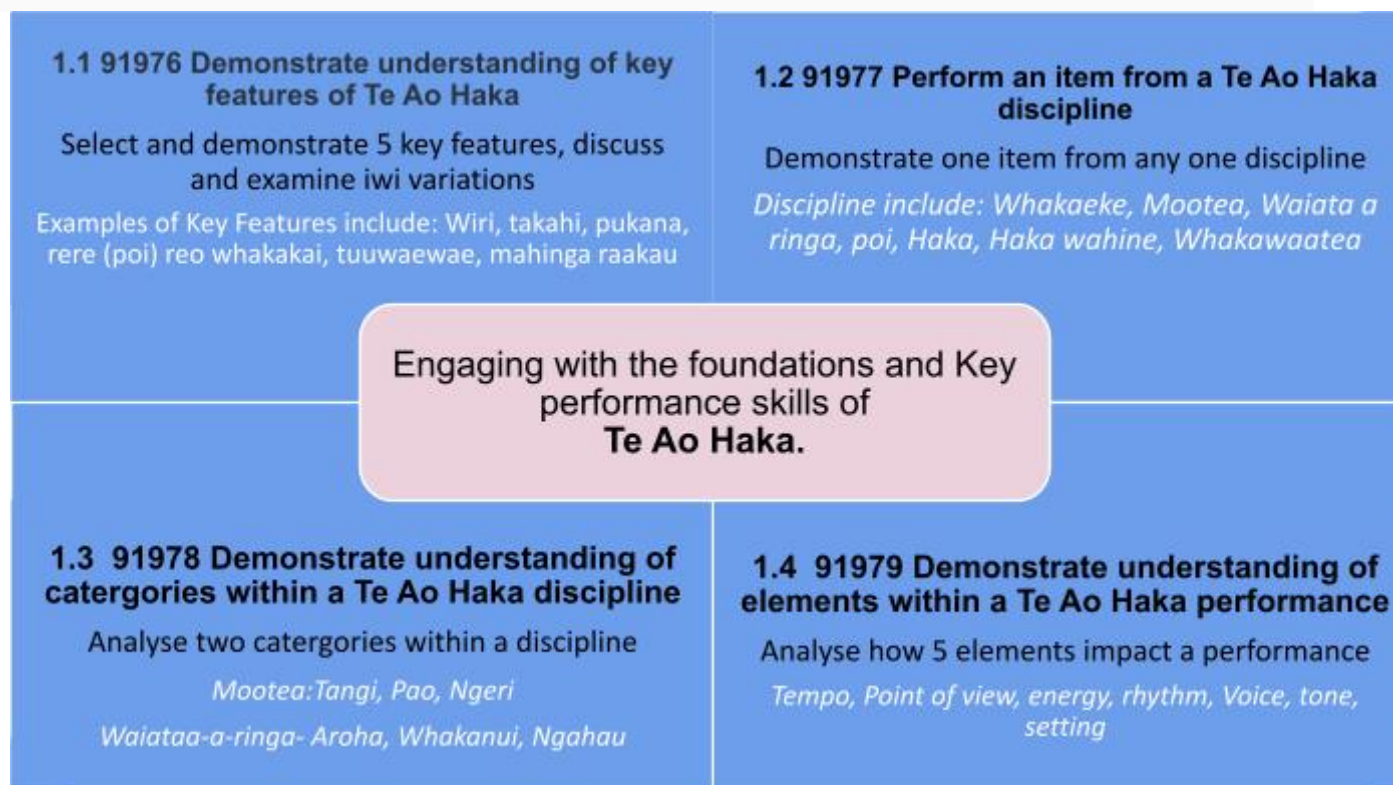


Te Ao Haka: Level 1 Teaching and Learning Guide

Students at Level 1 should be engaging with the foundations of Te Ao Haka, learning about the key performance skills, narratives, and styles of Te Ao Haka, and their development.

Aakonga who engage with Te Ao Haka recognise that pride in their culture also comes with a responsibility in that culture and to create a positive space for others to continue expressing themselves in developing their craft. Therefore, ākonga are able to understand their contributions to the art form.

