



YEAR PLAN Te Ao Haka Taumata 3

Wiki	Wāhanga 1	Wāhanga 2	Wāhanga 3	Wāhanga 4
1	3.1 Reflect on a personal learning journey in a discipline of Te Ao Haka AS91984 5 credits	3.2 Choreograph a dance to develop and resolve ideas AS91589 4 credits	<Catch up> for tauira who may have started late in the year, who may not have completed mahi	Cont. Tech: Whatu / Tuitui Kākahu Create taonga pūoro Paint kōwhaiwhai
2				
3	3.4 Demonstrate understanding of a key role within Te Ao Haka AS91987 5 credits EXT	Perform new Māori dance 22760 8 credits	3.5 Perform a repertoire of contrasting dances AS91592 6 credits	Prizegiving Term 4 External exams
4				
5				
6				
7	3.2 Perform three categories within a discipline of Te Ao Haka AS91985 5 credits	3.4 Perform a group dance AS91591 4 credits	3.3 Perform two Te Ao Haka disciplines AS91986 5 credits EXT	
8				
			Tech: Whatu / Tuitui Kākahu	

Rerekohu August Aug 2, 2021

9		<Catch up> for tauira who may have started late in the year, who may not have completed mahi	Create taonga pūoro	
10		Mau Rākau	Paint kōwhaiwhai	

Te Ao Haka

Dates: xx – xx

Length of unit: 6 weeks

Unit: Reflect on a personal learning journey in a discipline of Te Ao Haka AND Demonstrate understanding of a key role within Te Ao Haka

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
EXEMPLAR				

<p>1 Students reflect and share a significant moment of theirs in Te Ao Haka</p>	<p>- Students reflect on the most memorable moment in their haka life. A moment in kapa haka that changed their life positive or negative.</p> <p>- Everyone is given the opportunity to share their experience or moment.</p> <p>Kaiako needs to prepare an A4 sheet / Use pickerwheel or write up the disciplines and the key roles on the board:</p> <ul style="list-style-type: none">● mōteatea● waiata ā-ringa● poi● haka, haka wahine● whakaeke● whakawātea. <p>Examples of key roles include:</p>	<p>pickerwheel</p>		
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EXEMPLAR

	<ul style="list-style-type: none"> • being the kaitātaki wahine or kaitātaki tāne • performing a solo or duet • being a mentor to other students • playing a musical instrument to support a performance • being a tā-moko artist for the team • being in charge of costumes • creating taonga (ie, poi) for the performance. <p>- As a class discuss some questions they might to answer to help make the reflection process easier.</p> <p>- Students pick one discipline and one key role to reflect on. Think about a role they have taken on in one of those disciplines or even a goal they have.</p>			
<p>2 Students go through the assessment</p>	<p>Kaiako needs to talk the taura through the assessment and explain each section.</p> <p>- Students work through the "Slides". There are a series of questions that they need to answer and work on.</p>	<p>Slides - Reflect on a personal journey</p>		

<p>3 Students explore the development of their skills in their chosen discipline</p>	<p>- Students work through slide 5 of the resource. Once everyone has completed the questions on slide 5, give students the opportunity to share some of their answers. This can be in pairs, small groups or as a class.</p> <p>This is an important part of the class as it allows students an opportunity to listen to their peers' reflections and may trigger</p>			
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	<p>some deeper thinking and ideas.</p>			
<p>4 Students continue to reflect on their journey</p>	<p>- Checkpoint- Kaiako gives some feedback to students for their mahi. Ensure students are being specific and referring to one discipline.</p>			
<p>5 Students continue to work through the slides</p>	<p>- Students work through slides 6-8 of the resource. Once everyone has completed the questions, give students the opportunity to share some of their answers. This can be in pairs, small groups or as a class.</p>			

<p>6 Students create a visual text</p>	<ul style="list-style-type: none"> - Students create a visual text in which they develop ideas using verbal and visual language to express their journey. - Students need to make links between their journey throughout their created visual text. - Students and kaiako decide what <i>Visual texts</i> they may include eg: digital or multi-media, graphic or illustrated texts. <p>There is potential to connect this to English AS91477 3 credits - in which case the lesson will</p>			
<p>If possible, this assessment would be good to work through in conjunction with a performance, whakataetae, whakangāhau. That way, students are currently thinking about both their development in a discipline (particularly for those who are new in Level 3) as well as focus on some key roles in Te Ao Haka.</p>				
<p>7 Students identify key roles</p>	<ul style="list-style-type: none"> - Using Google Jamboard, students brainstorm key roles and identify and describe key tasks for each role. 			

