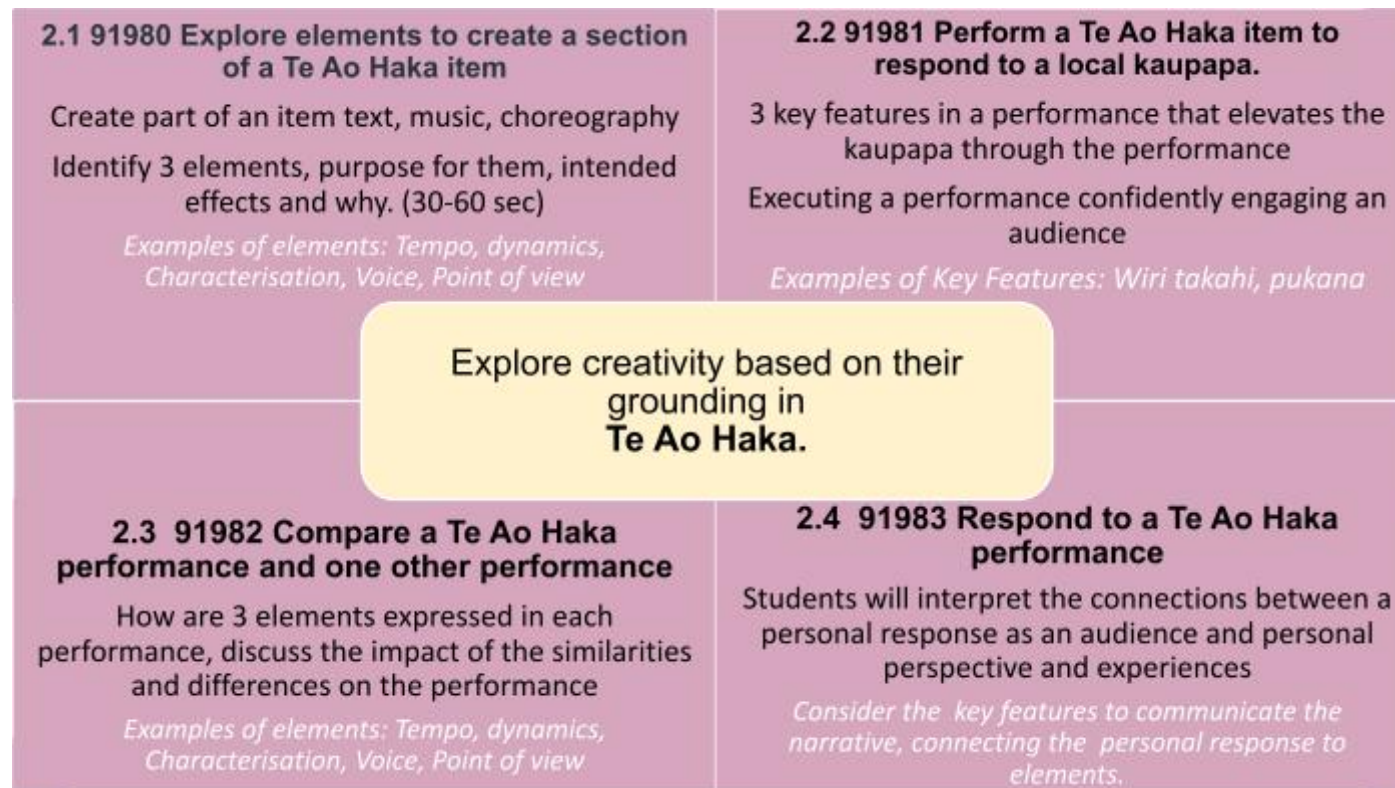


## Te Ao Haka: Level 2 Teaching and Learning Guide

Aakonga at Level 2 should explore their own creativity, based on their grounding in Te Ao Haka. They innovate and experiment, exploring their own role and connections within Te Ao Haka.

This is reflected in the internals' credit values being higher than those of the externals to provide room for creativity and a safe space to develop through taking creative risks. Six credits have been allocated to both internal Achievement Standards for this reason, with the stated aim of bringing out the best in all ākonga in a 'safe' – or familiar – space.

Aakonga explore their own creativity, based on their grounding in Te Ao Haka. They innovate and experiment, exploring their own role and connections within Te Ao Haka.



EXEMPLAR

# TE AO HAKA COURSE OUTLINE

Reanga: **Tau 12** (Pae 6)

