



YEAR PLAN Te Ao Haka Taumata 2

Wiki	Wāhanga 1	Wāhanga 2	Wāhanga 3	Wāhanga 4	
1	2.1 Explore elements to create a section of a Te Ao Haka item AS91980 6 credits	2.2 CONT..	2.3 Compare a Te Ao Haka performance and one other performance AS91982 4 credits EXT	Demonstrate knowledge of ngā momo rākau whawhai US27550 6 credits	
2					Create a Māori Performing Arts sequence for a given brief US29564 6 credits
3		Prizegiving Term 4 External exams			
4				Mau Rākau	
5					
6	Demonstrate new Māori dance US22759 4 credits				
7					
8					

9	2.2 Perform a Te Ao Haka item to respond to a local kaupapa		2.4 Respond to a Te Ao Haka performance
10	AS91981 6 credits		AS91983 4 credits
11		2.1 Explore elements to create a section of a Te Ao Haka item AS91980 6 credits	EXT

Te Ao Haka

Dates: xx – xx

Length of unit: 5 weeks

Unit: Explore elements to create a section of a Te Ao Haka item

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
^Unit pre test ^				
1 Students are learning about basic elements involved in Te Ao Haka	- Introduce elements of Te Ao Haka by playing a game of Quizlet Live	Elements of Te Ao Haka		Use

<p>2 Students explore elements</p>	<ul style="list-style-type: none"> - As a class watch a variety of items(maybe 5 items) and pick out the elements or at least 3 elements as a class. The kaiako may need to lead a discussion around how elements can be identified in 1 or 2 items to model the process to taura first. - Allow students more time to watch performances. - Students are to write or prepare kōrero to describe the elements from 2 items. Once taura have completed their mahi, they must upload their mahi to your google classroom. 	<p>Haka at home</p>	<ol style="list-style-type: none"> 1. Kaiako must prepare a google classroom. 2. Kaiako needs to create an Assignment under classwork - this is where the taura submits all their mahi so it is kept together in one central location. 	
<p>3 Students start to</p>	<p><i>There are three things to remember for</i></p>			<p>Peer assessment - their peers</p>

<p>demonstrate elements (text, music, choreography)</p>	<p><i>this assessment - there are 3 ways of presenting the elements: text or composition, arranging music for composition OR choreography.</i></p> <ul style="list-style-type: none"> - Students pick a waiata and 3 elements to demonstrate. Kaiako may need to help taura recognise and describe the elements if the taura has not completed Level 1 Te Ao Haka. - Students pick how they want to demonstrate their understanding. - Students have 10 minutes to work on creating a 20 second piece (music / composition or choreographed piece). - Class comes back together to present their 20 second pieces to the class. 			<p>have to identify the elements another group used and give a brief explanation of how they thought they used the element.</p>
<p>4 Students demonstrate different elements in an item</p>	<ul style="list-style-type: none"> - Continuation of the last lesson. - Finding a variety of songs and using a variety of elements to build confidence and encourage creativity is the focus here. <p>This can continue for 2 - 3 lessons until students are confident to demonstrate elements.</p>			

<p>5 Students apply elements in three different items</p>	<ul style="list-style-type: none">- Students now need to look at how they can demonstrate elements in a variety of disciplines i.e. whakaeke, mōteatea, ā-ringā etc.- Students can pick what discipline they want to work on. Encourage creativity with the types of songs used for the discipline - the beauty about Te Ao Haka			
	<p>is that you have space to be creative with the items as long as the use of elements is clear.</p> <ul style="list-style-type: none">- The main focus is bringing the elements together with purpose so that the kaupapa of the item is clear			
<p>6 Students create a poster for their elements</p>	<ul style="list-style-type: none">- Using canva, students make a poster or video presentation demonstrating their understanding- Once this is completed students need to submit this to the google classroom.			