	<p>Kaiako runs a buzz session:</p> <ul style="list-style-type: none"> - Students line up in 2 even lines facing the kaiako <p>The kaiako uses the jamboard the students created and reads one of the descriptions for a key role</p> <p>The students have to buzz in to answer and if they get the answer correct they go to the back of the line. The first group to get through all their players wins.</p>			
<p>8 Students discuss the function of each role</p>	<ul style="list-style-type: none"> - Using the roles the students have identified, click on the do and fill in the table. In each box at the top, they need to write the roles they will be discussing. - Students then discuss the function and purpose of each role. Things to think about could be: <ul style="list-style-type: none"> • What might the kapa look like if this role didn't exist? • Who would possibly have to take on the responsibilities of that key role if it wasn't a stand alone job? - Students record their answers in the table. - Students discuss and research the skills required for each role and also the skills acquired for each role. 	<p>Template discussing Key roles</p>		
<p>9 Students explore tikanga related to roles</p>	<ul style="list-style-type: none"> - Students research, discuss tikanga that may be associated with key roles. 			

<p>10 Students learn interviewing skills</p>	<p>- Students prepare a series of questions to ask their participants. The purpose of</p>			
	<p>the interview is to gain a deeper insight into a key role. Kaiako may want to organise a key speaker or multiple key speakers for students to interview.</p> <p>- Students conduct an interview with someone from their community / kura.</p>			
<p>11. Assessment</p>	<p>This is an EXTERNAL assessment that is built into the Reflection assessment as these two internals coincide with each other as students reflect on their journey through a discipline.</p>			
<p>12 Students create a crossword</p>	<p>- Students create a crossword puzzle to test their knowledge. The idea is they have to summarise the key role in one sentence. This takes a huge amount of understanding and is therefore a great way to draw out their knowledge.</p>	<p>Create a Crossword</p>		

Te Ao Haka

Dates: xx – xx

Length of unit: 4 weeks

Unit: Perform three categories within a discipline of Te Ao Haka

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
<p>1 Students revisit the categories of each discipline: waiata-ā-ringa</p>	<ul style="list-style-type: none"> - Students need to become familiar with the categories of waiata-ā-ringa. <p>For this assessment, students can use the worksheet to research and gather their information.</p> <ul style="list-style-type: none"> - Students may want to compose and choreograph items <p>Once they have completed collecting items they can use this to make a decision on what discipline they want to perform.</p>	<p>Categories of waiata-ā-ringa</p> <p>Students Worksheet</p>	<p>Tauira who completed Level 1 Te Ao Haka can return to the google classroom and retrieve their assessments from “Demonstrate understanding of categories within a Te Ao Haka discipline”</p>	

<p>2 Students revisit the categories of each discipline: haka</p>	<ul style="list-style-type: none"> - Students need to become familiar with the categories of haka. <p>For this assessment, students can use the worksheet to research and gather their information.</p> <ul style="list-style-type: none"> - Students may want to compose and choreograph items. 	<p>Categories of haka</p>		
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<p>3 Students revisit the categories of each discipline: poi</p>	<ul style="list-style-type: none"> - Students need to become familiar with the categories of poi. <p>For this assessment, students can use the worksheet to research and gather their information.</p> <ul style="list-style-type: none"> - Students may want to compose and choreograph items. 	<p>Categories of poi</p>		
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<p>4 Students revisit the categories of each discipline: mōteatea</p>	<ul style="list-style-type: none"> - Students need to become familiar with the categories of mōteatea. <p>For this assessment, students can use the worksheet to research and gather their information.</p> <ul style="list-style-type: none"> - Students may want to compose and choreograph items. 	<p>Categories of mōteatea</p>		
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<p>5 Students decide on category and make a plan</p>	<ul style="list-style-type: none"> - Students, along with the support of thekaiako if needed, decide what discipline will be performed. - As a group, students create a timeline to help learn time management. Another skill that is needed - this also links to Key Roles assessment. 			
<p>6 Students decide on the activity</p>	<ul style="list-style-type: none"> - Students have the option to pick from three Activities. <ul style="list-style-type: none"> • Perform three categories in the classroom • Perform three categories at a significant hui or event • Perform three categories as part of a narrative <p>Once students have decided which Activity they want to do, students need to</p>			

	<p>start practicing the items.</p>			
<p>7 Students practice the items</p>	<ul style="list-style-type: none"> - Students practice their items, plan how they will order their items and ensure they make the differences between the categories clear through precise execution. 			