		<b>Learning Focus</b> <i>(Such as theme, unit, topic, Big Idea...)</i>	<b>Connections to the Curriculum</b>		<b>Throughout the year assessment for learning happens often and evidence may be collated for summative assessment</b>	
			<b>Strands</b> <i>or</i> <b>Ways of Working</b>	<b>Significant Learning/ Big Ideas</b>	<b>Learning Activity</b>	<b>Suggested Assessment Opportunities</b>
<b>T e r m 1</b>	1- - 3 w e e k	<b>Week 1-</b> Te Ao Haka Kaupapa moo te tau. Whainga, whakamarama ngaa kaupapa a tau.  <b>Wiki 2-</b> 2.1 <b>91980</b> me oona hononga ki a 2.3 <b>91982</b> .  <b>Elements:</b> Tempo, Rhythm, Energy, Point of view, phrasing	<b>Whakaaturanga Ngaa Paerewa</b>  <b>Explore elements to create a section of an item</b>	Create part of an item text, music, choreography.  Tohua kia 3 ngaa <b>Elements</b> kaatahi ka whakamarama i ngaa waahanga. <ul style="list-style-type: none"> <li>- He aha te take moo ia Element (huaanga)</li> <li>- Ngaa effects (ata mariko)</li> <li>- He aha ai?</li> </ul>	<ul style="list-style-type: none"> <li>• He aha raa teenei kupu? Elements</li> <li>• Kahoot me te wira hei ako i ngaa kupu nei.</li> <li>• Whakaarohia ngaa kupu ka hono atu ki ngaa Elements</li> <li>• Kia marama ai ngaa akonga ki te taumata kairangi.</li> </ul>	<ul style="list-style-type: none"> <li>• Mahi whakaari</li> <li>• Mahi auaha</li> <li>• Wetewete kupu</li> <li>• Tuu a roopu/ takitahi</li> </ul> Haangai ki te Paerewa 2.1 <b>91980</b> (He aha ngaa Ahuatanga Matua? He aha te take?)  Haangai ki te Paerewa 2.3 <b>91982</b> (See Term 3) . (Whai Taurira)
		<b>Camp Week</b>				

EXEMPLAR

	4- - 6 w e e	<b>Wiki 4-6</b>  <b>Whaingā o ngā Paerewa.</b>	<b><u>Ngā Tuumahi:</u></b>  <b>2.1 A Text</b>	- Whakaroopu ngā tamariki ki te tuumahi A,B,C (TBC)	<ul style="list-style-type: none"> <li>• Mahi takitahi, roopu raanei</li> <li>• Whai tauira moo te whakaatu i eenei mahi.</li> </ul>	<ul style="list-style-type: none"> <li>• Tuu a roopu, takitahi</li> <li>• Whakarite ngā Whakaaturanga</li> </ul>
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	k s		<b>2.1 B Audio with supporting text, oral presentation</b>  <b>2.1 C Demonstration, visual presentation, or video</b>	<ul style="list-style-type: none"> <li>- Whakamarama, aata paanui i te paerewa</li> <li>- He aha ngā hiahia o te kairangi?</li> </ul> <p>Tirohia ngā waahanga o te tuumahi hei whakamarama i te taunakitanga i te Paerewa.</p>	<ul style="list-style-type: none"> <li>• Verbal presentation or written text</li> <li>• He aha he kaupapa koorero maaui?</li> <li>• Hono atu ki eeteahi Elements, me peewhea e kite i te kaupapa</li> <li>• Feedback receive and given</li> </ul>	<ul style="list-style-type: none"> <li>• Checkpoint Wiki 6 (</li> <li>• 8-12 Poutu-te-rangi</li> </ul> <p>Haangai ki te Paerewa 1.1 91980</p>
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EXEMPLAR

7- - 9  w e e k s	<p><b>Week 7-8:</b></p> <p>Evidence to be submitted</p> <p><b>Week 9-10:</b></p> <p>Share section of a Te Ao Haka item</p>	Text, music, Choreography	<ul style="list-style-type: none"> <li>- Students explore the development and evolution of Te Ao Haka through their own original composition</li> <li>- Text</li> <li>- Music</li> <li>- Choreography</li> </ul>	<p><b>Present final piece</b></p> <ul style="list-style-type: none"> <li>- Verbal presentation or text</li> <li>- Create an original piece of music for a section of a item of Te Ao Haka</li> <li>- Create an original piece of choreography</li> </ul>	<p><b>2.1 91980 Week 10, Term 1</b></p> <p><b>9 April (Internal)</b></p> <p><u>Cluster hui:</u> Week 10, 8-9 April</p> <p><b>Rotorua</b></p> <p><u><b>Date to be confirmed??</b></u></p>
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	Complete <b>2.1 91980</b> Moderation Folder.
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EXEMPLAR