<p>7 Students create a piece to teach and start developing tutoring skills</p>	<ul style="list-style-type: none"> - Students are given time to create a 30 second piece (music / composition or choreographed piece). - Divide the class into groups or allow students to pick their own group - Give them time to teach each other and practice that piece. If there are 5 pieces, they must know all 5 pieces. Keeping in mind that pieces only have to be 30 seconds for this task. 	<p>Haka at home Composition of waiata</p>		<p>During this time, kaiako and other students can provide feedback and suggestions to improve their creative pieces.</p>
<p>8 Students articulate how they used the elements</p>	<ul style="list-style-type: none"> - Students need to practice justifying the use of elements in their creations: why they used the element, when they used the element. - For each element students need to explain what their intended effects are, and why they have that effect. Kaiako may need to provide some support or examples for taurira. Think about your own items: 	<p>2.1 Written explanation template</p>		

	<ul style="list-style-type: none"> - What elements can you identify? - Where in the item is the element used? - How is the element used? - What are you trying to get the audience to understand? - Give students time to write their explanation of how they applied the elements and include the following two questions: <ul style="list-style-type: none"> • what do you want your audience to understand and feel about your chosen kaupapa when they see your choreography? • how you will communicate those moments and that understanding using elements of Te Ao Haka? The written explanation needs to be at least 350 words long or 2 minutes if the students are presenting orally. 			
9 Assessment	- Students record their created pieces			
10 Assessment	- Students record their created pieces			
11 Assessment	- Students continue with their pieces and their written explanation or their video whakamārama as a voice over Students sign the verification form - Students submit their mahi to their kaiako.			

Te Ao Haka Dates: xx – xx Length of unit: 3 weeks Unit: Demonstrate new Māori dance				
Lesson objective	Activity	Resources	Evidence	Assessment opportunity
^Unit pre test ^ - Kaiako may create a series of questions you think taura need to think about				
1 Students learn about new Māori dance	<ul style="list-style-type: none"> - Students look at “what is new Māoridance?” If students completed Level 1, they will be able to draw on that knowledge and this will be a reminder for them. - As a class, watch the videos clips to give the students ideas around what new Māori dance is. - Students brainstorm some of their own ideas around what they want their dance to look and feel like. 	Refer to Level 1 planning for those taura who have not completed Level 1 Te Ao Haka Poiyonce - Tareikura Toka Tu - Haka fusion TEDx Haka Theatre - Hawaiki Tu Haka Fusion champs IDCO		

<p>2 Students explore body conditioning and maintaining the tone and the essence in the dance</p>	<ul style="list-style-type: none"> - Students learn, practice and demonstrate new Māori dance by researching "Body conditioning" disciplines which include: mau rākau, martial arts, yoga, pilates, aerobics. - As a class students pick a discipline from Body conditioning to create a 30 second dance. - Focus on learning how the <i>Movements work</i>: centring, gravity, balance, posture, 	<p>Maraerobics 1998 Hawaii Promo</p> <p>E Kori Episode 24</p> <p>Kia Kaha Studios - offer pilates</p>		
	<p>gesture, rhythm, moving in space and breathing.</p> <ul style="list-style-type: none"> - Discuss how students need to maintain the tone and the essence in the dance from beginning to end - What does this look like to them? 			

<p>3 Students learn about non-Māori dance disciplines and explore movements</p>	<ul style="list-style-type: none"> - Students learn, practice and demonstrate new Māori dance by researching “Non-Māori dance disciplines” Examples of non-Māori <i>dance disciplines</i> may include – hip-hop, Polynesian, jazz, ballet, rock’n’roll, ballroom, tap, line, contemporary dance. - Students watch the Dance evolution video and learn a section of the dance. This may take a few lessons, or you may want to revisit this as a starter for each class. Once they are confident, you can also introduce students to other disciplines - see the videos linked in. - Focus on learning how the <i>Movements work</i>: centring, gravity, balance, posture, gesture, rhythm, moving in space and breathing. - Discuss how students need to maintain the tone and the essence in the dance from beginning to end - What does this look like to them? 	<p>Dance evolution</p> <p>Ballet lesson</p> <p>Jazz Lesson</p> <p>African dance lesson</p> <p>Rock n Roll lesson</p>		
<p>4 Students learn about deliberate movements and appropriate actions for Māori disciplines</p>	<ul style="list-style-type: none"> - Students learn, practice and demonstrate new Māori dance by researching “Māori disciplines” such as may include – haka, waiata-ā-ringa, waiata, poi mōteatea, whakaraka. 			