	<p>- Checkpoint- Kaiako gives some feedback to students for their mahi. Ensure students are covering three different categories of the discipline.</p>			
8 Students practice the items	<p>- Students practice their items, plan how they will order their items and ensure they make the differences between the categories clear through precise execution.</p>			
9 Students practice the items	<p>- Students practice their items, plan how they will order their items and ensure they make the differences between the categories clear through precise execution.</p>			
10 Students express meaning	<p>- Students are put into groups and pick one item to perform.</p> <p>How to / How not to:</p> <p>- To help students show their understanding of "how to show expression" they have to perform once with very little, to no expression at all. Kaiako should record this to give them feedback.</p> <p>- Students then perform the same item again but this time with expression.</p>			

	<p>Again, kaiako should record this to give them feedback.</p> <ul style="list-style-type: none">- As a class, everyone watches the videos and gives examples of why and why not they think students are demonstrating appropriate expressions in their performances. <p>Kaiako needs to ensure students are giving constructive criticism and being respectful in the way students give feedback.</p>			
<p>11 Students articulate storytelling artistry and technical proficiency</p>	<ul style="list-style-type: none">- Students pick a performance where they see storytelling and technical proficiency (in the item) screen record and use those clips to create a video.- The students' videos are meant to show their own observations and understanding of a performer demonstrating storytelling artistry and technical proficiency. <p>The videos only have to be 15 - 20 seconds long. The idea is a quick snippet of storytelling artistry and technical proficiency.</p> <ul style="list-style-type: none">- Students continue to practice their 3 items.	<p>Canva to make video</p>		

12 Assessment	<ul style="list-style-type: none"> - Students share their videos with the class and the kaiako and explain their video. - Students continue to practice their 3 items. 			Kaiako can record this as part of their assessment.
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13 Assessment	<ul style="list-style-type: none"> - Students finalise their performance of the 3 categories from the discipline in preparation for the final recording. 			
14 Assessment	<ul style="list-style-type: none"> - Students record their 3 categories from the discipline for the final recording. - Students sign the verification form. - Students fill in the ākonga cover sheet, link their mahi into the doc and then submit their mahi to their kaiako or the google classroom. 			Recording can be done by students or as a class by the kaiako.

Te Ao Haka

Dates: xx – xx

Length of unit: 6 weeks

Unit: Choreograph a dance to develop AND Choreograph AND Perform new Māori dance

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
^Unit pre test ^				
<p>1 Students explore choreography</p>	<p>Creative process</p> <ul style="list-style-type: none"> - Kaiako selects a few students to add 1 song to a playlist. Hook the device up to the speaker and shuffle the playlist so each song plays randomly. - As a warm up activity, students need to draw on experience and assessments from Level 1 and 2 and will dance, create movements and choreography and flow creatively to all songs. - This can be an individual activity, done in pairs or students may link together during the playlist to create group movements and choreography. 			

<p>2 Students warm up and pick a whakatauki / whakatauākī / quote</p>	<ul style="list-style-type: none"> - As a warm up activity, students line up in three lines, kaiako plays a waiata and the students at the front come up with one move. They walk from one end of the room performing that move and the rest of the students in the line behind them copy that move. Once the front students get to the other side of the room they go to the back of the line. 			
	<ul style="list-style-type: none"> - Students need to discuss and approve the whakataukī for the dance they are going to choreograph. - Once they have agreed on an appropriate whakataukī they need to think about appropriate costuming, colour and style, if any. - Students then need to decide on a location or setting for the performance of the dance. The classroom, dance studio, marae ātea etc. 			
<p>3 Students decide music</p>	<ul style="list-style-type: none"> - Students need to choose music that is going to enhance their choreography and kaupapa. Students may need to brainstorm some ideas and research some appropriate waiata. - They may want to use their own waiata, or edit waiata to suit their choreography. 			

