

**Te Ao Haka: Level 3 Teaching and Learning Guide**

Aakonga at Level 3 will refine their performance skills and deepen their understanding of their own experience within Te Ao Haka. This is reflected in the evaluative and performance-focused nature of the standards.

Aakonga refine their analysis of Te Ao Haka and their skills in performance. They are able to effectively express narrative and embody their performance.

<p><b>3.1 91984 Reflect on a personal learning journey in a discipline of Te Ao Haka</b></p> <p>Justify reflections on a personal learning journey in a discipline</p> <p>Examining the Life skills developed through an Interview, Portfolio, scrapbook, videos</p> <p><i>Examples of a discipline: Motea, A ringa, Poi, Haka, Eke, waatea.</i></p>	<p><b>3.2 91985 Perform three categories within a discipline of Te Ao Haka</b></p> <p>Express 3 categories within a discipline</p> <p>Giving meaning to each category, ihi, wehi, wana, story telling artistry and technical proficiency</p> <p><i>Examples: Mootea- Pao, Tangi, Aroha</i></p>
<p><b>Refine performance skills and deepen their understanding of their own experience Te Ao Haka.</b></p>	
<p><b>3.3 91986 Perform two Te Ao Haka disciplines</b></p> <p>Perform two different disciplines with meaningful expression through performance. Ihi, wehi, wana, story telling artistry and technical proficiency</p> <p><i>Discipline examples listed above.</i></p>	<p><b>3.4 91987 Demonstrate understanding of a key role within Te Ao Haka</b></p> <p>Students will examine a key role that contributes to a Te Ao Haka performance</p> <p><i>Key roles include: Kaitataki, Solo, duet, mentor, tuakana, playing an instrument, taa moko, costume</i></p>

EXEMPLAR

## TE AO HAKA COURSE OUTLINE

Reanga: **Tau 13** (Pae 7)

		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
Term 1	1-3 weeks	<b>Week 1-</b> Te Ao Haka Kaupapa moo te tau. Whainga, whakamarama ngaa kaupapa a tau.  <b>Wiki 2- 3.1 91984</b> Reflect on a personal learning journey in a discipline of Te Ao Haka	<b>Whakaaturanga</b>  <b>Ngaa Paerewa</b>	<ul style="list-style-type: none"> <li>- Choose a discipline</li> <li>- Part1 &amp; Part 2</li> <li>- Pre-prepared questions and the opportunity to make notes.</li> </ul>	<ul style="list-style-type: none"> <li>• What are some <b>key learning moments</b> that stand out for you, and how did they change you as a performer and as a person?</li> <li>• Taurira moo te whakaatu i ngaa mahi.</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>91984</b> (Personal reflection)
		Camp Week				

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	4- - 6 w e e	<b>Wiki 4-6</b>  <b>Whainga o ngaa Paerewa.</b>	<b><u>Ngaa Tuumahi:</u></b> <b>2.1 A Interview</b> <b>2.1 B Portfolio/ scrapbook</b>	<ul style="list-style-type: none"> <li>- Whakaroopu ngaa tamariki ki te tuumahi A,B,C (TBC)</li> <li>- Whakamarama, aata paanui i te paerewa</li> </ul>	<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>• Mahi takitahi whakarite a roopu raanei</li> <li>• Checkpoint Wiki 6</li> </ul>
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	k s		<b>2.1 C Series of short videos collated</b>	<ul style="list-style-type: none"> <li>- He aha ngaa hiahia o te kairangi?</li> </ul> <p>Tirohia ngaa waahanga o te tuumahi hei whakamaarama i te taunakitanga i te Paerewa.</p>	<ul style="list-style-type: none"> <li>• Discuss resources to support your journey</li> <li>• What skills have been developed beginning, during, after</li> <li>• Feedback receive and given</li> </ul>	<ul style="list-style-type: none"> <li>• 8-12 Poutu-te-rangi</li> </ul>
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7-9 weeks	<p><b>Week 7-8:</b></p> <p>Evidence to be submitted</p> <p><b>Week 9-10:</b></p> <p>Share your reflection journey</p>	Connection to the wider community	<p>Express how you have grown and changed through your practice</p> <p>Focussing questions by the kaiako to encourage reflection on the chosen discipline.</p> <p>-</p>	<p><b>Present final piece</b></p> <ul style="list-style-type: none"> <li>- Interview (equivalent of 700 words)</li> <li>- Annotated portfolio</li> <li>- Video</li> </ul>	<p><b>3.1 91984 Week 10, Term 1</b></p> <p><b>9 April (Internal)</b></p> <p><u>Cluster hui: Week 10, 8-9 April Rotorua</u></p> <p><u><b>Date to confirm?</b></u></p>
	Complete <b>3.1 91984</b> Moderation Folder.				