	<p>appropriate focus, posture, and stance.</p> <ul style="list-style-type: none"> - Students watch some kapa and can screenshot or screen record videos to create a resource focusing on the following aspects: - What does conveying the emotional content of the kaupapa mean? What does it look like in a performance - - relevant and/or specific details of body movements; - deliberate use of timing, rhythm, musicality, and props; - sustaining the delivery of the essence of the new Māori dance from start to finish; - sustaining the new Māori dance with deliberate movements and appropriate expression from start to finish. 			
<p>5. Assessment</p>	<ul style="list-style-type: none"> - Students and kaiako discuss how they want to present their information and demonstration of their New Māori dance: poster, video, vlog, booklet. <ul style="list-style-type: none"> • Dance must include 3 non-Māori and 3 Māori disciplines. - Students may want to use an online app or google docs. Keep options open. 			

6. Assessment	<p>- Students continue to find or take photos or videos and create a video or resource.</p>			
	<p>- Students need to start creating their dance. The dance must include a mix of Māori and non-Māori disciplines, there is no limit to creativity and music choice or genre. Students can use styles that have been taught in class and rearrange the choreography.</p> <p>-The video must be 4 minutes long.</p> <p>- Assessment of skills may occur in individual or group settings, but each student must demonstrate individual competence.</p>			
7. Assessment	<p>- Students are working on their dance. Remember to record as they go and provide feedback around</p> <ul style="list-style-type: none"> • Conveying an emotional content • Timing, rhythm, musicality • Essence • Deliberate movements and appropriate expressions from start to finish. 			

8. Assessment	<ul style="list-style-type: none"> - Students present their dance to thekaiako or the class. - Kaiako and class provide taura withsome feedback. 			
9. Assessment	<ul style="list-style-type: none"> - Students record and submit their video/resource to the classroom. - Students sign the verification form. 			

Te Ao Haka

Dates: xx – xx

Length of unit: 5 weeks

Unit: Perform a Te Ao Haka item to respond to a local kaupapa

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
^Unit pre test ^				

<p>1 Students complete a brainstorm</p>	<ul style="list-style-type: none"> - The brainstorm for this unit is for students to become familiar with kaupapa that are happening locally. - Kaiako may want to give some suggestions or even create a list for students to work from to further research. - The students then need to decide what kaupapa they would like to respond to and what Activity they would like to complete (through a competition setting / a context outside of Te Ao Māori, context within Te Ao Māori). 			
<p>2. Students learn the elements</p>	<ul style="list-style-type: none"> - Students use the quizlet to help give them an understanding of each key feature. Encourage students to work through the different activities offered on quizlet. <p>Kaiako runs a quizlet live competition to solidify their learning.</p>			
<p>3 Students learn to communicate about elements</p>	<ul style="list-style-type: none"> - Students, along with the kaiako's support, discuss how key features are communicated in an item. 	<p>Key Features</p>		
	<p>What do they look like? What are examples they can articulate?</p>			

<p>4 Students decide and plan their performance</p>	<ul style="list-style-type: none">- Students look at the 3 Activities and decide which task they would like to complete.- Once they have decided, go through the Activity so students become familiar with the expectations of the Internal Standard.- Complete the planning sheet: 2.2 Activities.	<p>2.2 Activities Planning sheet</p>		
<p>5 Students learn to convey the kaupapa with clarity.</p>	<ul style="list-style-type: none">- Students need to discuss what “conveying the kaupapa” might look like,- Use the link to Matatini 2019 to watch some videos using the link to identify how to convey the messages they are trying to get across to their audience. Kaiako may need to support tauira with this by showing them examples if they are unsure.- When students present their item they will need to portray their chosen kaupapa in a clear manner.	<p>Matatini 2019</p>		

<p>6 Students learn how to express their kaupapa in their items.</p>	<ul style="list-style-type: none"> - Kaiako needs to pick some items for students to watch. These could be regional performances, these could also be the kura's own items. - The idea is students learn to perform using the key features and describe how they are used, expressed and executed in an item. 	<p>Matatini 2019</p>		
<p>5. Students learn about the attributes of selected key features</p>	<ul style="list-style-type: none"> - Students pick 3 - 4 key features and describe their distinctiveness and attributes. - Students revisit their planning sheet and start getting creative. <p>Keep in mind an item refers to a composed piece which comprises movement, voice, and lyrics.</p>			
<p>6 Students develop and practice the item</p>	<ul style="list-style-type: none"> - Students start to develop and practice the item - Students may choose to work in smaller groups and practice some more. - Encourage students to communicate and express the three chosen key features. 			
<p>7 Students practice the item</p>	<ul style="list-style-type: none"> - Students practice the item, and kaiako records the item. 			