<p>4 Students incorporate Māori dance</p>	<p>To meet elements for all three standards students need to ensure they cover all aspects of each standard.</p> <p>- Students use the planning sheet to work through planning out their dance. Note there is space to complete two dances, students only need to complete one.</p>	<p>Choreograph a...</p>		
<p>5 Students warm up / complete planning sheet</p>	<p>- As a warm up activity, students follow a Willitary warm up as a class.</p> <p>- Students complete the planning sheet alongside the kaiako, individually or as a</p>	<p>Willitary warm up</p>		

	<p>group.</p>			
<p>6 Students choreograph their dance</p>	<p>- Students create, choreograph and practice their dance to their selected music.</p>			
<p>7 Students choreograph their dance</p>	<p>- Students create, choreograph and practice their dance to their selected music.</p>			
<p>8 Students choreograph their dance</p>	<p>- Students create, choreograph and practice their dance to their selected music.</p>			

	- Checkpoint- Kaiako gives some feedback to students for their mahi. Ensure students are covering the criteria for each assessment activity.			
9 Students choreograph their dance	- Students create, choreograph and practice their dance to their selected music.			
10 Student get feedback from kaiako	- Students present their dance to the kaiako for feedback and feed forward. Kaiako needs to ensure the worksheet is completed.	Choreograph and Perform Worksheet		
11 Students choreograph their dance	- Students create, choreograph and practice their dance to their selected music.			
12 Students choreograph their dance	- Students create, choreograph and practice their dance to their selected music.			
10 Assessment	- Students decide if they want to perform together as a whole or in small groups.			Kaiako records or students

	- Students perform the item.			take the camera and record their performance.
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11 Assessment	<ul style="list-style-type: none"> - Students decide if they want to perform together as a whole or in small groups. - Students perform the item. 			
12 Assessment	<ul style="list-style-type: none"> - Students write a reflection of their mahi. As a class, discuss and agree on a series of questions to ensure they have critically thought about their involvement in creating the choreography and reflect critically on their performance of the dance. - Students sign the verification form. - Students fill in the ākonga cover sheet, link their mahi into the doc and then submit their mahi to their kaiako or the google classroom. 			

Te Ao Haka

Dates: xx – xx

Length of unit: 2 weeks

Unit: Perform a Group Dance

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
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Note that students are working toward learning their bracket for a whakataetae/ ngahau performance

<p>1 Students learn about Te Whare Tapere</p>	<ul style="list-style-type: none"> - Students watch the documentary about the origins of Whare Tapere and Patupaiarehe. - The kaupapa of the group dance is to perform in a site-specific dance, moving your audience on a physical journey through the site. How this looks may be different for each student. 	<p>Part 2 of 2 The origins and history of Whare Tapere</p> <p>Patupaiarehe</p>		
<p>2 Students learn about digital textures</p>	<ul style="list-style-type: none"> - Students look at how digital textures can be used to enhance their performance. - Students watch the video and create a digital texture that will be used to reflect the location / kaupapa of their dance. - Students explore creating moments of stillness that encapsulate the site in a literal or emotional way and how these can be shown in digital textures. 	<p>Digital textures</p> <p>Create a digital texture</p> <p>Digital texture on Canva</p>		
<p>3 Students plan and practice the dance</p>	<ul style="list-style-type: none"> - Students, along with the support of the kaiako plan and prepare a bracket for the ASB Polyfest Secondary Regional Kapa 		<p>Evidence for this can be collected from the</p>	

	<p>haka Competition / Ahurea Tino Rangatiratanga Competition (or the Whakataetae or ngāhau in your rohe)</p> <p>The location of the dance in this assessment is the marae ātea - This can be your local marae or the marae at your kura.</p> <p>Stage dimensions of 20 metres by 15 metres only.</p> <p>Each student should have a role of sufficient complexity in the dance to ensure that they are able to achieve at all grades of the Achievement Standard, particularly where choreography may differ according to students' roles in the work.</p>		<p>competition performance or the dress rehearsal.</p>	
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EXEMPLAR

