and/or
- the way the composer/s would expect you to perform the waiata ā-ringa.

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

Kia kaha!

OUTCOME 2

ASSESSOR CHECKLIST

Ākonga demonstration

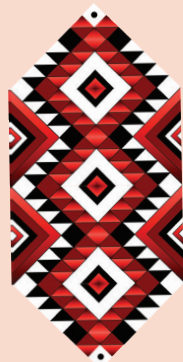
ĀKONGA		WAIATA / Ā-RINGA (1)	
DATE		WAIATA / Ā-RINGA (1)	

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OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
Categories (please select two)	Tick relevant box.	
Pōhiri ☐	Kua matatau ki ngā kupu. Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā. Kua tika te whai i te rangi. Kua hāngai te tū, me te kori i te tinana/mahi ā-ringa ki ngā tikanga me te pūtake o te waiata ā-ringa.	
poroporoaki ☐		
aroha ☐		
whakanui ☐		
karakia ☐		
tangi ☐	Paetae ☐	
whakatoi ☐	Kua mau ki te tangi me te wairua o te rangi. Kua hāngai te kori o te tinana ki te wairua me ngā kupu o te waiata ā-ringa, ā, kua tika te tū.	
ngahau ☐		
whakahāwea ☐		
whakapapa ☐		
☐		
☐	Kaiaka ☐	
☐	Kua tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga. Kua tika te whakaputa i te wairua o te tinana me ngā kupu o te waiata ā-ringa, mai i te tīmatanga ki te whakamutunga.	
Waiata ā-ringa is performed		
	Kairangi ☐	

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13367 (VERSION 11)

Demonstrate knowledge and skills of poi

(Level 2, Credits 10)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13367, Demonstrate knowledge and skills of poi.**

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of poi, and the essential skills of poi.	Demonstrate in-depth knowledge of poi, and the essential skills of poi with purpose.	Demonstrate comprehensive knowledge of poi, and the essential skills of poi with artistic expression.

There are **THREE** (3) assessment tasks for this standard that you must correctly complete.

The tasks are:

1. Describe categories of poi.
2. Describe the tikanga and pūtake for **ONE** poi.
3. Demonstrate the essential skills of poi from **TWO** categories.

The categories of poi include – single short poi, double short poi, single long poi, double long poi, quadruple long poi.

You are required by this standard to perform **TWO** poi, either individually or in a group. Your kaiako will discuss this with you, as well as the length of time you have to complete this.

PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will also discuss this with you.

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 kaiako.

For further information, please refer to the following link:

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

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of poi.

 LEVEL
2

Assessment Task 1

Describe ALL of the categories of poi.

The categories of poi include – single short poi, double short poi, single long poi, double long poi, quadruple long poi.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

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

Poi categories

Correctly describe **each** of the following categories of poi.

1. SINGLE SHORT POI

2. DOUBLE SHORT POI

3. SINGLE LONG POI

4. DOUBLE LONG POI

5. QUADRUPLE LONG POI

Reference(s)

Assessment Task 2

Describe the tikanga and pūtake of ONE poi.

The categories of poi include – single short poi, double short poi, single long poi, double long poi, quadruple long poi.

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

POI ONE

NAME:

CATEGORY

COMPOSER NAME

COMPOSER IWI

WHEN POI WAS COMPOSED
(APPROXIMATELY)

WHY WAS THE POI COMPOSED?

WHAT WAS THE INTENTION OF THE POI?

WHAT IS THE INTENDED PERFORMANCE STYLE AND MESSAGE OF THE POI?

(IF YOU NEED MORE SPACE TO WRITE, ATTACH YOUR PAPER TO THIS SECTION OF THE BOOKLET)

Reference(s)

Outcome 2 Demonstrate the essential skills of poi.

Assessment Task 3

Demonstrate essential skills of poi from TWO categories

The categories of poi are – single short poi, double short poi, single long poi, double long poi, quadruple long poi.

A few things for you to think about

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki te/ngā tikanga me te pūtake o te poi.

mō Kaiaka/Merit, me:

- mau koe ki te tangi me te wairua o te rangi;
- hāngai te kori o tō tinana ki te wairua me ngā kupu o te poi, ā, kia tika te tū.

mō Kairangi/Excellence, me:

- tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga;
- tika te whakaputa i te wairua o tō tinana me ngā kupu o te poi, mai i te tīmatanga ki te whakamutunga.

You will be recorded performing the **TWO** poi – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

The **TWO** poi should be performed:

- the way your iwi, hapū, or whānau perform poi; and/or
- The way the composer/s would expect you to perform the poi.

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

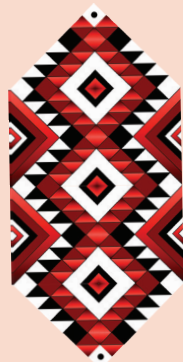
Kia kaha!

ĀKONGA		POI (1)	
DATE		POI (2)	

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
Categories (please select two)	Tick relevant box.	
Single short poi	Kua matatau ki ngā kupu.	
Double short poi	Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.	
Single long poi ☐	Kua tika te whai i te rangi.	
Double long poi ☐	Kua hāngai te tū, me te kori i te tinana/mahi ā-ringa ki ngā tikanga me te pūtake o te poi.	
Quadruple long poi ☐		
Poi is performed ☐	Paetae	
	Kua mau ki te tangi me te wairua o te rangi. Kua hāngai te kori o te tinana ☐ ki te wairua me ngā kupu o te poi, ā, kia tika te tū.	
	Kaiaka	
	Kua tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga. ☐ Kua tika te whakaputa i te wairua o te tinana me ngā kupu o te poi, mai i te tīmatanga ki te whakamutunga.	
	Kairangi	



Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13371 (VERSION 13)

Demonstrate knowledge and skills of haka

(Level 2, Credits 6)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13371, Demonstrate knowledge and skills of haka**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of haka, and the essential skills of haka.	Demonstrate in-depth knowledge of haka, and the essential skills of haka with purpose.	Demonstrate comprehensive knowledge of haka, and the essential skills of haka with artistic expression.

There are **THREE** (3) assessment tasks for this standard that you must correctly complete.

The tasks are:

1. Describe **THREE** different categories of haka.
2. Describe the tikanga and pūtake for **ONE** haka.
3. Demonstrate essential skills of haka from **TWO** categories.

For this assessment, the categories of haka may include but are not limited to – kaiaora, pōkeka, manawa wera, ngeri, taparahi, tutungārahu, peruperu, whakatū waewae.

You are required by this standard to perform **TWO** haka, either individually or in a group. Your kaiako will discuss this with you, as well as the length of time you have to complete this.

PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will also discuss this with you.

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.

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For further information, please refer to the following link:

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

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of haka.

 LEVEL
2

Assessment Task 1
Describe THREE haka categories.

Categories of haka may include but are not limited to – kaioaraora, pōkeka, manawa wera, ngeri, taparahi, tūtū ngārahu, peruperu, whakatū waewae.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

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

Haka categories

Correctly describe **THREE** different categories of haka.

1.

INSERT CATEGORY TYPE

2.

INSERT CATEGORY TYPE

3.

INSERT CATEGORY TYPE

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2**References:**

Assessment Task 2

Describe the tikanga and pūtake for ONE haka.

The categories of haka may include but are not limited to – kaiaora, pōkeka, manawa wera, ngeri, taparahi, tūtū ngārahu, peruperu, whakatū waewae.

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

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2**

HAKA ONE

NAME:

CATEGORY

COMPOSER NAME

COMPOSER IWI

WHEN HAKA WAS COMPOSED
(APPROXIMATELY)

WHY WAS THE HAKA COMPOSED?

WHAT WAS THE INTENTION OF THE HAKA?

WHAT IS THE INTENDED PERFORMANCE STYLE AND MESSAGE OF THE HAKA?

(IF YOU NEED MORE SPACE TO WRITE, ATTACH YOUR PAPER TO THIS SECTION OF THE BOOKLET)

Reference(s)

LEVEL
2

Outcome 2 Demonstrate the essential skills of haka.