<p>8 Students perform the item</p>	<ul style="list-style-type: none"> - Students perform the item, and kaiakorecords the item. - Split the class into two groups, studentsperform their item to the other group. Each group needs to provide feedback, focusing on how they understood the performance and what key features they could identify. <p>Kaiako needs to record the performance for the next lesson.</p>			
<p>9 Students learn to reflect on their performance in a diary</p>	<ul style="list-style-type: none"> - Students watch the videos from the previous day. 			
	<ul style="list-style-type: none"> - Kaiako explains that students will bekeeping a diary to document their own development. This can be a working document for the students over the years. - They are reflecting on their ownpersonal performances and articulate the differences between communicating and expressing the key features, what they thought they were doing vs what they looked like after watching themselves on video. <p>-In pairs, students give feedback to their partner.</p> <ul style="list-style-type: none"> - Students perform the item again and thekaiako records the item. 			

10 Students refine and perform the item again.	<ul style="list-style-type: none"> - In groups students refine, polish and perform the item. - Again, kaiako needs to record and possibly support with item ideas if students are stuck. 			
11 Assessment	<ul style="list-style-type: none"> - Students record and submit their video to the classroom. - Students sign the verification form. 			

Te Ao Haka

Dates: xx – xx

Length of unit: 3 weeks

Unit: Create a Māori Performing Arts sequence for a given brief

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
^ Unit pre test ^				

<p>1 Students are introduced to creating short sequences</p>	<ul style="list-style-type: none"> - Kaiako use the “wheel of names” to enter different styles of music and another one with different disciplines ie 1 wheel with music genres and 1 wheel with Māori Performing Arts disciplines. - Students are given 1 genre of music and 1 Māori Performing Arts discipline and have 20 minutes to create a 1 minute sequence of movements. - Repeat the same activity to give the students another opportunity to be creative with different movements. 	<p>Wheel of names</p>		
<p>2 Students explore a kaupapa for the sequence</p>	<ul style="list-style-type: none"> - Students explore different kaupapa or an idea for their Māori Performing Arts sequence. Once they decide on their kaupapa, use the videos as inspiration and research for their sequence. - Students watch the Dance evolution video and learn a section of the dance. This may take a few lessons, or you may want to revisit this as a starter for each class. Once they are confident, you can 	<p>Dance evolution</p> <p>Ballet lesson</p> <p>Jazz Lesson</p>		

	<p>also introduce students to other disciplines - see the videos linked in.</p> <ul style="list-style-type: none"> - Focus on learning how the <i>Movements work</i>: centring, gravity, balance, posture, gesture, rhythm, moving in space and breathing. 	<p>African dance lesson</p> <p>Rock n Roll lesson</p>		
<p>3 Students explore key terms so they understand the expectations of the assessment</p>	<ul style="list-style-type: none"> - Students discuss the following terms with each other and the kaiako. The kaiako will need to prepare some print outs of each of these terms (or project them onto the tv or screen). - Māori Performing Arts sequence is a series of movements within a discipline of Māori Performing Arts that work together to communicate a kaupapa. - A sequence is not a complete item. Given brief is the kaupapa, idea, or framework provided for the creation task. Ā-ringā includes both waiata ā-ringā and haka. - Essential skills refer to the core features or basic performance competencies of the performance components used in an item. - Wairua refers to attitude, feeling, passion, mood, and/or essence. 			

<p>4 Students create a sequence</p>	<p>- Students create a sequence using performance components relevant to a particular Māori Performing Arts discipline: performance components may include but are not limited to – wiri, takahi, whātero or whētero, pūkana or</p>			
	<p>whākana, reo (correct pronunciation, in tune, and appropriate to item), wairua.</p>			
<p>5 Students learn about musical accompaniment</p>	<p>- Kaiako introduces different musical concepts</p> <p>- Students read through the kōrero about Māori puoro and create a poster using canva.</p> <p>- Students watch the video Te Irikura to learn about the history of taonga puoro.</p>	<p>Taonga puoro accompaniments</p> <p>Canva</p> <p>Te Irikura: Taonga Pūoro</p>		
<p>6. Students learn to select appropriate music</p>	<p>- Students select music that reflects their chosen kaupapa. Kaiako may need to assist with understanding the tone of the accompanying music and the settings the music sets and how this is connected to their sequence.</p>			
<p>7. Students create and practice their sequence</p>	<p>- Students create and practice the item Kaiako needs to record the item.</p>			