<p>4 Students</p>	<ul style="list-style-type: none"> - To ensure students are all contributing to the planning, choreographing and practicing the dance, assign one group of students to respond to each section of the performance area of the site. (marae ātea) - Alternatively, you may assign one group to explore one of the three sets of features listed in Resource A. These include: <ul style="list-style-type: none"> • Using physical features as a or props to create movement in, on, or around it - Pū kaea, guitarists, rākau • Representing shapes, pathways, levels, height, distance, size, and proximity through movement. • Designing choreography to fit a 			<p>Perform a group dance Assessment rubric</p>
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	<ul style="list-style-type: none"> • Designing choreography to apply to specific competition rules. <p>- Students can use tuakana / teina to share ideas and/or movement with each other and ensure each section or the set features are covered well.</p>			
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	<ul style="list-style-type: none"> - Checkpoint- Kaiako gives some feedback to students for their mahi. Ensure students are covering the criteria for each assessment activity. 			
5 Students choreograph their dance	<ul style="list-style-type: none"> - Students practice their bracket and dance. 			
6 Assessment	<ul style="list-style-type: none"> - Students ensure they have all beenfitted into their kākahu. - Students practice their bracket / dance. 			
7 Assessment	<ul style="list-style-type: none"> - Students perform at the whakataetae / ngāhau / kaupapa. - Students write a reflection of their mahi. As a class, discuss and agree on a series of questions to ensure they have critically thought about their involvement in creating the choreography and reflect critically on their performance of the dance. - Students sign the verification form. - Students fill in the ākonga cover sheet, link their mahi into the doc and then submit their mahi to their kaiako or class. 			

Te Ao Haka

Dates: xx – xx

Unit: Mau Rākau

Length of unit: 3 weeks

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
NOTE for those student who have graded - now could be an opportunity for them to prepare to grade again. For students who joined this year and may not have completed this mahi - now would be a good time to complete it.				
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. 	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. 	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 	<p>Documentary: How to use Māori Weaponry</p> <p>Kairākau Taiaha</p> <p>Kairākau patu</p> <p>Te Irikura Series 1</p>		
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	<p>present their research is up to them: presentation, essay, video, collages, comic book etc</p>	<p>Episode 12</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, ahuahungaroa, kowhara poutahi ki katau/mauī, kowhara pourua, putatea ki katau/mauī, tīpatapata, poupoua ki katau/mauī. 	<p>Mau rākau Cert TWAO</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, ahuahungaroa, kowhara poutahi ki katau/mauī, kowhara pourua, putatea ki katau/mauī, tīpatapata, poupoua ki katau/mauī. 			

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6 Students learn tūwaewae	- 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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Te Ao Haka

Dates: xx – xx

Length of unit: 7 weeks

Unit: Perform a repertoire of contrasting dance AND Perform two Te Ao Haka items

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				

EXAMPLE

<p>1 Students research a kaupapa for their contrasting dances</p>	<ul style="list-style-type: none"> - Students need to perform a repertoire of three contrasting dances during their involvement in performing for a festival of Māori dance. - For the purpose of this assessment, students are required to perform the haka, waiata-a-ringa and the poi to make up the repertoire, - Students need to understand that while the three dances are all derived from the same broad genre of Māori dance they each require different movement vocabularies and have distinct stylistic requirements. 		<p>Each dance in the repertoire will need to be at least 2 minutes in length.</p> <p>The students will learn and perform the dances as a whole group but will be assessed individually.</p>	
<p>2 Students learn the dances</p>	<p>- Students learn, rehearse and perform a haka, waiata-a-ringa and poi dance to show your understanding of the different stylistic requirements of each dance.</p>			<p>Kaiako can decide if they want to teach the bracket, if they want the kapa tutors to teach or if they want to use this time for students to compose pieces of music that could possibly link with any students doing Music.</p>
<p>3 Students learn the dances</p>	<p>- Students learn, rehearse and perform a haka, waiata-a-ringa and poi dance to show your understanding of the different stylistic requirements of each dance.</p>			