Term 2	1-3 weeks	<p><b>Week 1-3:</b></p> <p><b>2.2 91981</b> Perform a Te Ao Haka item to respond to a local kaupapa</p> <p><b>Wiki 2- 2.2 91981</b> me oona hononga ki a 2.4 91983.</p> <p><b>Key Features:</b> Wiri, takahi, stance, reo, pukana, whakakai...</p>	<p><b>Performance:</b></p> <p><b>Kaupapa Maaori</b></p> <p><b>Classroom setting</b></p> <p><b>Local Kaupapa</b></p> <p><b>Competition</b></p> <p><b>Outside a kaupapa Maaori</b></p> <p><b>Classroom setting</b></p>	<p>Students to portray the story utilising three key features of Te Ao Haka.</p> <p>Explanations and more information written in the activity.</p>	<ul style="list-style-type: none"> <li>• He aha eenei mea te Key Features</li> <li>• Kaupapa is expressed with feeling and expression</li> <li>• Performing in a way that tells a story</li> <li>• Engage audience</li> </ul>	<p>Haangai ki te Paerewa 2.4 <b>91983</b> (See Term 3.)</p> <p>Key Features connections with the key features to communicate the narrative</p>
	4-6 weeks	<p><b>Week 4-6:</b></p> <p><b>Whaingā o ngā Paerewa.</b></p>	<p><b>Ngāa Tuumahi:</b></p> <p><b>2.2 A Performance</b></p> <p><b>2.2 B Performance</b></p> <p><b>2.2 C Performance</b></p>	<ul style="list-style-type: none"> <li>- Whakaroopu ngāa tamariki ki te tuumahi A,B,C (TBC)</li> <li>- Whakamarama, aata paanui i te paerewa</li> <li>- He aha ngāa hiahia o te kairangi?</li> </ul>	<ul style="list-style-type: none"> <li>• 3 key features to elevate the kaupapa</li> <li>• Tohua he kaupapa. Hangaia ngāa ringa.</li> <li>• Whakaharatau!</li> <li>• Whakaharatau!</li> </ul>	<p>Haangai ki te Paerewa 2.4 <b>91983</b> (See Term 3.)</p>
	7-9 weeks	<p><b>Week 7-8:</b></p> <p>Evidence to be submitted.</p> <p><b>Week 9-10:</b></p>	<p><b>Performance</b></p>	<p>Performances to take place.</p>	<ul style="list-style-type: none"> <li>• Assessment schedule</li> <li>• Pair, group</li> </ul>	<p><b>2.2 91981 Week 10, Term 2 9 July (Internal)</b></p> <p><u>Cluster hui:</u> Week 8, 24-25 June</p>

	k s	External prelim. (TBC)			<ul style="list-style-type: none"> <li>All performances to be recorded for moderation purposes.</li> </ul>	<b>Kahungunu/ Tairarwhiti</b>  <u>Date to be confirmed?</u>
	Complete <b>2.2 91981</b> Moderation Folder.					
<b>T e r m 3</b>	1 - 2 w e e k s	<b>Week 1-2:</b>  <b>Discuss Externals</b>  <b>2.3 91982</b> Compare one performance with one other	<b>Elements</b>  <b>Compare/ contrast</b>	<ul style="list-style-type: none"> <li>Choose three elements</li> <li>Discuss the impact of the elements</li> <li>similarities and differences on the performance</li> <li>Unpack each element</li> </ul>	<ul style="list-style-type: none"> <li>Viewing: Te Ao Haka performance to other performances such as Ballet, African, Theatre, Hip Hop</li> <li>What are the key learnings?</li> </ul>	Haangai ki te Paerewa 2.3 <b>91982</b> (See Week 8) .
	3 - 6 w e e k s	<b>Week 3-4:</b>  <b>2.4 Respond to a Te Ao Haka performance</b>  <b>Wiki 5-6</b>  <b>Prelim for 91982 (TBC)Compare</b>	Interpret a Te Ao Haka performance	<ul style="list-style-type: none"> <li>Personal response of an audience member and personal perspective and experiences</li> </ul>	<ul style="list-style-type: none"> <li>What Key Features were used and why?</li> <li>How did the elements enhance the performance</li> </ul>	<u>Cluster hui:</u> Week 4, 19-20 August <b>Waikato</b>

EXEMPLAR

	7 - 9 w e e k s	<b>Wiki 7-9</b>  <b>Compare performances</b>  <b>Wiki 8- External</b>	<b>Elements</b>  Te Ao Haka performance and one other	- Discuss examples from cluster hui (TBC)	<ul style="list-style-type: none"> <li>• Examples of how to write the answer</li> <li>• Definitions of each element</li> </ul>	<b>2.3 91982 Week 8, Term 3</b> <b>15 Sept CAA (Common Assessment Activity)</b>  <u>Date to be confirmed?</u>
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		<b>Wiki 9- Evaluation</b>				
<b>T e r m 4</b>	1 - 2 w e e k s	<b>Wiki 1-2</b>  <b>2.4 91984 Respond to a Te Ao Haka performance</b>	Revision Respond to a Te Ao Haka performance	-  Discuss examples from cluster hui (TBC)	<ul style="list-style-type: none"> <li>• Examples of how to write the answer</li> <li>• Definitions of each element</li> </ul>	<b>2.4 91984 Week 2, Term 4</b> <b>28 Oct 2021 CAA (Common Assessment Activity)</b>  <u>Date to be confirmed?</u>
	X w e e k s					

Assessment Matrix and assessment dates

**Dates to be confirmed!!!!**

AS	Title	Int/Ext Credits	Assessment Type and Date	Assessment Elements
2.1 91980	Explore elements to create a section of a Te Ao Haka item	6	Internal	
2.2 91981	Perform a Te Ao Haka item to respond to a local kaupapa	6	Internal	
2.3 91982	Compare a Te Ao Haka performance and one other performance	4	External	
2.4 91983	Respond to a Te Ao Haka performance	4	External	

EXEMPLAR