<p>8 Students perform the item</p>	<ul style="list-style-type: none"> - Students perform the sequence, and kaiako records the item. - Split the class into two groups, students perform their item to the other group. Each group needs to provide feedback, focusing on how they understood the performance. <p>Kaiako needs to record the performance for the next lesson.</p>			
<p>9 Students refine and perform the item again.</p>	<ul style="list-style-type: none"> - In groups students refine, polish and perform the item. 			
	<ul style="list-style-type: none"> - Again, kaiako needs to record and possibly support with item ideas if students are stuck. 			
<p>10 Assessment</p>	<ul style="list-style-type: none"> - Students record and submit their video to the classroom. - Students sign the verification form. 			

Te Ao Haka

Dates: xx – xx

Length of unit: 2 weeks

Unit: Explore elements to create a section of a Te Ao Haka item

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
No pretest				
*This is an opportunity to collect evidence for those students who may have not been present in your class at the start of the year. Students may only need to perform an item. However, if they need to complete				
1 Students are learning about basic elements of Te Ao Haka	<ul style="list-style-type: none"> - Introduce elements of Te Ao Haka. - Use other students as tuakana to support and assist tairā who have not completed any mahi. 			
2 Students explore elements	- As a class, watch a variety of items (maybe 5 items) and pick out the elements.	Elements of Te Ao Haka		

<p>3 Students perform an item demonstrating elements</p>	<ul style="list-style-type: none"> - Students pick and perform an “anthem” or waiata from their kura. <p>Kaiako needs to help students recognise and describe the elements in the item.</p>			
<p>4 Students demonstrate different elements in an item</p>	<ul style="list-style-type: none"> - Continuation of the last lesson. - Finding a variety of songs and using a variety of key features to build confidence and encourage creativity is the focus here. <p>This can continue for 2 - 3 lessons until</p>			
	<p>students are confident to demonstrate key features.</p>			
<p>5 Students complete research aspect of elements, whakapapa, origins, iwi variations</p>	<ul style="list-style-type: none"> - Students research and collate information to create posters on canva or any other platform. <p>There may be variations between iwi, or even rohe and primary, secondary and senior groups in terms of ability.</p>			
<p>6 Assessment</p>	<ul style="list-style-type: none"> - Students perform an item to demonstrate elements. - Students sign the verification form. - Students submit their mahi to their kaiako. 			

EXEMPLAR

Te Ao Haka

Dates: xx – xx

Length of unit: 5 weeks

Unit: Compare a Te Ao Haka performance and one other performance

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
No pretest but kaiako might want to source a variety of waiata-ā-ringa to from different categories				
1 Students revisit the elements	<ul style="list-style-type: none"> - Students revisit their elements posterand resources - Students recap the elements using aquizlet for 10 minutes. - Kaiako sets up a quizlet live to play afew rounds. 	Elements of Te Ao Haka		

<p>2 Students identify, discuss and analyse elements</p>	<ul style="list-style-type: none"> - Students watch a series of Māori performances and for each performance they need to list the elements. - Once the students have identified the elements, they need to discuss similarities and differences. - Finally, students need to think about and discuss with the kaiako and each other certain elements and how it made them feel as an audience member. 	<p>Mōtai Ngāti Whakaue Ruatoki</p>		
<p>3 Students identify, discuss and analyse elements</p>	<ul style="list-style-type: none"> - Students watch a series of non-Māori performances and for each performance they need to list the elements. 	<p>2021 Merrie Monarch Kahiko - Halau Hi'iakainamakalehua (Wahine)</p>		
	<ul style="list-style-type: none"> - Once the students have identified the elements, they need to discuss similarities and differences. - Finally, students need to think about and discuss with the kaiako and each other certain elements and how it made them feel as an audience member. 	<p>Nase Foai - Pati / LogTronix Battlezone 2021 Freshmans (Performance 2)</p>		