4 Students learn the dances	- Students learn, rehearse and perform a haka, waiata-a-ringa and poi dance to show your understanding of the different stylistic requirements of each dance.			
5 Students learn the dances	- Students learn, rehearse and perform a haka, waiata-a-ringa and poi dance to show your understanding of the different stylistic requirements of each dance.			
6 Students learn the dances	- Students learn, rehearse and perform a haka, waiata-a-ringa and poi dance to show your understanding of the different stylistic requirements of each dance.			
7 Students learn the dances	- Students learn, rehearse and perform a haka, waiata-a-ringa and poi dance to show your understanding of the different stylistic requirements of each dance.			
	- Checkpoint- Kaiako gives some feedback to students for their mahi. Ensure students are covering the criteria for each assessment activity.			
8 Students focus on controlling movements	- Students rehearse and focus on making their movements clear, controlled, and accurate			
9 Students focus on controlling movements	- Students rehearse and focus on making their movements clear, controlled, and accurate			

<p>10 Student learn about various dynamics</p>	<p>- Students need to develop an understanding of the variations in the dynamic or energy qualities required for each dance. Kaiako or tutor uses this opportunity to talk to students / question them about the variations in the dynamics.</p> <ul style="list-style-type: none"> • What dynamics are being used in the items? • When and Why are the dynamics used? Is there a reason those dynamics are used at that point of the items? <p>The discussion is vital to helping the students gain a deeper understanding and therefore give them quality of thought to translate into their performance.</p>			
<p>11 Students practice</p>	<p>- Students keep practicing their repertoire of three contrasting dances.</p> <p>- To help build confidence, students perform in front of the kura / assembly</p>			
<p>12 Assessment</p>	<p>- Students need to show their understanding of the different styles of the haka, waiata-a-ringā and poi by physically demonstrating ihi, wehi and wana in each dance.</p>			

13 Assessment	- Students perform the full repertoire of three contrasting dances from start to finish.			The tutor / kaiako rolls each row so each student is seen in the front for collecting evidence.
14 Assessment	- Students perform the full repertoire of three contrasting dances.			

15 Assessment	<ul style="list-style-type: none"> - Students perform at the whakataetae /ngāhau / kaupapa. - Students write a reflection of their mahi.As a class, discuss and agree on a series of questions to ensure they have critically thought about their involvement in creating the choreography and reflect critically on their performance of the dance. - Students sign the verification form. - Students fill in the ākonga cover sheet,link their mahi into the doc and then submit their mahi to their kaiako or class. 			
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Te Ao Haka

Dates: xx – xx

Length of unit: 5 weeks

Unit: Design and Whatu Kākahu / Create a taonga pūoro / Paint a Kōwhaiwhai / Create and Carve a Patu

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
<p>This assessment is to help build other pūkenga for taura. While this is not linked directly to Te Ao Haka standards, these standards offer students an insight into the Creative world.</p>				
<p>1 Students plan their project</p>	<p>- Students decide which project they would like to create</p> <ul style="list-style-type: none"> • Whatu Kākahu • Taonga pūoro • Kowhaiwhai • Patu <p>Once students have decided, they need to research and draw on the last three years to help define the kaupapa for their creative piece.</p>			
<p>2 Students plan and research</p>	<p>- Students continue to research and plan their mahi.</p>			

<p>3 Students plan and research</p>	<ul style="list-style-type: none"> - Students continue to research and plan their mahi. - Students need to create a list of items they need. This must include as much detail as possible for kaiako to purchase the resources required to make the project (kākahu, taonga pūoro, kōwhaiwhai, patu). 	<p>Kaiako may want to pre-purchase resources and students have to utilise the resources available.</p>		
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<p>4 Student create their project</p>	<p>- Students work on completing their mahi.</p>			
<p>5 Student create their project</p>	<p>- Students work on completing their mahi.</p>			
<p>6 Student create their project</p>	<p>- Students work on completing their mahi.</p>			
<p>7 Student create their project</p>	<p>- Students work on completing their mahi.</p>			
<p>8 Student create their project</p>	<p>- Students work on completing their mahi.</p>			
<p>9 Student create their project</p>	<p>- Students work on completing their mahi.</p>			

10 Assessment	<ul style="list-style-type: none">- Students complete the project/projects for an exhibition for their whānau / kura / community.- Students prepare their area / table.	Art Steps - online exhibition		This may also be an opportunity to create an online exhibition. This can be student led and could even possibly be an art auction to kohi pūtea.
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EXEMPLAR