Aakonga in Te Ao Haka discover, identify, access, and explore foundational knowledge and ideas in and about Te Ao Haka.



EXEMPLAR

TE AO HAKA COURSE OUTLINE

Reanga: **Tau 11** (Pae 5)

| | | Learning Focus <i>(Such as theme, unit, topic, Big Idea...)</i> | Connections to the Curriculum | | Throughout the year assessment for learning happens often and evidence may be collated for summative assessment | |
|----------------------------------|----------------------------------|--|--|---|---|---|
| | | | Strands <i>or</i> Ways of Working | Significant Learning/ Big Ideas | Learning Activity | Suggested Assessment Opportunities |
| T e r m 1 | 1- - 3 w e e k | Week 1- Te Ao Haka Kaupapa moo te tau. Whainga, whakamarama ngaa kaupapa a tau. Wiki 2- 1.1 91976 me oona hononga ki a 1.4 91979. Takahi, Pukana, Wiri, Reo, tuuwaewae Tempo, Rhythm, Energy, Point of view, phrasing | Key Features & Elements 1.1 & 1.4 Whakaaturanga | Tohua kia 5 ngaa Key Features kia 5 hoki ngaa Elements kaatahi ka whakamarama i ngaa waahanga. <ul style="list-style-type: none"> - Waananga ngaa aahuatanga a iwi - He aha te tikanga, te take hoki? - orite/rereke | <ul style="list-style-type: none"> • He aha raa eenei kupu? Key Features/ Elements • Kahoot me te wira hei ako i ngaa kupu nei. • Hanga tauira kia marama ai ngaa akonga ki te taumata. | <ul style="list-style-type: none"> • Mahi whakaari • Mahi auaha • Wetewete kupu • Tuu a roopu/ takitahi Haangai ki te Paerewa 1.1 91976 (He aha ngaa Ahuatanga Matua? He aha te take?) Haangai ki te Paerewa 1.4 (See Term 2) He aha ngaa huanga o teetahi Waiata/haka raanei. (Whai Tauira) |
| | | Camp Week | | | | |

EXEMPLAR

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| | 4- - 6 w | Wiki 4-6 Whainga o ngaa Paerewa. | <u>Ngaa Tuumahi:</u> 1.1 A Performance | - Whakaroopu ngaa tamariki ki te tuumahi A,B,C (TBC) | • Mahi takitahi, roopu raanei | • Tuu a roopu, takitahi • Whakarite ngaa |
|--|-------------------|---|---|--|-------------------------------|---|

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|--|------------------|--|--|--|--|--|
| | e e k s | | 1.1 B Presentation 1.1 C Visual / Digital Demonstration | - Whakamarama, aata paanui i te paerewa - He aha ngaa hiahia o te kairangi? | • Whai tauira moo te whakaatu i eenei mahi. • Feedback received and given • Reflect on it in terms of its effectiveness, accuracy etc. | Whakaaturang a • Checkpoint Wiki 6 • 8-12 Poutu-te-rangi Haangai ki te Paerewa 1.1 91976 (He aha eeteahi tauira orite/rereke?) |
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EXEMPLAR

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| 7- - 9 w e e k s | Week 7-8: Evidence to be submitted | Key Features and Elements | Performances, presentations and demonstrations to take place. <ul style="list-style-type: none">- Describe 5 elements- Identify what they communicate about the performance- discuss how the elements work with one another to achieve an effect- discuss how the elements impact on the way the performance is understood | 1.1 91976 due | <u>Cluster hui:</u> |
| | Week 9-10: External prelim. | | | Present final piece | Date??? |
| | | | | Respond in short and/or extended answers to questions relating to elements within Te Ao Haka and how they are applied in performance. | Haangai ki te Paerewa 1.4 91979 (See Term 2.) |
| | Complete 1.1 91976 Moderation Folder. | | | | |

