

Rerekohu August Aug 2, 2021

# YEAR PLAN Te Ao Haka Taumata 1

Wiki	Wāhanga 1	Wāhanga 2	Wāhanga 3	Wāhanga 4
1	1.1 Demonstrate understanding of key features of Te Ao Haka  AS91976 6 credits	1.2 CONT..	1.3 Demonstrate understanding of categories within a Te Ao Haka discipline  AS91978 4 credits  EXT	Choreography
2		Demonstrate knowledge of new Māori dance  30428 4 credits		Creating a Portfolio
3				
4				
5				
6	Demonstrate knowledge of people associated with Māori performing arts  22753 3 credits	1.4 Demonstrate understanding of elements within a Te Ao Haka performance  AS91979 4 credits	Mau Rākau	Prizegiving  Term 4 External exams
7				
8				
9	1.2 Perform an item from a Te Ao	EXT	Demonstrate knowledge of new	

10	Haka discipline	1.1 Demonstrate understanding of key features of Te Ao Haka	Māori music
11	AS91977 6 credits		
		AS91976 6 credits	31191 4 credits

## Te Ao Haka

Dates: xx – xx

Length of unit: 5 weeks

Unit: Demonstrate understanding of key features of Te Ao Haka

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
^Unit pre test ^ <a href="#">Pre-test on Forms</a>				
1 Students are learning about basic key features of Te Ao Haka	- Introduce key features of Te Ao Haka	<a href="#">Key Features Quizlet</a>		Use

2 Students explore key features	- As a class watch a variety of items (maybe 5 items) and pick out the key features, wiri, pūkana, takahi, formations etc			
3 Students start to demonstrate key features	<ul style="list-style-type: none"> <li>- Students pick and perform an “anthem” or waiata from their kura. Kaiako needs to help students recognise and describe the key features in the item.</li> <li>- Students pick 2 key features and incorporate these into the item</li> </ul>			
4 Students demonstrate different key features in an item	<ul style="list-style-type: none"> <li>- 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. This can continue for 2 - 3 lessons until students are confident to demonstrate key features.</li> </ul>			
5 Students demonstrate key features in three different items	- Students now need to look at how they can demonstrate key features in a variety of disciplines i.e. whakaeke, mōteatea, ā-ringā etc.			
6 Students research the whakapapa and origins of wiri	<ul style="list-style-type: none"> <li>- Share with tauira information /students research history of wiri</li> <li>- Watch the #MataHaka series</li> </ul>	<a href="#">Origins of Wiri</a>  <a href="#">MataHaka</a>		

	<ul style="list-style-type: none"> <li>- Students create a poster explaining thewhakapapa and origins of wiri.</li> </ul>			
7 Students research the whakapapa and origins of takahi	<ul style="list-style-type: none"> <li>- Share with tauira information /studentsresearch history of takahi - Watch the #MataHaka series</li> <li>- Students create a poster explaining thewhakapapa and origins of takahi.</li> </ul>	<a href="#">MataHaka</a>		
8 Students research the whakapapa and origins of pūkana	<ul style="list-style-type: none"> <li>- Share with tauira information /studentsresearch history of pūkana - Watch the #MataHaka series</li> <li>- Students create a poster explaining thewhakapapa and origins of pūkana.</li> </ul>	<a href="#">MataHaka</a>		
9 Students research the whakapapa and origins of two other key features	<ul style="list-style-type: none"> <li>- Share with tauira information /studentsresearch history of two other key features</li> <li>- Watch the #MataHaka series</li> <li>- Students create a poster explaining thewhakapapa and origins of the key features.</li> </ul>	<a href="#">MataHaka</a>		
10 Students learn a variety of iwi variations	<ul style="list-style-type: none"> <li>- Students watch #Haka at home to learn about history / physically see the characteristics of key features</li> <li>- Student's take notes while watching theHaka at home series (pick iwi that you are familiar with their iwi</li> </ul>			