Assessment Task 3

Demonstrate essential skills of haka from TWO categories

The categories of haka may include but are not limited to – kaiaora, pōkeka, manawa wera, ngeri, taparahi, tūtū ngārahu, peruperu, whakatū waewae.

A few things for you to think about

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi ā-ringa, ki ngā tikanga me te pūtake o te haka.

mō Kaiaka/Merit, me:

- mau koe ki te tangi me te wairua o te rangi;
- hāngai te kori o tō tinana ki te wairua me ngā kupu o te haka, ā, kia tika te tū.

mō Kairangi/Excellence, me:

- tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga;
- tika te whakaputa i te wairua o tō tinana me ngā kupu o te haka, mai i te tīmatanga ki te whakamutunga.

You will be recorded performing the **TWO** haka – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

The **TWO** haka should be performed:

- the way your iwi, hapū, or whānau perform haka; and/or
- the way the composer/s would expect you to perform the haka.

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

Kia kaha!

ĀKONGA		HAKA (1)	
DATE		HAKA (1)	

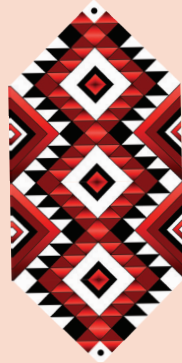
 LEVEL
2

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
Categories (please select two)	Tick relevant box.	
kaioraora	Kua matatau ki ngā kupu.	
pōkeka	Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.	
manawa wera ☐	Kua tika te whai i te rangi.	
ngeri ☐	Kua hāngai te tū, me te kori i te tinana/mahi ā-ringa ki ngā tikanga me te pūtake o te haka.	
whakatoi ☐		
ngahau ☐	Paetae	
whakahāwea ☐	Kua mau ki te tangi me te wairua o te rangi.	
whakapapa ☐	Kua hāngai te kori o te tinana ki te wairua me ngā kupu o te haka, ā, kia tika te tū. ☐	
☐		
☐		
☐	Kaiaka	
☐	Kua tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga. ☐	
	Kua tika te whakaputa i te wairua o te tinana me ngā kupu o te haka, mai i te tīmatanga ki te whakamutunga.	
Haka is performed	Kairangi	



Notes:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 27698 (VERSION 8)

Demonstrate knowledge and skills of haka wahine

(Level 2, Credits 6)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **27698, Demonstrate knowledge and skills of haka wahine**.

Assessment criteria

Paetae/Achievement	Kaiaaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of haka wahine, and the essential skills of haka wahine.	Demonstrate in-depth knowledge of haka wahine, and the essential skills of haka wahine with purpose.	Demonstrate comprehensive knowledge of haka wahine, and the essential skills of haka wahine with artistic expression.

There are **THREE** (3) assessment tasks for this standard that you must correctly complete.

The tasks are:

1. Describe **THREE** categories of haka wahine.
2. Describe the tikanga and pūtake for **ONE** haka wahine, from each category.
3. Demonstrate the essential skills of haka wahine from **TWO** categories.

The categories of haka wahine may include but are not limited to – haka pōwhiri, haka kaupapa whānui, haka whakauru.

You are required by this standard to perform **TWO** haka wahine, either individually or in a group. Your kaiako will discuss this with you, as well as the length of time you have to complete this.

PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will also discuss this with you..

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 kaiako.

For further information, please refer to the following link:

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

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of haka wahine.

Assessment Task 1

Describe THREE different categories of haka wahine.

The categories of haka wahine may include but are not limited to – haka pōwhiri, haka kaupapa whānui, haka whakauru.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

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

Haka wahine categories

Correctly describe **EACH** of the following categories of haka wahine.

1.

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Reference(s)

Assessment Task 2

Describe the tikanga and pūtake for ONE haka wahine, from each category.

The categories of haka wahine may include but are not limited to – haka pōwhiri, haka kaupapa whānui, haka whakauru.

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

HAKA WAHINE ONE	
NAME:	
CATEGORY	
COMPOSER NAME	
COMPOSER IWI	
WHEN HAKA WAHINE WAS COMPOSED (APPROXIMATELY)	
WHY WAS THE HAKA WAHINE COMPOSED?	
WHAT WAS THE INTENTION OF THE HAKA WAHINE?	
WHAT IS THE INTENDED PERFORMANCE STYLE AND MESSAGE OF THE HAKA WAHINE?	
(IF YOU NEED MORE SPACE TO WRITE, ATTACH YOUR PAPER TO THIS SECTION OF THE BOOKLET)	

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Reference(s)

LEVEL
2

Outcome 2 Demonstrate the essential skills of haka wahine.

Assessment Task 3

Demonstrate the essential skills of haka wahine from TWO categories

The categories of haka wahine may include but are not limited to – haka pōwhiri, haka kaupapa whānui, haka whakauru.

A few things for you to think about

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi ā-ringa, ki ngā tikanga me te pūtake o te haka wahine.

mō Kaiaka/Merit, me:

- mau koe ki te tangi me te wairua o te rangi;
- hāngai te kori o tō tinana ki te wairua me ngā kupu o te haka wahine, ā, kia tika te tū.

mō Kairangi/Excellence, me:

- tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga;
- tika te whakaputa i te wairua o tō tinana me ngā kupu o te haka wahine, mai i te tīmatanga ki te whakamutunga.

You will be recorded performing the **TWO** haka wahine – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

The **TWO** haka wahine should be performed:

- the way your iwi, hapū, or whānau performs haka wahine; and/or
- the way the composer/s would expect you to perform the haka wahine.

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

Kia kaha!

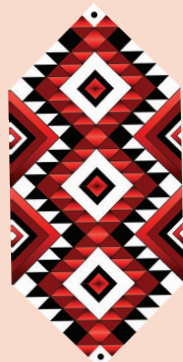
ĀKONGA		HAKA WAHINE (1)	
DATE		HAKA WAHINE (2)	

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
Categories (please select two)	Tick relevant box.	
haka pōwhiri	Kua matatau ki ngā kupu.	
haka kaupapa whānui	Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.	
haka whakauru ☐	Kua tika te whai i te rangi.	
☐	Kua hāngai te tū, me te kori i te tinana/mahi ā-ringa ki ngā tikanga me te pūtake o te haka wahine.	
☐		
Haka wahine is performed	☐ Paetae	
	☐ Kua mau ki te tangi me te wairua o te rangi. Kua hāngai te kori o te tinana ki te wairua me ngā kupu o te haka wahine, ā, kia tika te tū. ☐	
	Kaiaka	
	Kua tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga. ☐ Kua tika te whakaputa i te wairua o te tinana me ngā kupu o te haka wahine, mai i te tīmatanga ki te whakamutunga.	
	Kairangi	



Notes:

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MĀORI PERFORMING ARTS

UNIT STANDARD 22756 (VERSION 9)

Perform a Māori performing arts bracket

(Level 2, Credits 10)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **22756, Perform a Māori performing arts bracket**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Perform a Māori performing arts bracket.	Perform a Māori performing arts bracket demonstrating the essential skills with purpose.	Perform a Māori performing arts bracket with artistic proficiency.

There is **ONE** (1) assessment task for this standard that you must correctly complete.

The tasks are:

1. Perform a Māori performing arts bracket in accordance with iwi tradition, and/or the pūtake of each item.
2. Perform bracket that is choreography followed in accordance of expectations of each item and the purposes of the performance bracket.

The items for a Māori performing arts bracket must include at least **THREE** of the following – whakaeke, mōteatea, waiata ā-ringa, poi, haka, haka wahine, whakamutunga/ whakawātea.

You are required by this standard to perform **THREE** different items (from the list above), either individually or in a group. Your kaiako will discuss this with you, as well as the length of time you have to complete this.

Authenticity

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ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

 LEVEL
2

Outcome 1 Perform a Māori performing arts bracket.

Range: a bracket must include at least **THREE** of the following – whakaeke, mōteatea, waiata ā-ringa, poi, haka, haka wahine, whakamutunga/ whakawātea.