EXEMPLAR

T e r m 2	1 - 3 w e e k s	<p><b>Week 1-3:</b></p> <p><b>3.2 91985</b> Perform three categories within a discipline of Te Ao Haka</p> <p><i>Ka whakaharatau ngaatahi ngaa kura e toru ko Maniapoto, Taiatea me Rakaumanga.</i></p> <p><b><i>Ka tuu ngaatahi ki Ngaa Whakataetae a rohe o Waikato.</i></b></p> <ul style="list-style-type: none"> <li>- He aha kei taku uma (Aroha) - E ngaa iwi (Whakangahau)</li> <li>- E noho Tuheitia (Whakanui)</li> </ul> <p><b><u>Whainga:</u></b> Whanaungatanga.</p>	<p><b><u>Performance:</u></b></p> <p><b>3 items- categories from the same discipline.</b></p> <p><b>Eg. Motea- Tangi, Aroha, Pao</b></p>	<p>Origins, context, narrative,</p> <p>Explanations and more information written in the activity.</p> <p>Look for examples online to watch.</p>	<ul style="list-style-type: none"> <li>• Why those categories were chosen</li> <li>• Performing in a way that tells a story</li> <li>• Engage audience</li> </ul>	<p>Haangai ki te Paerewa 3.3 <b>91986</b> (See Term 3.)</p> <p>Keep one performance and do one more from a different discipline.</p>
	4 - 6 w e e k s	<p><b>Week 4-6:</b></p> <p><b>Whainga o ngaa Paerewa.</b></p>	<p><b><u>Ngaa Tuumahi:</u></b></p> <p><b>2.2 A Class</b></p> <p><b>2.2 B Competition</b></p> <p><b>2.2 C Event</b></p>	<ul style="list-style-type: none"> <li>- Whakaroopu ngaa tamariki ki te tuumahi A,B,C (TBC)</li> <li>- Whakamarama, aata paanui i te paerewa</li> <li>- He aha ngaa hiahia o te kairangi?</li> </ul>	<ul style="list-style-type: none"> <li>• Tohua he waahi whakatutuki ngaa mahi Te Ao</li> <li>• Haka. Tohua ngaa momo e toru</li> <li>• Whakaharatau! Whakaharatau!</li> </ul>	<p>Haangai ki te Paerewa 3.3 <b>91986</b> (See Term 3.)</p>

	7 - 9 w e e k s	<b>Week 7-8:</b> Evidence to be submitted.  <b>Week 9-10:</b>	<b>Performance</b>	Performances to take place.	<ul style="list-style-type: none"> <li>Assessment schedule</li> <li>Pair, group All performances to be recorded for moderation purposes.</li> </ul>	<b>3.2 91985 Week 10, Term 2 9 July (Internal)</b>  <u>Cluster hui:</u> Week 8, 24-25 June <b>Kahungunu/ Tairawhiti</b>  <u><b>Date to confirm?</b></u>
	Complete <b>3.2 91985</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>3.3 91986 Perform two Te Ao Haka disciplines</b>	Discuss the disciplines   Whakaeke, Moteatea, A ringa, Poi, Haka, Watea	<ul style="list-style-type: none"> <li>Choose 2 items from two disciplines</li> <li>Items do not need to be performed at the same time</li> <li>Package and submit 1 October.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss disciplines</li> <li>Styles</li> <li>Watching examples of disciplines</li> <li>Capture during a powhiri, in class, competition, an event</li> </ul>	Haangai ki te Paerewa 3.3 <b>91986</b> (See Week 10) .

	3 - 6 w e e k s	<b>Week 3-4:</b> <b>3.4 91987</b> <b>Demonstrate understanding of a key role within Te Ao Haka</b> <b>Wiki 5-6</b>	Discuss its function Skills required Important moments Execution of the role  <b>Key roles:</b> Kaitataki, solo, duet, ta moko, mentor, musical instrument, creating	<ul style="list-style-type: none"> <li>- How did it impact the performance?</li> <li>- Examining the role discussing its tikanga.</li> <li>- Discuss the different type of roles.</li> </ul> Gather examples from the tauira, express how each role is of great importance, if they have not experience the role, aakonga can	<ul style="list-style-type: none"> <li>• before the role</li> <li>• during the role, while practicing</li> <li>• overcoming a barrier or mistake</li> <li>• during the performance,</li> </ul>	<u>Cluster hui:</u> Week 4, 19-20 August <b>Waikato</b> <b>Date to confirm?</b>
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			taonga, being in charge of costumes	comment on how a role may have played a big part.	executing the role	
	7 - 9 w e e k s	<b>Wiki 7-9</b> <b>Prelim for 91987 (TBC)</b>  <b>Wiki 9- Evaluation</b>	Key roles within Te Ao Haka	<ul style="list-style-type: none"> <li>- Describe the role</li> <li>- Function</li> <li>- Skill</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of how to write the answer</li> <li>• Key roles</li> </ul>	<b>3.3 91986 Oct 1, Week 10, Term 3 (Submission performance)</b> <u>Date to confirm?</u>
<b>T e r m 4</b>	1 - 2 w e e k s	<b>Wiki 1-2</b>  <b>3.4 Demonstrate understanding of a key role within Te Ao Haka</b>	Revision on 3.4	<ul style="list-style-type: none"> <li>- Discuss examples from cluster hui (TBC)</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback provided from Prelim and how to cover all points.</li> </ul>	<b>3.4 91987 Oct 28, Week 2, Term 4 (Written/digital)</b> <u>Date to confirm?</u>

EXEMPLAR

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#### Assessment Matrix and assessment dates

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

AS	Title	Int/Ext Credits	Assessment Type and Date	Assessment Elements
3.1 91984	Reflect on a personal learning journey in a discipline of Te Ao Haka	5	Internal	
3.2 91985	Perform three categories within a discipline of Te Ao Haka	5	Internal	
3.3 91986	Perform two Te Ao Haka disciplines	5	External	
3.4 91987	Demonstrate understanding of a key role within Te Ao Haka	5	External	