	styles - this may also be an opportunity to expand on your own knowledge)			
11 Students demonstrate iwi variations of key features	- Students pick a waiata (any waiata) and record their demonstrations of 3 key features. These demonstrations only have to be 15 - 20 seconds long.			
12 Assessment	- Students create a 30 second item or perform an existing item demonstrating 5 KEY FEATURES - must include, wiri, takahi, pūkana			
13 Assessment	- Collect their final whakamāramatanga for the description, history, origins and whakapapa of 5 key features			
14 Assessment	- Students take the video footage and create a movie with a voice over of their whakamārama	<a href="#">Canva to make video</a>		
15 Assessment	- Students continue to make their movie using their whakamārama as a voice over Students sign the verification form - Students submit their mahi to their kaiako.	Viva video pro another app		

## Te Ao Haka

Dates: xx – xx

Length of unit: 3 weeks

Unit: Demonstrate knowledge of people associated with Māori performing arts

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
^Unit pre test ^ - Kaiako needs to collate photos of people associated with Te Ao Haka <u>from their rohe</u>				
1 Students complete a pre-test	- Students take the pretest - The kaiako projects a variety of photos of those people from their rohe that are involved in Te Ao Haka. Students need to write the name of the person on their pre-test sheet.	<a href="#">Pre-test People associated with Te Ao Haka</a>		
2 Students are learn about people associated with Te Ao Haka	- Students watch the Haka at home series- Students take notes on the people in the series - Kaiako to guide tauira through how theywant them to present their information: possible sites they can use	<a href="#">Haka at home Te Iti Kahurangi</a>		

3 Students still learn about people and researching background kōrero	<ul style="list-style-type: none"> <li>- Students watch the Haka at home series</li> <li>- Kaiako needs to explain “what is background information?”</li> <li>- Possible ways to present background information</li> </ul>	<a href="#">Haka at home Te Pou o Mangātawhiri</a>		
4 Students learn about types of achievements and awards in Te Ao Haka	<ul style="list-style-type: none"> <li>- Student watch and learn about the different types of awards and prizes in Te Ao Haka</li> <li>- Students research other kinds of awards people have received in Te Ao Haka</li> </ul>	<a href="#">Wetini Mitai-Ngatai wins Art Laureate Award prize</a>		
5 Students learn about	- Kaiako explores “Social, cultural,	<a href="#">Haka Global</a> - there are		

influencing factor	economic, political, iwi, whānau” influencing factors	7 episode which explore the different influencing factors		
6 Students learn about influencing factor	- Kaiako explores “Social, cultural, economic, political, iwi, whānau” influencing factors	<a href="#">Haka Global</a>		
7 Students learn about influencing factor	- Kaiako explores “Social, cultural, economic, political, iwi, whānau” influencing factors	<a href="#">Haka Global</a> <a href="#">Haka Webisode</a> - another series that will help students explore different influences		

8 Students learn about influencing factor	- Kaiako explores “Social, cultural, economic, political, iwi, whānau” influencing factors	<a href="#">Haka Webisode</a>		
9 Preparing for a guest speaker	- Students should prepare some interview questions for a guest speaker - Advise students to incorporate influencing factors - Possibly even send these questions to send people from your rohe			
10 Guest speaker	- Invite a guest speaker or multiple speakers to come in to class to talk to the students, allow the student to spend time interviewing the guest speakers			
11 Students make a mini teaser video or poster	- With the interview information and research collected, students put together			
12 Assessment	- Students need to include a description the history of one item the performer has performed including its significance			
13 Assessment	- Students find or take photos of their tangata and create a video or poster			
14 Assessment	- Students continue to make their movie / poster Students sign the verification form - Students submit their mahi to their kaiako.			