Assessment Task 1

Perform THREE (3) different Māori performing arts items in accordance with::

- iwi, hapū, or whānau tradition, and/or the pūtake of each item;
- the expectations of each item.

Follow choreography in accordance with the purposes of the bracket.

Key factors to consider:

- item refers to a composed piece which compromises body movement, voice, and lyrics
- pūtake refers to the composer (author of the lyrics of each item), their iwi, when and why the item was composed, and their intended performance style for the item
- expectations refer to the purpose, themes, mood, rangi, and lyrics of an item.
- essential skills refers to the core features or basic performance competencies of an item.
- features refers to the choice of words and the use of language to convey specific messages, and performance or composition style specific to each item.
- performance refers to the vocal and visual presentation of each item in the bracket.

A few things for you to think about

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki ngā tikanga me te pūtake o te Māori performing arts bracket.

mō Kaiaka/Merit, me:

- pūmau koe ki te tangi me te wairua o te rangi o ia waiata, haka rānei;
- hāngai pū te kori o tō tinana ki te wairua me ngā kupu o ia waiata, haka rānei, ā, kia tika tō tū.

mō Kairangi/Excellence, me:

- pakari tō tū me te korikori o tō tinana, ā, puta ana ngā mahi auaha;
- tika te whakaputa i te wairua o te rangi o ia waiata, haka rānei, mai i te tīmatanga ki te whakamutunga;
- tika te whakaputa i te wairua o tō tinana me ngā kupu o ia waiata, haka rānei, mai i te tīmatanga ki te whakamutunga.

You will be recorded performing the Māori performing arts bracket – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

The Māori performing arts bracket should be performed:

- the way your iwi, hapū, or whānau performs each item in the bracket; and/or
- the way the composer/s would expect you to perform the bracket.

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

Kia kaha!

OUTCOME 1

ASSESSOR CHECKLIST

Ākonga performance

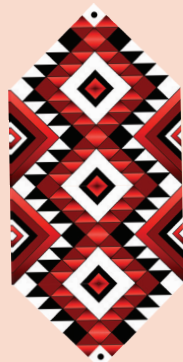
ĀKONGA		MPA BRACKET (3 items)	Whakaeke, mōteatea, waiata ā-ringa, poi, haka, haka wahine, whakamutunga/whakawātea
DATE			

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OUTCOME	EVIDENCE REQUIREMENTS		TUTOR COMMENTS
BRACKET ITEMS (3 items)	Tick relevant box		
whakaeke ☐	Kua matatau ki ngā kupu Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā Kua tika te whai i te rangi Kua hāngai te tū, me te kori i te tinana/mahi-ā-ringa ki ngā tikanga me te pūtake o te Māori performing arts bracket.		
mōteatea ☐			
waiata ā-ringa ☐			
poi ☐			
haka ☐			
haka wahine ☐	Paetae/Achieved ☐		
whakamutunga/whakawātea ☐	Kua pūmau ki te tangi me te wairua o te rangi o ia waiata, haka rānei Kua hāngai pū te kori o te tinana ki te wairua me ngā kupu o te Māori performing arts bracket, ā, kua tika te tū.		
MPA bracket is performed.			
	Kua tika te whakaputa i te wairua o te rangi o te Māori performing arts bracket, mai i te tīmatanga ki te whakamutunga Kua tika te whakaputa i te wairua o te tinana me ngā kupu o te Māori performing arts bracket, mai i te tīmatanga ki te whakamutunga Kua pakari te tū me te korikori o te tinana, ā, puta ana ngā mahi auaha.		
	Kairangi/Excellence ☐		

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 15020 (VERSION 8)

Perform whakaraka

(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 Māori Performing Arts unit standard **15020, Perform whakaraka**.

This standard is about Māori performance so you'll be expected to do a demonstration, either individually or in a group. Your kaiako will tell you more about this.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Perform whakaraka	Perform whakaraka with expression and purpose	Perform whakaraka with artistic proficiency

There are is **ONE** (1) assessment task for this standard that you must correctly complete to gain credits for this standard.

The task is:

- perform **THREE** (3) whakaraka covering all three categories.

categories of whakaraka include:

- hand games - hei tama tū tama, whakaropiropi, materawa, toropiko, hipitoitoi, ana parepare, tahi te parapara, pūkana hī, meke ataata.
- stick games - tī rākau, tītī tōrea, mauī matau
- string games - ngā mahi whai

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
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ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Perform whakaraka.
Range: evidence of three whakaraka, covering all three categories is required.

Assessment Task 2

Perform FIVE (5) whakaraka items from THREE (3) different categories.

Key factors to consider:

- whakaraka are performed in accordance with iwi tradition, and the tikanga of the whakaraka
- performance displays accurate timing, rhythm, and flow in accordance with the performance style and tikanga of the whakaraka
- performance refers to the vocal and visual presentation of whakaraka.

You may use additional paper to complete your responses. Attach them to this booklet.

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A few things for you to think about

for Paetae/Achieved, you must:

- perform three whakaraka covering all categories.
- perform whakaraka in accordance to iwi tradition and the tikanga of the whakaraka.
- perform whakaraka with accurate timing, rhythm, and flow.

for Kaiaka/Merit, you must:

- perform whakaraka with expression and purpose, displaying the features of each whakaraka and/or the choreographic intention.
- perform with balance, coordination, and deliberate movements relevant to whakaraka.

for Kairangi/Excellence, you must:

- perform whakaraka with artistic proficiency, performing with creativity and confidence
- perform whakaraka demonstrating accurate timing.

You may be recorded performing the **THREE** whakaraka – individually or in a group. Your kaiako will discuss how and when this will occur.

The **THREE** whakaraka should be performed in accordance with:

- iwi tradition, and
- the tikanga of the whakaraka.

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

Kia kaha!

OUTCOME 2

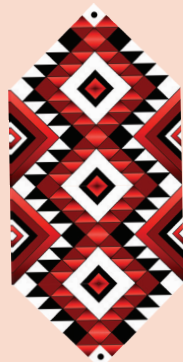
ASSESSOR CHECKLIST

Ākonga demonstration
ĀKONGA**DATE**

OUTCOME	EVIDENCE REQUIREMENTS	TUTOR COMMENTS
Chosen whakaraka	Tick relevant box.	
Perform whakaraka covering all categories	performed three whakaraka covering all categories.	
category 1	performed whakaraka in accordance to iwi tradition and the tikanga of the whakaraka. performed whakaraka with accurate timing, rhythm, and flow.	
	Paetae ☐	
category 2	Performed whakaraka with expression and purpose, displaying the features of each whakaraka and/or the choreographic intention. Performed with balance, coordination, and deliberate movements relevant to whakaraka.	
	Kaiaka ☐	
category 3	Performed whakaraka with artistic proficiency, performing with creativity and confidence Performed whakaraka demonstrating accurate timing.	
	Kairangi ☐	

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Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 22757 (VERSION 8)

Demonstrate knowledge of influencing factors in the historical development
of Māori performing arts

(Level 3, Credits 10)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **22757, Demonstrate knowledge of influencing factors in the historical development of Māori performing arts.**

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of influencing factors in the historical development of Māori performing arts.	Demonstrate in-depth knowledge of influencing factors in the historical development of Māori performing arts.	Demonstrate comprehensive knowledge of influencing factors in the historical development of Māori performing arts.

There is **ONE** (1) assessment task for this standard that you must correctly complete.

The tasks is:

1. Explain at least **THREE** factors that have influenced the historical development of Maori performing arts pre - 1990s and post - 1990s.

The **THREE** factors **must** include:

- **TWO** environmental factors (political, social, economic, technology), and
- **ONE** sociological factor (media, people, events, religion, organisations).

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 also discuss this with you.

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 kaiako.

For further information, please refer to the following link:

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

ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of influencing factors in the historical development of Māori performing arts
Range: pre-1990s and post-1990s
Assessment Task 1
Explain how THREE (3) of the factors listed below have influenced the development of Māori performing arts over EACH of the following time periods:

- pre-1990s and post-1990s

 Choose **TWO** (2) environmental factors.

Environmental factors may include:

- political
- social
- economic
- technology.