EXEMPLAR

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| Term 2 | 1-3 weeks | Week 1-3: Revision 1.4 91979 Elements. Analysing elements, how they impact on a performance. | Key Features & Elements | Key Feature: Takahi Element: Tempo Name 4 others and explain. Lead in activity to our next two standards. | <ul style="list-style-type: none"> • View performances • Name the discipline, category and give 5 examples of elements in the item. • What was being expressed during the performance? • How did the elements work with one another to achieve an effect? | 1.4 91979, Week 3, Term 2, Wed May 19 CAA (Common Assessment Activity) Date to confirm??? |
| | 4-6 weeks | Week 4-6: Whaingā o ngā Paerewa. 1.2 91977 Perform an item from a Te Ao Haka discipline | Discipline & Categories <u>Ngāa Tuumahi:</u> 1.1 A Performance 1.1 B Presentation 1.1 C Visual or Digital Demonstration | <ul style="list-style-type: none"> - 2 categories -1 item - Whakaroopu ngā tamariki ki te tuumahi A,B,C (TBC) - Whakamarama, aata paanui i te paerewa - He aha ngā hiahia o te kairangi? | <ul style="list-style-type: none"> - Discuss students favorite discipline and why? What - 2 categories/momo do you enjoy performing? What items are they? How are they similar/different - Why was that category chosen? how do you know that is the category? - | Haangai ki te Paerewa 1.3 91979 (See Term 3.) |

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| | 7 - 9 w e e k s | Week 7-8: Evidence to be submitted. Week 9-10: External prelim. | Discipline & Categories | Performances, presentations and demonstrations to take place. | 1.2 91977 due 2nd July Respond in short and/or extended answers to questions relating to two or more categories within a discipline and how they are applied within the context of Te Ao Haka. Taura: Mooteatea-Aroha, Whakanui | Cluster hui: Week 8, 24-25 June Kahungunu/ Tairāwhiti Dates to confirm? |
| | Complete 1.2 91977 Moderation Folder. | | | | | |
| T e r m 3 | 1 - 2 w e e k s | Week 1-2: Revision on categories to support the final external. | Categories | <ul style="list-style-type: none"> - Identify 2 categories - Examples of items and why they are those categories. - What is similar/ different | | 1.3 91978 Week 2, Term 3, August 4 CAA (Common Assessment Activity) Date to confirm?? |
| | 3 - 6 w e e k s | Week 3-4: Complete AS standards that may need more work. (Internals) Wiki 5-6 Perform a bracket | 1.2 & 1.3 Complete Moderation. Discuss disciplines for three other disciplines | | a bracket must include at least four of the following – whakaeke, mōteatea, waiata ā-ringa, poi, haka, haka wahine, whakamutunga/whaka wātea. | Cluster hui: Week 4, 19-20 August Waikato Date to confirm? |
| | 7 - 9 w | Wiki 7-9 Perform a bracket (TBC) | 22756 Whakaharatau! Practice! | | | |

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| | e e k s | | | | | |
| T e r m 4 | X w e e k s | All standards have been completed for the first year of the pilot. | | Revision for other subjects | | |
| | X w e e k s | | | | | |

Assessment Matrix and assessment dates

Dates to be confirmed!!!!

| AS | Title | Int/E xt Cre dits | Assessment Type and Date | Assessment Elements | DONE |
|-----------|--|----------------------------|-----------------------------|--|------|
| 1.1 91976 | Demonstrate understanding of key features of Te Ao Haka | 6 | Internal | End of Term 1, 16 of April. | |
| 1.2 91977 | Perform an item from a Te Ao Haka discipline | 6 | Internal | End of Term 2, 9 of July. | |
| 1.3 91978 | Demonstrate understanding of categories within a Te Ao Haka discipline | 4 | External | Week 2, Term 3, August 4 CAA (Common Assessment Activity) | |
| 1.4 91979 | Demonstrate understanding of elements within a Te Ao Haka performance | 4 | External | Week 3, Term 2, May 20 CAA (Common Assessment Activity) | |

EXEMPLAR