## Te Ao Haka

Dates: xx – xx

Length of unit: 5 weeks

Unit: Perform an item from a Te Ao Haka discipline

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
^Unit pre test ^				
1 Students complete a pre-test	- The pretest for this unit is for students to stand in small groups and perform “any item” of their choosing.			
2 Students are learning about basic key features of Te Ao Haka	<ul style="list-style-type: none"> <li>- Kaiako revises key features with taurau using quizlet</li> <li>- Students spend time revising the quizlet with the kaiako first</li> <li>- Then the kaiako runs a quick quizlet live</li> </ul>	<a href="#">Key Features Quizlet</a>		
3 Students learn to identify key features in items	- 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 identify the key features and discuss how they are used in an item.	<a href="#">Matatini 2019</a>		

4 Students learn an item	<ul style="list-style-type: none"> <li>- Kaiako teaches a new item, this could be one for a future performance or an old item.</li> <li>- Kaiako may like to draw on the skills of tauira who may want to learn skills in composition, producing or developing musical skills.</li> <li>- Practice kupu, actions, communicating</li> </ul>			
	and expressing during the item.			
5 Students perform the item	<ul style="list-style-type: none"> <li>- Students practice the item from the previous day and perform it together - Students may need to work in smaller groups and practice some more for 10-20 more minutes</li> <li>- Students perform the item, and kaiako records the item.</li> </ul>			
6 Students perform the item	<ul style="list-style-type: none"> <li>- In groups, students pick another discipline and perform an item</li> <li>- Students have 30 minutes to practice the item or create an item if they choose. The kaiako needs to record these performances to help with the next lesson.</li> </ul>			

7 Students learn to reflect on their performance in a diary	<ul style="list-style-type: none"> <li>- Students watch the videos from the previous two days.</li> <li>- Kaiako explains students will be keeping a diary to document their own development</li> <li>- They are reflecting on their own personal performances and articulate the differences between communicating and expressing</li> <li>- In pairs, students give feedback to their pair</li> <li>- Students perform the item again</li> </ul>			
8 Students pick another discipline and perform a second item	<ul style="list-style-type: none"> <li>- In groups students pick another item from another discipline, practice and perform the item.</li> <li>- Again, kaiako needs to record and possibly support with item ideas if students are stuck.</li> </ul>			
9 Students reflect again	<ul style="list-style-type: none"> <li>- Students watch the videos from the</li> </ul>			
	<p>previous two days.</p> <ul style="list-style-type: none"> <li>- Kaiako explains students will be keeping a diary to document their own development</li> <li>- They are reflecting on their own personal performances and articulate the differences between communicating and expressing in their diary.</li> <li>- In pairs, students give feedback to their pair</li> <li>- Students perform the item again</li> </ul>			

10 Assessment	<ul style="list-style-type: none"><li>- Students decide if they want to perform together as a whole or in small groups.</li><li>- Students perform the item.</li></ul>			
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EXEMPLAR

## Te Ao Haka

Dates: xx – xx

Length of unit: 3 weeks

Unit: Demonstrate knowledge of New Māori Dance

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
^Unit pre test ^ <a href="#">Pre-test</a>				
1 Students complete a pre-test	<ul style="list-style-type: none"> <li>- Students take the pre-test to see what they already know</li> <li>- What is New Māori Dance?</li> </ul> <p>Kaiako introduces different disciplines in New Māori Dance</p> <ul style="list-style-type: none"> <li>- What are: Māori dance, non Māori dance and body conditioning</li> </ul>	<a href="#">Poioyonce - Tareikura</a> <a href="#">Toka Tu - Haka fusion</a> <a href="#">TEDx</a> <a href="#">Haka Theatre Hawaiki</a> <a href="#">Tu</a> <a href="#">Haka Fusion champs</a> <a href="#">IDCO</a>		
2 Students study the videos	<ul style="list-style-type: none"> <li>- As a class, students watch the videos again and start making notes on what disciplines are being integrated in each video.</li> <li>- It is important that students learn to demonstrate in-depth knowledge of each.</li> </ul>			