 Choose **ONE** (1) sociological factor.

Sociological factor may include:

- media
- people
- events
- religion
- organisations.

Note: Influences may be positive or negative.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – eg PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.
Examples of environmental factors may include:

- political (eg government policies, funding initiatives etc)
- social (eg emergence of Māori immersion education, employment opportunities etc)
- economic (eg funding for education programmes, centralisation of resources through Rūnanga, tourism etc)
- technology (eg allows for diversity from traditional instruments, improved access to resources etc).

Examples of sociological factors may include:

- media (eg increases exposure/promotion, dedicated television channels – Māori Television, online streaming and content – Māori Television, Haka TV, Youtube)
- people (eg role models – ie tutors, composer, kaihaka etc)
- events (eg increased exposure through festivals and competitions)
- religion (eg displacement of tikanga and protocols, the influence of choral singing, Hui Aranga)
- organisations (eg Te Matatini Inc, Te Taura Whiri i te reo Māori, iwi representation).

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LEVEL
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PRE-1990S	TWO ENVIRONMENTAL FACTORS	
PRE-1990S	TWO ENVIRONMENTAL FACTORS	

A few things for you to think about

For Paetae/Achieved

Demonstrate knowledge of influencing factors in the historical development of Māori performing arts will be evidenced through:

- explaining how two environmental factors have influenced the development of Māori performing arts in each of the time periods.
- explaining how one sociological factor has influenced the development of Māori performing arts in each of the time periods.

For Kaiaka/Merit

Demonstrate in-depth knowledge of influencing factors in the historical development of Māori performing arts will be evidenced through:

- identifying and describing two significant environmental factors that have influenced the development of Maori performing arts in each of the time periods.
- identifying and describing one significant sociological factor that has influenced the development of Maori performing arts over each of the time periods.

Significant (in terms of influencing factors) refers to influences that had critical consequences in shaping and developing, and/or transforming of Māori performing arts; or without which critical consequences would not have occurred.

For Kairangi/Excellence

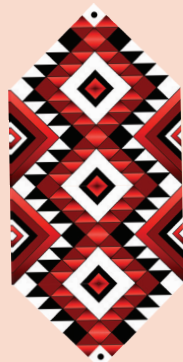
Demonstrate comprehensive knowledge of influencing factors in the historical development of Māori performing arts will be evidenced through:

- identifying and linking two environmental influences with specific changes and transformations in the development of Maori performing arts over each of the time periods.
- identifying and linking the influences from one sociological factor with specific changes and transformations in the development of Maori performing arts over each of the time periods.

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

Kia kaha!

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 32969 (VERSION 1)

Research haka wahine

(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 Māori Performing Arts unit standard **32969, Research haka wahine**.

There is one assessment task that you must correctly complete to gain credits for this standard. This is a graded standard; your grade will depend on how well you research and provide responses to the questions.

The task is

1. Research the pūtake and tikanga of 5 haka wahine, from at least 2 categories.

Assessment Criteria

Paetae/Achieved	Kaiaka/Merit	Kairangi/Excellence
Research the pūtake and tikanga of haka wahine.	Research in-depth knowledge of the pūtake and tikanga of haka wahine.	Research comprehensive knowledge of the pūtake and tikanga of haka wahine.

A few things to think about

To gain achieved, research the pūtake and tikanga of 5 haka wahine from at least 2 different categories in accordance with iwi, hapū, or whānau tradition.

To gain achieved with merit, research in-depth knowledge of the pūtake and tikanga of haka wahine. This will be evidenced through:

- Describing the pūtake and tikanga of haka wahine in-depth;
- describing the choice of words and the use of language devices to convey specific purposes associated with the category of each haka wahine.

To gain achieved with excellence, research comprehensive knowledge of the pūtake and tikanga of haka wahine. This will be evidence through:

- comprehensively describing the pūtake and tikanga of haka wahine;
- describing the significance of the choice of words and the use of language devices to convey specific purposes associated with the category of each haka wahine;
- explaining each haka wahine in terms of the significance to the whānau, hapū, and/or iwi to whom they belong, refer to, and/or are sung by;
- describing any personal (to composer), social, historical, political, economic, or geographical issues or influencing factors of the time that led to the composition of the haka wahine.

Authenticity

All work you do for an assessment must be;

- produced by you,
- written/typed in your own words,
- information taken from different sources must be referenced,
- when participating in group work, you will need to actively contribute and produce work in your own words.

Be sure to ask your kaiako if you need further clarification on the assessment task.

AKONGA ASSESSMENT TASK

NAME

DATE

Outcome 1 **Research the pūtake and tikanga of haka wahine.**

Assessment Task

Describe the pūtake and tikanga of 5 haka wahine with at least 2 categories
Categories may include;

- | | |
|---|--|
| <ul style="list-style-type: none"> • Haka pōwhiri • Haka kaupapa whānui • Haka tautoko | <ul style="list-style-type: none"> • Haka whakauru • Haka whakaeke • Haka wātea |
|---|--|

Key factors to consider:

- Pūtake refers to the composer, their iwi, when and why the haka wahine was composed, and their intended performance style for the haka wahine.
- Tikanga refers to the meaning, values, and Māori world view.
- Language devices examples; whakataukī, whakatauākī, metaphors, symbols, images.

You may want to use the attached worksheet to record your responses and/or use a range of other techniques to present your research e.g. PowerPoint, poster, drawings etc

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Haka wahine 1:

The pūtake and tikanga of haka wahine (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the haka wahine was composed:

The intended performance style for haka wahine:

References:

Haka wahine 2:

The pūtake and tikanga of haka wahine (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the haka wahine was composed:

The intended performance style for haka wahine:

References:

Haka wahine 3:

The pūtake and tikanga of haka wahine (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the haka wahine was composed:

The intended performance style for haka wahine:

References:

Haka wahine 4:

The pūtake and tikanga of haka wahine (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the haka wahine was composed:

The intended performance style for haka wahine:

References:

Haka wahine 5:

The pūtake and tikanga of haka wahine (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

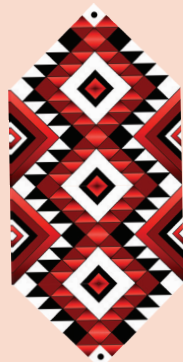
Category:

Why the haka wahine was composed:

The intended performance style for haka wahine:

References:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 32971 (VERSION 1)

Research haka

(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 Māori Performing Arts unit standard **32971, Research haka**.

There is one assessment task you must correctly complete to gain credits for this standard. This is a graded standard; your grade will depend on how well you research and provide responses to the questions.

The task is

1. Research the pūtake and tikanga of 5 haka from at least 2 categories.

Assessment Criteria

Paetae/Achieved	Kaiaka/Merit	Kairangi/Excellence
Research the pūtake and tikanga of haka.	Research in-depth knowledge of the pūtake and tikanga of haka.	Research comprehensive knowledge of the pūtake and tikanga of haka.

A few things to think about

To gain achieved, research the pūtake and tikanga of 5 haka from at least 2 different categories, in accordance with iwi, hapū, or whānau tradition.

To gain achieved with merit, research in-depth knowledge of the pūtake and tikanga of haka. This will be evidenced through:

- Describing the pūtake and tikanga of haka in-depth;
- describing the choice of words and the use of language devices to convey specific purposes associated with the category of each haka.

To gain achieved with excellence, research comprehensive knowledge of the pūtake and tikanga of haka. This will be evidenced through:

- comprehensively describing the pūtake and tikanga of haka;
- describing the significance of the choice of words and the use of language devices to convey specific purposes associated with the category of each haka;
- explaining each haka in terms of the significance to the whānau, hapū, and/or iwi to whom they belong, refer to, and/or are sung by;
- describing any personal (to composer), social, historical, political, economic, or geographical issues or influencing factors of the time that led to the composition of the haka.

Authenticity

All work you do for an assessment must be;

- produced by you,
- written/typed in your own words,
- information taken from different sources must be referenced,
- when participating in group work, you will need to actively contribute and produce work in your own words.