<p>4 Students learn to compare two performances.</p>	<ul style="list-style-type: none"> - Students are given the worksheet. Complete the section about how to describe to help give them structures. Kaiako may need to help by providing students with structures if they need support. - Students complete the worksheet. 	<p>2.3 Activity</p>		
<p>5 Students discuss a Te Ao Haka performance and one other performance</p>	<ul style="list-style-type: none"> - Students continue to work on the worksheet. - Students work through Task 2, choosing three elements and describing how they are expressed in each performance. 	<p>2.3 Activity</p>		
<p>6 Students discuss a Te Ao Haka performance and one other performance</p>	<ul style="list-style-type: none"> - Students continue to work on the worksheet. - Students work through Task 3, explaining the similarities and differences in how the elements are expressed. 	<p>2.3 Activity</p>		
<p>7 Students discuss a Te Ao Haka performance and one other performance</p>	<ul style="list-style-type: none"> - Students continue to work on the worksheet. - Students work through Task 3, explaining the similarities and differences in how the elements are expressed. 	<p>2.3 Activity</p>		

Rerekohu August Aug 2, 2021

8 Assessment	<ul style="list-style-type: none">- Students sign the verification form.- Students submit their mahi to theirkaiako.			
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EXEMPLAR

Te Ao Haka				
Dates: xx – xx			Length of unit: 3 weeks	
Unit: Mau Rākau				
Lesson objective	Activity	Resources	Evidence	Assessment opportunity
No pretest - If students have already graded, they need to start practicing for the next pou.				
1 Students learn the history of Te Whare Tū Taua	<ul style="list-style-type: none"> - Students watch the documentary about Te Whare Tū Taua o Aotearoa to help build a foundation of knowledge. - Students watch the two short videos about Mau rākau and how it can contribute toward educational success. 	<ul style="list-style-type: none"> Te Whare Tū Taua o Aotearoa documentary NCEA and Mau rākau Hopu i te Ariki 		
2 Students learn about influential people in Mau Rākau	<ul style="list-style-type: none"> - As a class, students watch the documentaries. - Individually, students must pick one of those documentaries to create a presentation, poster or some information about those influential people. 	<ul style="list-style-type: none"> Mita Mohi Pita Sharples Hemi Tai Tin Mokoia Island Weaponry Wānanga 		

<p>3 Students learn about rākau whawhai</p>	<ul style="list-style-type: none"> - Students watch the documentaries on Māori weaponry - Students use the information for the videos to help support their research so they can identify momo rākau whawhai long and short rākau/weapons and their origins. - How the kaiako wants their taura to present their research is up to them: presentation, essay, video, collages, 	<p>Documentary: How to use Māori Weaponry</p> <p>Kairākau Taiaha</p> <p>Kairākau patu</p> <p>Te Irikura Series 1 Episode 12</p>		
	<p>comic book etc</p>			
<p>4 Students learn tūwaewae</p>	<ul style="list-style-type: none"> - Students learn the foundation of poutahi for waewae: tūwaewae, takahuri katau/mauī/ whakamuri, ahuhungaroa, kowhara poutahi ki katau/mauī, kowhara pourua, putatea ki katau/mauī, tīpatapata, poupoua ki katau/mauī. 	<p>Mau rākau Cert TWA</p> <p>If you as the kaiako do not have the skills to teach waewae, reach out to your cluster, local kapa or even the peka in your rohe for support.</p>		
<p>5 Students learn tūwaewae</p>	<ul style="list-style-type: none"> - Students learn the foundation of poutahi for waewae: tūwaewae, takahuri katau/mauī/ whakamuri, ahuhungaroa, kowhara poutahi ki katau/mauī, kowhara pourua, putatea ki katau/mauī, tīpatapata, poupoua ki katau/mauī. 			