3 Students learn Māori discipline	-Students watch a series of videos to help ensure they understand the different disciplines	<a href="#">Ruapekapeka</a> <a href="#">Te Piki Kōtuku</a> <a href="#">Ngā Tūmanako</a> <a href="#">whakaraka</a>		
4 Students learn non-Māori discipline	-Students watch a series of videos to help ensure they understand the different disciplines - Students create a poster to show their	<a href="#">Tahitian</a> <a href="#">Hawaiian</a> <a href="#">Freshmans</a> <a href="#">Royal NZ Ballet</a>		
	understanding of each of the disciplines	<a href="#">NZ Rock n Roll</a> <a href="#">Nationals</a>		
5 Students learn dance movements	<ul style="list-style-type: none"> <li>- Kaiako introduces different types of dance movements, examples include: patterns, formations, arrangements, relationships, interaction, space, orientations, levels, planes, directions, tempo, and rhythm.</li> <li>- Kaiako picks some music and students get put into groups</li> <li>- As the music plays the kaiako shout out a dance movement, when the music stops the group needs to “create” that type of movement.</li> </ul>			

6. Students learn to respond to one dance item	<ul style="list-style-type: none"> <li>- Students pick one dance item and need to discuss their opinion about the purpose of this dance?</li> <li>- Students then need to discuss the ideas they think the new Māori dance item is communicating?</li> </ul>			
7. Students learn about dance productions	<ul style="list-style-type: none"> <li>- Students watch the interview about a dance production Arohanui</li> <li>- Students need to read and write their answers in their diary: How did you first react to the dance production? In their opinion, what is the purpose of this dance production? What skills can they see themselves gaining by doing a production like this one?</li> </ul>	<a href="#">Arohanui</a>		
8. Students revisit the Māori, non-Māori and body	Kaiako revisits different disciplines in New Māori Dance	<a href="#">Poivonce - Tareikura</a>		
conditioning	<ul style="list-style-type: none"> <li>- What are: Māori dance, non Māori dance and body conditioning</li> <li>- Students have the chance to research other dance performances that fall under these disciplines.</li> </ul>	<a href="#">Toka Tu - Haka fusion</a> <a href="#">TEDx</a> <a href="#">Haka Theatre Hawaiki</a> <a href="#">Tu</a> <a href="#">Haka Fusion champs</a> <a href="#">IDCO</a>		

9 Assessment	<ul style="list-style-type: none"> <li>- Students and kaiako discuss how they want to present their information and knowledge of New Māori dance: poster, video, vlog, booklet.</li> <li>- Students may want to use an online app or google docs. Keep options open.</li> </ul>			
10 Assessment	<ul style="list-style-type: none"> <li>- Students continue to make their movie / poster</li> <li>- Students sign the verification form -</li> <li>- Students submit their mahi to their kaiako.</li> </ul>			

## Te Ao Haka

Dates: xx – xx

Length of unit: 4 weeks

Unit: Demonstrate understanding of elements within a Te Ao Haka performance

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
No pretest				



1 Students learn about the elements of Te Ao Haka	- Kaiako prepares and prints out an A4 of each element and places them around the room on the walls. Students watch a variety of items and write the name of the item on the paper the “element” aligns with.	<a href="#">List of elements can be found here</a>		
2. Students learn the elements	- Students use the quizlet to help give them an understanding of each element. Encourage students to work through the different activities offered on quizlet. Kaiako runs a quizlet live competition to solidify their learning.	<a href="#">Elements of Te Ao Haka</a>		
3 Students learn to communicate about elements	- Students along with the kaiako's support, discuss how elements are communicated in an item. What do they look like? What are examples they can articulate?			
4 Students continue to learn how to communicate about elements	- Kaiako randomly selects three elements (ie Tempo, Dynamics and Characterisation) and randomly selects an item (could also be the from the kura's own performances) and students have to answer the following questions for each			