Be sure to ask your kaiako if you need further clarification on the assessment task.

AKONGA ASSESSMENT TASK

NAME

DATE

Outcome 1 **Research the pūtake and tikanga of haka.**

Assessment Task

Describe the pūtake and tikanga of 5 haka from at least 2 categories
Categories may include;

- | | |
|--|---|
| <ul style="list-style-type: none"> • Kaioraora • Pōkeka • Manawa wera • Whakatū waewae | <ul style="list-style-type: none"> • Ngeri • Taparahi • Tūtū ngārahu • Peruperu |
|--|---|

Key factors to consider:

- Pūtake refers to the composer, their iwi, when and why the haka was composed.
- Tikanga refers to the meaning, values, and Māori world view.
- Language devices examples; whakataukī, whakatauākī, metaphors, symbols, images.

You may want to use the attached worksheet to record your responses and/or use a range of other techniques to present your research e.g. PowerPoint, poster, drawings etc

Haka 1:

The pūtake and tikanga of haka (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the haka was composed:

References:

Haka 2:

The pūtake and tikanga of haka (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the haka was composed:

References:

Haka 3:

The pūtake and tikanga of haka (if you need more paper to write, add/ or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the haka was composed:

References:

Haka 4:

The pūtake and tikanga of haka (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the haka was composed:

References:

Haka 5:

The pūtake and tikanga of haka (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

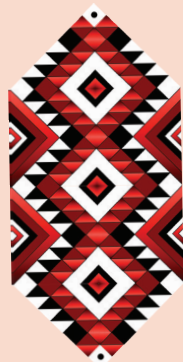
Their iwi:

Category:

Why the haka was composed:

References:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 32972 (VERSION 1)

Research mōteatea

(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 Māori Performing Arts unit standard **32972, Research mōteatea**.

There is one assessment task for that you must correctly complete to gain credits for this standard. This is a graded standard; your grade will depend on how well you research and provide responses to the questions.

The task is

1. Research the pūtake and tikanga of 5 mōteatea from at least 2 categories.

Assessment Criteria

Paetae/Achieved	Kaiaka/Merit	Kairangi/Excellence
Research the pūtake and tikanga of mōteatea.	Research in-depth knowledge of the pūtake and tikanga of mōteatea.	Research comprehensive knowledge of the pūtake and tikanga of mōteatea.

A few things to think about

To gain achieved, research the pūtake and tikanga of 5 mōteatea from at least 2 different categories in accordance with iwi, hapū, or whānau tradition.

To gain achieved with merit, research in-depth knowledge of the pūtake and tikanga of mōteatea. This will be evidenced through:

- describing pūtake and tikanga of mōteatea in-depth;
- describing the choice of words and the use of language devices to convey specific purposes associated with the category of each mōteatea.

To gain achieved with excellence, research comprehensive knowledge of the pūtake and tikanga of mōteatea. This will be evidenced through:

- comprehensively describing pūtake and tikanga of mōteatea;
- describing the significance of the choice of words and the use of language devices to convey specific purposes associated with the category of each mōteatea;
- explaining each mōteatea in terms of the significance to the whānau, hapū, and/or iwi to whom they belong, refer to, and/or are sung by;
- describing any personal (to composer), social, historical, political, economic, or geographical issues or influencing factors of the time that led to the composition of the mōteatea.

Authenticity

All work you do for an assessment must be;

- produced by you,
- written/typed in your own words,
- information taken from different sources must be referenced,
- when participating in group work, you will need to actively contribute and produce work in your own words.

Be sure to ask your kaiako if you need further clarification on the assessment task.

AKONGA ASSESSMENT TASK

NAME

DATE

Outcome 1 **Research the pūtake and tikanga of mōteatea.**

Assessment Task

Describe the pūtake and tikanga of 5 mōteatea from at least 2 categories
Categories may include;

- | | |
|---|--|
| <ul style="list-style-type: none"> • Oriori • Pao • Pātere | <ul style="list-style-type: none"> • Waiata aroha • Waiata tangi |
|---|--|

Key factors to consider:

- Pūtake refers to the composer, their iwi, when and why the mōteatea was composed, and their intended performance style for the mōteatea.
- Tikanga refers to the meaning, values, and Māori world view.
- Language devices examples; whakataukī, whakatauākī, metaphors, symbols, images.

You may want to use the attached worksheet to record your responses and/or use a range of other techniques to present your research e.g. PowerPoint, poster, drawings etc

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Mōteatea 1:

The pūtake and tikanga of mōteatea (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the mōteatea was composed:

The intended performance style for mōteatea:

References:

Mōteatea 2:

The pūtake and tikanga of mōteatea (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the mōteatea was composed:

The intended performance style for mōteatea:

References:

Mōteatea 3:

The pūtake and tikanga of mōteatea (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the mōteatea was composed:

The intended performance style for mōteatea:

References:

Mōteatea 4:

The pūtake and tikanga of mōteatea (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the mōteatea was composed:

The intended performance style for mōteatea:

References:

Mōteatea 5:

Te pūtake and tikanga of mōteatea (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

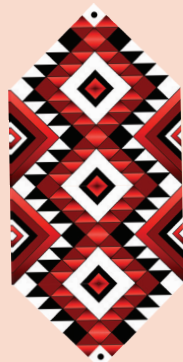
Category:

Why the mōteatea was composed:

The intended performance style for mōteatea:

References:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 32973 (VERSION 1)

Research poi

(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 Māori Performing Arts unit standard **32973, Research poi**.

There is one assessment task you must correctly complete to gain credits for this standard. This is a graded standard; your grade will depend on how well you research and provide responses to the questions.

The task is

1. Research the pūtake and tikanga of 5 poi from at least 2 categories.

Assessment Criteria

Paetae/Achieved	Kaiaka/Merit	Kairangi/Excellence
Research the pūtake and tikanga of poi.	Research in-depth knowledge of the pūtake and tikanga of poi.	Research comprehensive knowledge of the pūtake and tikanga of poi.

A few things to think about

To gain achieved, research the pūtake and tikanga of 5 poi from at least 2 different categories in accordance with iwi, hapū, or whānau tradition.

To gain achieved with merit, research in-depth knowledge of the pūtake and tikanga of poi. This will be evidenced through:

- describing pūtake and tikanga of poi in-depth;
- describing the choice of words and the use of language devices to convey specific purposes associated with the category of each poi.

To gain achieved with excellence, research comprehensive knowledge of the pūtake and tikanga of poi. This will be evidenced through:

- comprehensively describing pūtake and tikanga of poi;
- describing the significance of the choice of words and the use of language devices to convey specific purposes associated with the category of each poi;
- explaining each poi in terms of the significance to the whānau, hapū, and/or iwi to whom they belong, refer to, and/or are sung by;
- describing any personal (to composer), social, historical, political, economic, or geographical issues or influencing factors of the time that led to the composition of the poi.

Authenticity

All work you do for an assessment must be;

- produced by you,
- written/typed in your own words,
- information taken from different sources must be referenced,
- when participating in group work, you will need to actively contribute and produce work in your own words.

Be sure to ask your kaiako if you need further clarification on the assessment task.

AKONGA ASSESSMENT TASK

NAME

DATE

Outcome 1 **Research the pūtaka and tikanga of poi.**

Assessment Task

Describe the pūtaka and tikanga of 5 poi from at least 2 categories
Categories may include;

- | | |
|--|--|
| <ul style="list-style-type: none"> • Single short poi • Double short poi • Single long poi • Double long poi | <ul style="list-style-type: none"> • Quadruple long poi • Three quarter single poi • Three quarter long poi |
|--|--|

Key factors to consider:

- Pūtaka refers to the composer, their iwi, when and why the poi was composed, and their intended performance style for the poi.
- Tikanga refers to the meaning, values, and Māori world view.
- Language devices examples; whakataukī, whakataukākī, metaphors, symbols, images.