6 Students learn tūwaewae	<ul style="list-style-type: none"> - Students learn the foundation of poutahi for waewae: tūwaewae, takahuri katau/mauī/ whakamuri, ahuhungaroa, kowhara poutahi ki katau/mauī, kowhara pourua, putatea ki katau/mauī, tīpatapata, poupoua ki katau/mauī. 			
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<p>Te Ao Haka</p> <p>Dates: xx – xx</p> <p>Unit: Respond to a Te Ao Haka performance</p> <p style="text-align: right;">Length of unit: 3 weeks</p>				
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Lesson objective	Activity	Resources	Evidence	Assessment opportunity
No pretest				
1 Students revisit the elements and key features	<ul style="list-style-type: none"> - Students revisit their key features and elements poster and resources - Students recap the both of these using quizlet for 10 minutes. - Kaiako sets up a quizlet live to play a few rounds. 	Elements of Te Ao Haka Key Features		

<p>2 Students identify, discuss and analyse elements and key features</p>	<ul style="list-style-type: none"> - Students watch a series of Māori performances and for each performance they need to list the elements. - Once the students have identified the elements, they need to discuss similarities and differences. - Finally, students need to think about and discuss with the kaiako and each other certain elements and how it made them feel as an audience member. 	<p>Kahungunu 2020 regionals</p> <p>Matatini 2019</p> <p>Te Arawa 2020 regionals</p> <p>Mataatua 2020 regionals</p>		
<p>3 Students will respond to a Te Ao Haka performance</p>	<ul style="list-style-type: none"> - Students watch a series of non-Māori performances and for each performance they need to list the elements. 	<p>2021 Merrie Monarch Kahiko - Halau</p> <p>Hi'iakainamakalehua (Wahine)</p>		
	<ul style="list-style-type: none"> - Once the students have identified the elements, they need to discuss similarities and differences. - Finally, students need to think about and discuss with the kaiako and each other certain elements and how it made them feel as an audience member. 	<p>Nase Foai - Pati / LogTronix</p> <p>Battlezone 2021 Freshmans (Performance 2)</p>		
<p>4 Students respond to a Te Ao Haka performance</p>	<ul style="list-style-type: none"> - Students work through Task 1, choosing three elements and describing how they are expressed in each performance. 	<p>2.4 Activity</p>		

5 Students respond to a Te Ao Haka performance	- Students work through Task 1, choosing three elements and describing how they are expressed in each performance.	2.4 Activity		
6 Students respond to a Te Ao Haka performance	- Students work through Task 2, choosing three elements and describing how they are expressed in each performance.	2.4 Activity		
7 Students discuss a Te Ao Haka performance and one other performance	- Students work through Task 2, choosing three elements and describing how they are expressed in each performance.	2.4 Activity		
8 Assessment	<ul style="list-style-type: none"> - Students sign the verification form. - Students submit their mahi to theirkaiako. 			

Te Ao Haka

Dates: xx – xx

Length of unit: 2 weeks

Unit: Demonstrate knowledge of rākau whawhai

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
No pretest				

<p>1 Students research in-depth ngā momo rākau whawhai in terms of name and style</p>				
<p>2 Students identifying iwi or whare specific names and styles, and the origins of the types of rākau</p>				
<p>3 Students learn to identify different types of rākau whawhai</p>	<ul style="list-style-type: none"> - Students research momo rākauwhawhai and identify the name and style. - Students need to create a poster /resource / video presentation <p>Poster needs to have at least three momo rākau whawhai.</p>			
<p>4 Students learn to identify different types of trees</p>	<ul style="list-style-type: none"> - Students research types of trees and identify the name, type of tree, the habitat it grows in, and reason for suitability or why it was used. - Students need to create a poster /resource / video presentation 			
	<p>Poster needs to have at least one tree for a short and a long rākau whaiwhai.</p>			

5 Assessment	<ul style="list-style-type: none">- Students sign the verification form.- Students submit their mahi to their kaiako.			
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EXEMPLAR

Te Ao Haka

Dates: xx – xx

Length of unit: 2 weeks

Unit: Create a CV

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
No pretest				
1 Students complete their CV	<ul style="list-style-type: none"> - Students read through the CV template. - Students learn how to write a CV. 	CV template How to write a CV		
2 Students learn to describe skills	<ul style="list-style-type: none"> - Students read through the section on describing skills. - Students learn how to write about describing skills for their CV. 	Describing skills		
3 Students learn to write a cover letter	<ul style="list-style-type: none"> - Students read through the cover letter. - Students learn how to write a cover letter. 	Cover Letter		

4 Students gather awards	- Students gather information or certificates and awards they have received. Reports, certificates, scholarships, awards, work experience - paid and unpaid.			
5 Students check their CV	- Students check to make sure they have everything in their CV.	Video on how to make a CV		

EXEMPLAR