	<p>item: Think about the similarities and differences and how they are expressed? What does that look like in their performance?</p>			
5 Students learn to express these elements creatively	<ul style="list-style-type: none"> <li>- In small groups, students pick a waiata, and 3 elements.</li> <li>- They create 2 x 2 min items.</li> </ul>			
6 Students practice and perform items	<ul style="list-style-type: none"> <li>- Students continue to work on their 2 items.</li> <li>- Each small group performs their 2 items.</li> </ul>			
7 Students learn to articulate elements they identify	<ul style="list-style-type: none"> <li>- Students find 3 of their own items online and answer the following questions:</li> <li>- What you liked about the performance and why?</li> <li>- How it made you feel and why?</li> <li>- Memories or thoughts that occurred when watching it?</li> <li>- What elements did they use and how were they used?</li> <li>- Once the students answer the questions above, they can work with another class member to go through the process again but only with 1 item. This will help students learn to articulate and explain the elements in a Te Ao Haka performance.</li> </ul>			

8 Students learn to express these elements creatively	- In small groups, students pick another waiata, and 3 other elements. - Then create 2 x 2 min items			
9 Students practice and perform items	- Students continue to work on their 2 items. - Each small group performs their 2			

	items.			
10 Students analyse elements	- Students watch an item and discuss how the elements work with one another to achieve an effect - The kaiako may need to share some kōrero with the tauira.			
11 Students analyse elements	- Students need to practice openly analysing elements - Each small group performs their 2 items. While they are performing the rest of the class analyses the elements of their performance.			
12 Students complete NZQA login	- To ensure students are ready for the CAA, kaiako needs to ensure the students have their NZQA logins - Take students through the process of logging in to the online platform.			
13 Assessment	- Students complete the online CAA			

## Te Ao Haka

Dates: xx – xx

Length of unit: 2 weeks

Unit: Demonstrate understanding of key features of Te Ao Haka

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 key features of Te Ao Haka	- Introduce key features of Te Ao Haka - Use other students as tuakana to support and assist taura who have not completed any mahi.			
2 Students explore key features	- As a class watch a variety of items (maybe 5 items) and pick out the key features, wiri, pūkana, takahi, formations etc.			
3 Students perform an item demonstrating key features	- Students pick and perform an “anthem” or waiata from their kura. Kaiako needs to help students recognise and describe the key features in the item.			

4 Students demonstrate different key features in an item	<ul style="list-style-type: none"> <li>- 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.</li> <li>This can continue for 2 - 3 lessons until students are confident to demonstrate key features.</li> </ul>			
5 Students complete research aspect of key features, whakapapa, origins, iwi variations	<ul style="list-style-type: none"> <li>- Students research and collate information to create posters on canva or any other platform.</li> </ul>			
6 Assessment	<ul style="list-style-type: none"> <li>- Students perform item to demonstrate key features</li> <li>- Students sign the verification form- Students submit their mahi to their kaiako.</li> </ul>			

## Te Ao Haka

Dates: xx – xx

Length of unit: 5 weeks

Unit: Demonstrate understanding of categories within a Te Ao Haka discipline

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 learn the categories of <b>waiata-ā-ringa</b>	- Kaiako prepares and prints out / or projects / screen shares the list of each of the categories of waiata-ā-ringa.	<a href="#">Categories of waiata-ā-ringa</a>		
2 Students research the categories of <b>waiata-ā-ringa</b>	<ul style="list-style-type: none"> <li>- Students go through the quizlets with the kaiako and learn about the different categories of waiata-ā-ringa and create a presentation of their choice describing each category.</li> <li>- Kaiako need to source their own resources to show the taura examples of the categories.</li> <li>- Students need to research some waiata-ā-ringa, this can be done by watching different performances, by asking whānau or friends.</li> </ul>	<a href="#">Te Whare Haka - Home of Haka</a>  * Note that these categories will be important to remember for level 3.		