You may want to use the attached worksheet to record your responses and/or use a range of other techniques to present your research e.g. PowerPoint, poster, drawings etc
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Poi 1:

The pūtake and tikanga of poi (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the poi was composed:

The intended performance style for poi:

References:

Poi 2:

The pūtake and tikanga of poi (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the poi was composed:

The intended performance style for poi:

References:

Poi 3:

The pūtake and tikanga of poi (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the poi was composed:

The intended performance style for poi:

References:

Poi 4:

The pūtake and tikanga of poi (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

Category:

Why the poi was composed:

The intended performance style for poi:

References:

Poi 5:

The pūtake and tikanga of poi (if you need more paper to write, add or staple to this ākonga booklet)

The composer:

Their iwi:

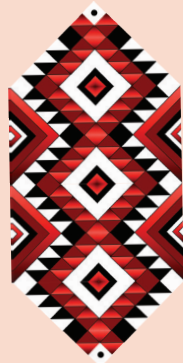
Category:

Why the poi was composed:

The intended performance style for poi:

References:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 32974 (VERSION 1)

Research waiata ā-ringa

(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 Māori Performing Arts unit standard **32974, Research waiata ā-ringā**.

There is one assessment task you must correctly complete to gain credits for this standard. This is a graded standard; your grade will depend on how well you research and provide responses to the questions.

The task is

1. Research the pūtake and tikanga of 5 waiata ā-ringā from at least 2 categories.

Assessment Criteria

Paetae/Achieved	Kaiaka/Merit	Kairangi/Excellence
Research the pūtake and tikanga of waiata ā-ringā.	Research in-depth knowledge of the pūtake and tikanga of waiata ā-ringā.	Research comprehensive knowledge of the pūtake and tikanga of waiata ā-ringā.

A few things to think about

To gain achieved, research the pūtake and tikanga of 5 waiata ā-ringā from at least 2 different categories in accordance with iwi, hapū, or whānau tradition.

To gain achieved with merit, research in-depth knowledge of the pūtake and tikanga of waiata ā-ringā. This will be evidenced through:

- describing pūtake and tikanga of waiata ā-ringā in-depth;
- describing the choice of words and the use of language devices to convey specific purposes associated with the category of each waiata ā-ringā.

To gain achieved with excellence, research comprehensive knowledge of the pūtake and tikanga of waiata ā-ringā. This will be evidenced through:

- comprehensively describing pūtake and tikanga of waiata ā-ringā;
- describing the significance of the choice of words and the use of language devices to convey specific purposes associated with the category of each waiata ā-ringā;
- explaining each waiata ā-ringā in terms of the significance to the whānau, hapū, and/or iwi to whom they belong, refer to, and/or are sung by;
- describing any personal (to composer), social, historical, political, economic, or geographical issues or influencing factors of the time that led to the composition of the waiata ā-ringā.

Authenticity

All work you do for an assessment must be;

- produced by you,
- written/typed in your own words,
- information taken from different sources must be referenced,
- when participating in group work, you will need to actively contribute and produce work in your own words.

Be sure to ask your kaiako if you need further clarification on the assessment task.

AKONGA ASSESSMENT TASK

NAME

DATE

Outcome 1 Research the pūtaka and tikanga of waiata ā-ringa.

Assessment Task

Describe the pūtaka and tikanga of 5 waiata ā-ringa from at least 2 categories
Categories may include;

- | | |
|--|--|
| <ul style="list-style-type: none"> • Pōwhiri • Poroporoaki • Aroha • Ngahau • Whakapapa | <ul style="list-style-type: none"> • Whakanui • Karakia • Tangi • Whakatoī • Whakahāwea |
|--|--|

Key factors to consider:

- Pūtaka refers to the composer, their iwi, when and why the waiata ā-ringa was composed, and their intended performance style for the waiata ā-ringa.
- Tikanga refers to the meaning, values, and Māori world view.
- Language devices examples; whakataukī, whakatauākī, metaphors, symbols, images.

You may want to use the attached worksheet to record your responses and/or use a range of other techniques to present your research e.g. PowerPoint, poster, drawings etc

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Waiata ā-ringa 1:

The pūtake and tikanga of waiata ā-ringa (if you need more paper to write, add or staple to this ākongā booklet)

The composer:

Their iwi:

Category:

Why the waiata ā-ringa was composed:

The intended performance style for waiata ā-ringā:

References:

Waiata ā-ringa 2:

The pūtake and tikanga of waiata ā-ringa (if you need more paper to write, add or staple to this ākongā booklet)

The composer:

Their iwi:

Category:

Why the waiata ā-ringa was composed:

The intended performance style for waiata ā-ringā:

References:

Waiata ā-ringa 3:

The pūtake and tikanga of waiata ā-ringa (if you need more paper to write, add or staple to this ākongā booklet)

The composer:

Their iwi:

Category:

Why the waiata ā-ringa was composed:

The intended performance style for waiata ā-ringā:

References:

Waiata ā-ringa 4:

The pūtake and tikanga of waiata ā-ringa (if you need more paper to write, add or staple to this ākongā booklet)

The composer:

Their iwi:

Category:

Why the waiata ā-ringa was composed:

The intended performance style for waiata ā-ringā:

References:

Waiata ā-ringa 5:

The pūtake and tikanga of waiata ā-ringa (if you need more paper to write, add or staple to this ākongā booklet)

The composer:

Their iwi:

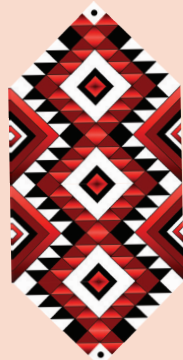
Category:

Why the waiata ā-ringa was composed:

The intended performance style for waiata ā-ringa:

References:

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13360 (VERSION 8)

Perform mōteatea

(Level 4, Credits 10)

L
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ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13360, Perform mōteatea**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Perform mōteatea.	Perform mōteatea with expression and projection.	Perform mōteatea with expression and projection.

There is **ONE** (1) assessment task for this standard that you must correctly complete.

This standard is about Māori performance, so you'll be expected to do a performance, either individually or in a group. Your kaiako will tell you more about this.

The tasks is:

1. Perform **FIVE** mōteatea items, from at least two different categories is required. The items must be performed in accordance with iwi, hapū, or whānau tradition and/or the pūtaka of each mōteatea; and must display evidence of ihi, wehi and wana.

The categories of mōteatea may include, but are not limited to – oriori, pao, pātere, waiata aroha, waiata tangi

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 kaiako.

For further information, please refer to the following link:

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

Outcome 1 Perform mōteatea

Assessment Task 1

Performance

Perform **FIVE** mōteatea items, from at least two different categories is required. The items must display ihi, wehi and wana in accordance with iwi, hapū, or whānau tradition and/or the pūtake of each mōteatea.

The categories of mōteatea may include but are not limited to - oriori, pao, pātere, waiata aroha, waiata tangi.

A few things for you to think about

mō Paetae/Achieved, me:

- Perform five mōteatea from at least two different categories.
- Perform mōteatea in accordance with iwi, hapū or whānau tradition.
- Perform mōteatea displaying ihi, wehi and wana.

mō Kaiaka/Merit, me:

- Perform mōteatea with expression and projection.
- Perform mōteatea sustaining the tone and the essence of the mōteatea items.
- Perform mōteatea with deliberate movements and appropriate actions relevant to the mōteatea items.

mō Kairangi/Excellence, me:

- Perform mōteatea with artistic proficiency.
- Perform mōteatea with creativity and confidence.
- Perform mōteatea sustaining and maintaining the essence from start to finish.
- Perform mōteatea with expression and words in synergy with body and hand movements.
- Perform mōteatea reaching the heights of ancestral strength.

The **FIVE** mōteatea should be performed:

- the way your iwi, hapū, or whānau performs mōteatea; and/or
- the way the composer/s would expect you to perform the mōteatea.

You will be recorded performing the **FIVE** mōteatea – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

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

Kia kaha!

OUTCOME 2

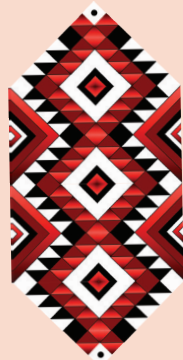
ASSESSOR CHECKLIST

Ākonga performance

ĀKONGA		MŌTEATEA (5)	
DATE			

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
CATAGORIES (please select five)	Tick relevant box.	
Oriori ☐	Performed five mōteatea from at least two different categories.	
Pao ☐	Performed mōteatea in accordance with iwi, hapū or whānau tradition.	
Pātere ☐	Performed mōteatea displaying ihi, wehi and wana.	
Waiata aroha ☐		
Waiata tangi ☐	Paetae ☐	
☐	Performed mōteatea with expression and projection.	
☐	Performed mōteatea maintaining and sustaining the tone and the essence of the mōteatea items.	
☐	Performed mōteatea with deliberate movements and appropriate actions relevant to the mōteatea items.	
☐		
☐		
Mōteatea is performed	Kaiaka ☐	
	Performed mōteatea with artistic proficiency.	
	Performed mōteatea with creativity and confidence.	
	Performed mōteatea sustaining and maintaining the essence from start to finish.	
	Performed mōteatea expressing the words in synergy with body and hand movements.	
	Performed mōteatea reaching the heights of ancestral strength.	
	Kairangi ☐	

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13364 (VERSION 8)

Perform waiata ā-ringa

(Level 4, Credits 10)

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ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13364, Perform waiata ā-ringa**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Perform waiata ā-ringa.	Perform waiata ā-ringa with expression and projection.	Perform waiata ā-ringa with artistic proficiency.

There is **ONE** (1) assessment task for this standard that you must correctly complete.

This standard is about Māori performance so you'll be expected to do a performance, either individually or in a group. Your kaiako will tell you more about this.

The tasks is:

1. Perform **FIVE** waiata ā-ringa from at least two different categories is required. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each waiata ā-ringa.

The themes of waiata ā-ringa may include but are not limited to – pōhiri, poroporoaki, aroha, whakanui, karakia, tangi, whakatoī, ngahau, whakahāwea, whakapapa.

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 kaiako.

For further information, please refer to the following link:

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

Outcome 1 Perform waiata ā-ringa.

Assessment Task 1

Performance

Perform **FIVE** waiata ā-ringa items, from at least two different categories is required. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each waiata ā-ringa

The themes of waiata ā-ringa may include but are not limited to – pōhiri, poroporoaki, aroha, whakanui, karakia, tangi, whakatoī, ngahau, whakahāwea, whakapapa.

A few things for you to think about

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki ngā tikanga me te pūtake o te waiata ā-ringa.

mō Kaiaka/Merit, me:

- pūmau koe ki te tangi me te wairua o te rangi;
- hāngai pū te kori o tō tinana ki te wairua me ngā kupu o te waiata ā-ringa, ā, kia tika tō tū.

mō Kairangi/Excellence, me:

- pakari tō tū me te korikori o tō tinana, ā, puta ana ngā mahi auaha;
- ū pūmau koe ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga;
- puta pū te wairua o te kupu, ā, me tō tinana hoki, mai i te tīmatanga ki te whakamutunga;
- tika te mahi tahi ōu ringa me te kori o tō tinana;
- eke koe ki te tihi o te waiata ā-ringa, rangona ai te hā o kui mā, o koro mā.

The **FIVE** waiata ā-ringa should be performed:

- the way your iwi performs waiata ā-ringa; and/or
- the way the composer/s would expect you to perform the waiata ā-ringa.

You will be recorded performing the **FIVE** waiata ā-ringa – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

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

Kia kaha!

OUTCOME 2

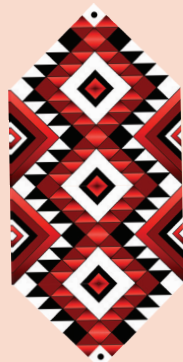
ASSESSOR CHECKLIST

Ākonga performance

ĀKONGA		WAIATA	
DATE		Ā-RINGA (5)	

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
CATAGORIES (please select five)	Tick relevant box.	
pōwhiri ☐	Kua matatau ki ngā kupu.	
poroporoaki ☐	Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.	
aroha ☐	Kua tika te whai i te rangi.	
whakanui ☐	Kua hāngai te tū, me te kori i te tinana/mahi-ā-ringa ki ngā tikanga me te pūtake o te waiata ā-ringa.	
waiata tangi ☐	Paetae/Achieved ☐	
karakia ☐	Kua pūmau ki te tangi me te wairua o te rangi.	
tangi ☐	Kua hāngai te kori o te tinana ki te wairua me ngā kupu o te waiata ā-ringa, ā, kua tika te tū.	
whakatoi ☐		
ngahau ☐		
whakahāwea ☐		
whakapapa ☐		
☐	Kaiaka/Merit ☐	
☐	Kua pakari te tū me te korikori o te tinana, ā, puta ana ngā mahi auaha	
☐	Kua ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga	
Waiata ā-ringa is performed	Kua puta pū te wairua o te kupu, ā, me te tinana hoki, mai i te tīmatanga ki te whakamutunga	
	Kua tika te mahi tahi o te ringa me te kori o te tinana	
	Kua eke ki te tihi o te waiata ā-ringa, rangona ai te hā o kui mā, o koro mā.	
	Kairangi/Excellence ☐	

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13368 (VERSION 9)

Perform poi

(Level 4, Credits 12)

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ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard 13368 **Perform poi**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Perform poi.	Perform poi with expression and projection.	Perform poi with artistic proficiency.

There is **ONE** (1) assessment task for this standard that you must correctly complete.

This standard is about Māori performance so you'll be expected to do a performance, either individually or in a group. Your kaiako will tell you more about this.

The tasks is:

1. Perform **FIVE** poi items, from at least two categories is required. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtaka of each poi.

For this assessment, the categories of poi are – single short poi, double short poi, single long poi, double long poi, quadruple long poi, three quarter short poi, three quarter long poi.

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will discuss this with you.

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.

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

For further information, please refer to the following link:

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

Outcome 1 Perform poi.

Assessment Task 1

Performance

Perform **FIVE** poi items, covering all four categories. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each poi.

The categories of poi are – single short poi, double short poi, single long poi, double long poi quadruple long poi, three quarter poi, three quarter long poi..

A few things for you to think about

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki ngā tikanga me te pūtake o te poi.

mō Kaiaka/Merit, me:

- pūmau koe ki te tangi me te wairua o te rangi;
- hāngai pū te kori o tō tinana ki te wairua me ngā kupu o te poi, ā, kia tika te tū

mō Kairangi/Excellence, me:

- pakari tō tū me te korikori o tō tinana, ā, puta ana ngā mahi auaha;
- ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga;
- puta pū te wairua o te kupu, ā, me tō tinana hoki, mai i te tīmatanga ki te whakamutunga;
- tika te mahi tahi o ōu ringa me te kori o tō tinana;
- eke koe ki te tihi o te poi, rangona ai te hā o kui mā, o koro mā.

The **FIVE** poi should be performed:

- the way your iwi performs poi; and/or
- the way the composer/s would expect you to perform the poi.

You will be recorded performing the **FIVE** poi – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

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

Kia kaha!

OUTCOME 2

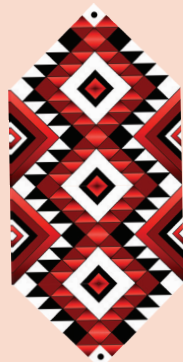
ASSESSOR CHECKLIST

Ākonga performance

ĀKONGA		POI ITEMS (5)	
DATE			

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
CATAGORIES (please select five)	Tick relevant box.	
single short poi ☐	Kua matatau ki ngā kupu.	
double short poi ☐	Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.	
single long poi ☐	Kua tika te whai i te rangi.	
double long poi ☐	Kua hāngai te tū, me te kori i te tinana/mahi-ā-ringa ki ngā tikanga me te pūtake o te poi.	
☐	Paetae/Achieved ☐	
Poi is performed	Kua pūmau ki te tangi me te wairua o te rangi. Kua hāngai te kori o te tinana ki te wairua me ngā kupu o te poi, ā, kua tika te tū.	
	Kaiaka/Merit ☐	
	Kua pakari te tū me te korikori o te tinana, ā, puta ana ngā mahi auaha Kua ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga Kua puta pū te wairua o te kupu, ā, me te tinana hoki, mai i te tīmatanga ki te whakamutunga Kua tika te mahi tahi o te ringa me te kori o te tinana Kua eke ki te tihi o te poi, rangona ai te hā o kui mā, o koro mā.	
	Kairangi/Excellence ☐	

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13372 (VERSION 9)

Perform haka

(Level 4, Credits 12)

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ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13372, Perform haka**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Perform haka.	Perform haka with expression and projection.	Perform haka with artistic proficiency.