3 Students collate research and create presentation	- Students take their research and create a presentation explaining and describing the categories.	<a href="#">Canva to make presentation</a>		
4 Students collate research and create presentation	-- Students take their research and create a presentation explaining and describing the categories.			
5 Students learn the	- Kaiako prepares and prints out / or	<a href="#">Categories of haka</a>		

categories of <b>haka</b>	projects / screen shares the list of each of the categories of haka.			
6 Students research the categories of <b>haka</b>	<ul style="list-style-type: none"> <li>- Students go through the quizlets with the kaiako and learn about the different categories of haka and create a presentation of their choice describing each category.</li> <li>- Kaiako need to source their own resources to show the tauira examples of the categories.</li> <li>- Students need to research some haka, this can be done by watching different performances, by asking whānau or friends.</li> </ul>	<a href="#">Te Whare Haka - Home of Haka</a>  * Note that these categories will be important to remember for level 3.		
7 Students collate research and create presentation	- Students take their research and create a presentation explaining and describing the categories.	<a href="#">Canva to make presentation</a>		

8 Students collate research and create presentation	- Students take their research and create a presentation explaining and describing the categories.			
9 Students learn the categories of <b>poi</b>	- Kaiako prepares and prints out / or projects / screen shares the list of each of the categories of poi.	<a href="#">Categories of poi</a>		
10 Students research the categories of <b>poi</b>	<ul style="list-style-type: none"> <li>- Students go through the quizlets with the kaiako and learn about the different categories of poi and create a presentation of their choice describing each category.</li> <li>- Kaiako need to source their own resources to show the tauira examples of the categories.</li> <li>- Students need to research some haka, this can be done by watching different performances, by asking whānau or</li> </ul>	<a href="#">Te Whare Haka - Home of Haka</a>  * Note that these categories will be important to remember for level 3.		

	friends.			
11 Students collate research and create presentation	- Students take their research and create a presentation explaining and describing the categories.	<a href="#">Canva to make presentation</a>		
12 Students collate research and create presentation	- Students take their research and create a presentation explaining and describing the categories.			



13 Students learn the categories of <b>mōteatea</b>	- Kaiako prepares and prints out / or projects / screen shares the list of each of the categories of mōteatea.	<a href="#">Categories of mōteatea</a>		
14 Students research the categories of <b>mōteatea</b>	<ul style="list-style-type: none"> <li>- Students go through the quizlets with the kaiako and learn about the different categories of mōteatea and create a presentation of their choice describing each category.</li> <li>- Kaiako need to source their own resources to show the tauira examples of the categories.</li> <li>- Students need to research some haka, this can be done by watching different performances, by asking whānau or friends.</li> </ul>	<a href="#">Te Whare Haka - Home of Haka</a>  * Note that these categories will be important to remember for level 3.		
15 Students collate research and create presentation	- Students take their research and create a presentation explaining and describing the categories.	<a href="#">Canva to make presentation</a>		
16 Students collate research and create presentation	- Students take their research and create a presentation explaining and describing the categories.			
17 Assessment	<ul style="list-style-type: none"> <li>- Students learn to articulate, describe and name the differences and similarities of waiata-ā-ringā</li> <li>- Kaiako may need to help guide tauira,</li> </ul>			

	give them resources and sentence structures to be able to articulate their whakaaro.			
18 Assessment	- Students follow the same process of articulating poi and haka.			
19 Assessment	- Students follow the same process of articulating mōteatea.			
20 Assessment	- Students sign the verification form - Students submit their mahi to their kaiako.			

EXEMPLAR

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

3 Students learn about rākau whawhai	<ul style="list-style-type: none"> <li>- Students watch the documentaries on Māori weaponry</li> <li>- 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.</li> <li>- How the kaiako wants their taurira to present their research is up to them: presentation, essay, video, collages,</li> </ul>	<a href="#">Documentary: How to use Māori Weaponry</a> <a href="#">Kairākau Taiaha</a> <a href="#">Kairākau patu</a> <a href="#">Te Irikura Series 1 Episode 12</a>		
	comic book etc			
4 Students learn tūwaewae	<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<a href="#">Mau rākau Cert TWOA</a> <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>		
5 Students learn tūwaewae	<ul style="list-style-type: none"> <li>- 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.</li> </ul>			

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: 3 weeks

Unit: Demonstrate knowledge of new Māori music

Lesson objective	Activity	Resources	Evidence	Assessment opportunity
No pretest				

1 Students learn the history of World Wars I and II	<ul style="list-style-type: none"> <li>- Students inquiry: Students learn about the history of New Māori music and identify Māori artists from different musical eras.</li> <li>- Who are some of the key artists</li> <li>- Explore some key questions and create an inquiry into this era of music. - Think about personal responses, how does the music make them feel, how did they first respond to this era of music when they first listened to it?</li> </ul>	<p>World Wars I and II (e.g. Paraire Tomoana, Tuini Ngawai, Ratana Band)</p> <p>Post-war 1950s (e.g. Dance Bands, Show Bands, Tui Teka, Dalvanus Prime, Kiri Te Kanawa, Howard Morrison Quartet, Dennis Marsh)</p> <p>Late 20th century (e.g. Herbs, Aotearoa, Black Cats, Te Mokai, Iwi)</p> <p>21st century (e.g. Maisey Rika, Rob Ruha, Troy Kingi, Ria Hall).</p>		
2 Students learn the history of Post-war 1950s	<ul style="list-style-type: none"> <li>- Students inquiry: Students learn about the history of New Māori music and identify Māori artists from different musical eras.</li> <li>- Who are some of the key artists</li> <li>- Explore some key questions and create an inquiry into this era of music.</li> </ul>			
	<ul style="list-style-type: none"> <li>- Think about personal responses, how does the music make them feel, how did they first respond to this era of music when they first listened to it?</li> </ul>			

<p>3 Students learn the history of 21st century</p>	<ul style="list-style-type: none"> <li>- Students inquiry: Students learn about the history of New Māori music and identify Māori artists from different musical eras.</li> <li>- Who are some of the key artists</li> <li>- Explore some key questions and create an inquiry into this era of music. - Think about personal responses, how does the music make them feel, how did they first respond to this era of music when they first listened to it?</li> </ul> <p>Compare and contrast the different music eras - what is the same, what is different and how?</p>			
<p>4 What is new Māori music?</p>	<ul style="list-style-type: none"> <li>- Students create a “new Māori music” playlist - this will help them get a better understanding of music from different eras, a variety of artists and also groups.</li> </ul>			
<p>5 Students research Māori artists</p>	<ul style="list-style-type: none"> <li>- Students research three Māori artists, each from a different music era and create a poster, presentation or even a video using one of the songs as the background music.</li> <li>- Using video pro or any app similar, students have the chance to create a short video 1-2 mins long to present their research, they may also like to think of other creative ways, a story board, compose an item, poi, demo or waiata etc.</li> </ul>			

<p>Te Ao Haka</p> <p>Dates: xx – xx</p> <p>Unit: Choreography</p> <p>Length of unit: 2 weeks</p>				
Lesson objective	Activity	Resources	Evidence	Assessment opportunity
No pretest				
1 Students learn the categories of waiata-ā-ringa	- Kaiako prepares and prints out an A4 of each	<a href="#">List of elements can be found here</a>		
<p>Te Ao Haka</p> <p>Dates: xx – xx</p> <p>Unit: Create a Portfolio</p> <p>Length of unit: 2 weeks</p>				
Lesson objective	Activity	Resources	Evidence	Assessment opportunity
No pretest				



Rerekohu August Aug 2, 2021

1 Students learn the categories of waiata-ā-ringa	- Kaiako prepares and prints out an A4 of each	<a href="#">List of elements can be found here</a>		
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