There is **ONE** (1) assessment task for this standard that you must correctly complete.

This standard is about Māori performance so you'll be expected to do a performance, either individually or in a group. Your kaiako will tell you more about this.

The tasks is:

1. Perform **FIVE** (5) haka from at least two different categories. The items must display ihi, wehi, wana and mataara in accordance with iwi tradition and/or the pūtaka of each haka.

The categories of haka may include but are not limited to – kaioaraora, pōkeka, manawa wera, ngeri, taparahi, tūtū ngārahu, peruperu, whakatū waewae.

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 kaiako.

For further information, please refer to the following link:

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

Outcome 1 Perform haka.

Assessment Task 1

Perform FIVE haka items from at least two different categories

The items must display ihi, wehi wana and mataara in accordance with iwi tradition and/or the pūtake of each haka.

The categories of haka may include but are not limited to – kaiaora, pōkeka, manawa wera, ngeri, taparahi, tūtū ngārahu, peruperu, whakatū waewae.

A few things for you to think about

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki ngā tikanga me te pūtake o te haka.

mō Kaiaka/Merit, me:

- pūmau koe ki te tangi me te wairua o te rangi;
- hāngai pū te kori o tō tinana ki te wairua me ngā kupu o te haka, ā, kia tika te tū.

mō Kairangi/Excellence, me:

- pakari tō tū me te korikori o tō tinana, ā, puta ana ngā mahi auaha;
- ū pūmau koe ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga;
- puta pū te wairua o te kupu, ā, me tō tinana hoki, mai i te tīmatanga ki te whakamutunga;
- tika te mahi tahi o ōu ringa me te kori o tō tinana;
- eke ki te tihi o te haka, rangona ai te hā o kui mā, o koro mā.

The **FIVE** haka should be performed:

- the way your iwi performs haka; and/or
- the way the composer/s would expect you to perform the haka.

You will be recorded performing the **FIVE** haka – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

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

Kia kaha!

OUTCOME 2

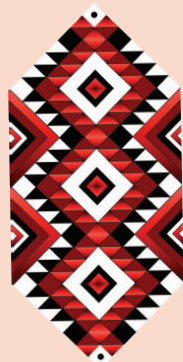
ASSESSOR CHECKLIST

Ākonga performance

ĀKONGA		HAKA ITEMS (5)	
DATE			

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
CATEGORIES (please select five)	Tick relevant box.	
kaioraora ☐	Kua matatau ki ngā kupu.	
pōkeka ☐	Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.	
manawa wera ☐	Kua tika te whai i te rangi.	
ngeri ☐	Kua hāngai te tū, me te kori i te tinana/mahi-ā-ringa ki ngā tikanga me te pūtake o te haka.	
taparahi ☐	Paetae/Achieved ☐	
tūtū ngārahu ☐	Kua pūmau ki te tangi me te wairua o te rangi.	
peruperu ☐	Kua hāngai pū te kori o te tinana ki te wairua me ngā kupu o te haka, ā, kia tika te tū.	
whakatū waewae ☐		
☐		
☐	Kaiaka/Merit ☐	
Haka is performed	Kua pakari te tū me te korikori o te tinana, ā, e puta ana ngā mahi auaha. Kua ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga. Kua puta pū te wairua o te kupu, ā, me te tinana hoki, mai i te tīmatanga ki te whakamutunga. Kua tika te mahi tahi o te ringa me te kori o te tinana. Kua eke ki te tihi o te haka, rangona ai te hā o kui mā, o koro mā.	
	Kairangi/Excellence ☐	

Notes:



MĀORI PERFORMING ARTS

UNIT STANDARD 13373 (VERSION 9)

Perform haka wahine

(Level 4, Credits 10)

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ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard **13373, Perform haka wahine**.

Assessment criteria

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Perform haka wahine.	Perform haka wahine with expression and projection.	Perform haka with artistic proficiency.

There is **ONE** (1) assessment task for this standard that you must correctly complete.

This standard is about Māori performance, so you'll be expected to do a performance, either individually or in a group. Your kaiako will tell you more about this.

The tasks is:

1. Perform **FIVE** haka wahine from at least two categories. The items must be performed in accordance with iwi, hapū, or whānau tradition and/or the pūtake of each haka wahine; and must display evidence of ihi, wehi, wana, and mataara.

For this assessment, the categories of haka wahine may include but are not limited to – haka pōwhiri, haka kaupapa whānui, haka whakauru.

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will discuss this with you.

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 kaiako.

For further information, please refer to the following link:

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

Outcome 1 Perform haka wahine.

Assessment Task 1

Perform FIVE haka wahine covering at least two categories

The items must display ihi, wehi, wana, and mataara in accordance with iwi, hapū, or whānau tradition and/or the pūtake of each haka wahine.

The categories of haka wahine may include but are not limited to – haka pōwhiri, haka kaupapa whānui, haka whakauru.

A few things for you to think about

mō Paetae/Achieved, me:

- matatau koe ki ngā kupu;
- tika te mita o tō reo, tō whakahua i ngā kupu, me te hā;
- tika tō whai i te rangi;
- hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki ngā tikanga me te pūtake o te haka wahine.

mō Kaiaka/Merit, me:

- pūmau koe ki te tangi me te wairua o te rangi;
- hāngai pū te kori o tō tinana ki te wairua me ngā kupu o te haka wahine, ā, kia tika te tū.

mō Kairangi/Excellence, me:

- pakari tō tū me te korikori o tō tinana, ā, puta ana ngā mahi auaha;
- ū pūmau koe ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga;
- puta pū te wairua o te kupu, ā, me tō tinana hoki, mai i te tīmatanga ki te whakamutunga;
- tika te mahi tahi o ōu ringa me te kori o tō tinana;
- eke koe ki te tihi o te haka wahine, rangona ai te hā o kui mā, o koro mā.

The **FIVE** haka wahine should be performed:

- the way your iwi performs haka wahine; and/or
- the way the composer/s would expect you to perform the haka wahine.

You will be recorded performing the **FIVE** haka – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

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

Kia kaha!

OUTCOME 2

ASSESSOR CHECKLIST

Ākonga performance

ĀKONGA		HAKA WAHINE (5)	
DATE			

OUTCOME	EVIDENCE REQUIREMENTS	ASSESSOR COMMENTS
CATAGORIES (please select five)	Tick relevant box.	
Haka pōwhiriii ☐	Kua matatau ki ngā kupu.	
Haka kaupapa whānui ☐	Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.	
Haka whakauru ☐	Kua tika te whai i te rangi.	
Haka ☐	Kua hāngai te tū, me te kori i te tinana/mahi-ā-ringa ki ngā tikanga me te pūtake o te haka wahine.	
Haka ☐	Paetae/Achieved ☐	
Haka wahine is performed	Kua pūmau ki te tangi me te wairua o te rangi. Kua hāngai pū te kori o te tinana ki te wairua me ngā kupu o te haka wahine, ā, kia tika te tū.	
	Kaiaka/Merit ☐	
	Kua pakari te tū me te korikori o te tinana, ā, puta ana ngā mahi auaha. Kua ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga. Kua puta pū te wairua o te kupu, ā, me te tinana hoki, mai i te tīmatanga ki te whakamutunga. Kua tika te mahi tahi o te ringa me te kori o te tinana. Kua eke ki te tihi o te haka wahine, rangona ai te hā o kui mā, o koro mā.	
	Kairangi/Excellence ☐	

Notes: