



## 2021-2023 TE AO HAKA SCHEME

Course information; Teaching and Learning plan; Learning Resources; Assessment Schedule & Assessment Activities



# TE AO HAKA

## What is Te Ao Haka about?

Te Ao Haka is a culturally responsive art form, providing opportunities for all ākonga to engage in Māori culture, language, and traditional practice. Te Ao Haka is founded on traditional knowledge, but is progressive in the development and evolution of the art form.

Intrinsic to Te Ao Haka are culture, language and identity. Te Ao Haka is a vehicle used to wananga and communicate culture, tikanga, knowledge systems, and iwi traditions. Te Ao Haka is enabling and centres around the importance of family, marae, iwi, hapu, and waka through connection with the past, present and future. This belonging gives ākonga a purpose to strive towards and achieve to their full potential, including empowering them to have fun and enjoy the performing arts.

Ākonga 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.

## Key Competencies in Te Ao Haka

- Students of Te Ao Haka develop a range of skills and dispositions that enable them to become life-long learners and equip them for future success.
- Te Ao Haka embodies several dispositions, giving ākonga the opportunity to grow into proud, confident, disciplined, resilient, accountable, hard working, committed, humble leaders who are able to work collaboratively. The skills of manaaki, tiaki, aroha, whakapono, aumangea, tiaki wā, and tōngakingaki will provide lifelong learning for ākonga.
- For many learners, Te Ao Haka provides access to Te Reo Māori that they have not previously had. Te Ao Haka encourages and facilitates learning about reo ā-waha as well as reo ā-tinana, allowing students to expand their skills as communicators.
- Te Ao Haka offers a variety of opportunities for students to nurture and grow their leadership skills. Te Ao Haka requires and supports many different types of leadership, both on and off stage. This gives ākonga the chance to explore and exemplify leadership.
- Te Ao Haka requires self-discipline, hard work and dedication. Students in this subject develop a strong work ethic, resilience, perseverance, and problem-solving skills.
- Whanaungatanga is embodied within the work of Te Ao Haka. Students learn about each other, create important bonds, and learn to co-operate and work together.
- As with any arts practice, Te Ao Haka fosters creativity and expression. Students will learn and grow as performers as well as fostering their lateral and critical thinking skills.

## Learning Pathway

Te Ao Haka provides ākonga with opportunities both within and outside of the subject. The development of Te Ao Haka skills provides lifelong learning, and creates viable career pathways that lead on to further studies, in areas such as theatre, TV and film, the tourism industry, or government.

Te Ao Haka provides opportunities for all ākonga to develop as global citizens and promote te ao Māori on a global stage, through performances both to visitors to Aotearoa New Zealand, and abroad. This provides the opportunity for Māori culture to be a model for indigenous cultures across the world, giving relevance and value not only to itself, but to others, too.

# Te Ao Haka Learning Matrix at Curriculum Levels 6, 7, and 8

Big Ideas	<i>Ko te reo Māori me ōna tikanga te tūāpapa o Te Ao Haka</i>		
	Significant Learning at Levels 6-8 of the New Zealand Curriculum		
	Level 6	Level 7	Level 8
Te Ao Haka is born of its context	Students will learn that Te Ao Haka is born of its contexts - its taiao, atua and kōrero tuku iho	Students will explore how innovation and creativity in Te Ao Haka is informed by interpretation of context	Students will understand that meaningful performance is an expression of context
	Students will explore the idea of Te Ao Haka having local dialects - in movement, style, language and content	Students will explore how Te Ao Haka is influenced by time (past, present and future)	Students will analyse the influence of time, space and context on performance.
		Students will explore how Te Ao Haka is influenced by place (local, national, global)	
Narratives are the catalyst for all composition	Students will learn about Te Ao Haka narratives and how they connect to te ao Māori	Students will explore how narratives evolve and are shaped by local and outside influences	Students will develop and utilise deep understanding of narrative to enhance their performance
	Students will learn that narratives are taonga and are a direct link to tīpuna	Students will explore how creativity and innovation can be used to link the past and the present through narratives	Students will understand how the narratives of the past can empower them to shape the future

<b>He taonga tuku iho</b>	Students will learn that Te Ao Haka is a vehicle for all students to access Māori culture, language and practice	Students will explore their own connection to Māori culture, language, and practice through Te Ao Haka	Students will use connection to and experience of Māori culture, language and practice to enhance and embody performance.
	Students will learn that Te Ao Haka affirms Māori culture, language, tikanga, identity, knowledge and iwi traditions	Students will explore their own role in the promotion and sharing of te ao Māori	Students will be empowered to champion te ao Māori through Te Ao Haka
	Students will learn that meaningful engagement with Te Ao Haka stems from an understanding of its origins and foundations	Students will explore the way Te Ao Haka is progressive in the development and evolution of the art form	Students will contribute their own knowledge and whakaaro to the art form
<b>Te Ao Haka is uniquely and recognisably Māori</b>	Students will learn to identify the unique tikanga and reo features of Te Ao Haka, and begin to use them in practice	Students will use their knowledge of the unique tikanga and reo features to explore their creativity within Te Ao Haka	Students will refine their understanding and use of the unique tikanga and reo features through performance
	Students will learn that Te Ao Haka is a uniquely Māori artform, built on Māori culture and identity	Students will develop their creativity and imagination through a uniquely Māori artform	Students will express themselves through performance of a uniquely Māori artform
<b>Te Ao Haka can only be truly understood through performance</b>	Students will learn the key skills of performance	Students will explore creativity in performance.	Students will refine their skills in performance
	Students will learn about the relationship between performance and community	Students will explore their role as a member of a Te Ao Haka community	Students will refine their leadership skills, knowledge, and tikanga within Te Ao Haka

Students will identify components, elements and features of performance through observation

Students will explore their point of view through observing components, elements and features of performance

Students will express their perspective as an observer of performance

## Assessment Matrix Te Ao Haka

Level 1	Standard 1.1	Standard 1.2	Standard 1.3	Standard 1.4
<b>Standard Title</b>	Demonstrate understanding of key features of Te Ao Haka	Perform an item from a Te Ao Haka discipline	Demonstrate understanding of categories within a Te Ao Haka discipline	Demonstrate understanding of elements within a Te Ao Haka performance
<b>Mode of Assessment</b>	Internal	Internal	External	External
<b>Credits</b>	6	6	4	4
Level 2	Standard 2.1	Standard 2.2	Standard 2.3	Standard 2.4
<b>Standard Title</b>	Explore elements to create a section of a Te Ao Haka item	Perform a Te Ao Haka item to respond to a local kaupapa	Compare a Te Ao Haka performance and one other performance	Respond to a Te Ao Haka performance
<b>Mode of Assessment</b>	Internal	Internal	External	External
<b>Credits</b>	6	6	4	4
Level 3	Standard 3.1	Standard 3.2	Standard 3.3	Standard 3.4

<b>Standard Title</b>	Reflect on a personal learning journey in a discipline of Te Ao Haka	Perform three categories within a discipline of Te Ao Haka	Perform two Te Ao Haka disciplines	Demonstrate understanding of a key role within Te Ao Haka
<b>Mode of Assessment</b>	Internal	Internal	External	External
<b>Credits</b>	5	5	5	5

EXEMPLAR

# Level 1 Te Ao Haka Course Outline

Follow [link](#) to website.

Assessment Matrix					
AS	Title	Cr	Type	Date	<a href="#">Unpacking the Standards</a>
1.1 (91976)	<a href="#">Demonstrate understanding of key features of Te Ao Haka</a>	6	Int	Sch. dates <b>Wk 9, T1 1 April 2022</b>	This standard begins to explore the contexts of Te Ao Haka. It also assesses students' understanding of Te Ao Haka as uniquely and recognisably Māori. This standard also encourages students to engage with the idea of Te Ao Haka having local dialects.
1.2 (91977)	<a href="#">Perform an item from a Te Ao Haka discipline</a>	6	Int	Sch. dates <b>Wk 10, T2 9 July 2022</b>	For this standard, students will need to demonstrate their learning about the key skills of performance. The performance of a chosen discipline helps to assess students' engagement with the foundations and origins of Te Ao Haka.
1.3 (91978)	<a href="#">Demonstrate understanding of categories within a Te Ao Haka discipline</a>	4	Ext (CAA)	Proposed Ext. dates <b>Wk 2, T3 4 Aug 2022</b>	Students will demonstrate knowledge of tikanga through this standard, and that Te Ao Haka categories require correct expression, built upon culture and identity. They will also show that Te Ao Haka is a vehicle for understanding Māori culture and practises.
1.4 (91979)	<a href="#">Demonstrate understanding of elements within a Te Ao Haka performance</a>	4	Ext (CAA)	Proposed Ext. dates <b>Wk 4, T2 25 May 2022</b>	This standard assesses the Big Idea 'He taonga tuku iho' and the narratives of Te Ao Haka used in a performance. Students will demonstrate their understanding of different Te Ao Haka elements and how these relate to te ao Māori. They will also explore the tikanga and reo features of Te Ao Haka.

\* CAA = Common Assessment Activity



# Level 2 Te Ao Haka Course Outline

Follow [link](#) to website.

Assessment Matrix					
AS	Title	Cr	Type	Date	<a href="#">Unpacking the Standards</a>
2.1 (91980)	<a href="#">Explore elements to create a section of a Te Ao Haka item</a>	6	Int	NZQA. dates <b>29th July 2022</b>	Students will demonstrate their understanding of narrative in Te Ao Haka and how it is communicated. They will be encouraged to explore the development and evolution of Te Ao Haka through their own original composition.
2.2 (91981)	<a href="#">Perform a Te Ao Haka item to respond to a local kaupapa</a>	6	Int	NZQA dates <b>29th July 2022</b>	For this standard, students will explore their creativity through performing an issue close to them. Students will demonstrate the knowledge they have gained about Te Ao Haka and its unique features and tikanga to convey and embody a kaupapa of personal significance.
2.3 (91982)	<a href="#">Compare a Te Ao Haka performance and one other performance</a>	4	Ext (CAA)	Proposed Ext. dates <b>14th Sep 2022</b>	Students will demonstrate their learning about the influences on Te Ao Haka. Students will need to explore their own connections and perspectives within Te Ao Haka through analysing and discussing performances, from both within and outside of Te Ao Haka.
2.4 (91983)	<a href="#">Respond to a Te Ao Haka performance</a>	4	Ext (CAA)	Proposed Ext. dates <b>26th Sep 2022</b>	Students will explore their own role in the promotion and preservation of te ao Māori. Students will explore the creativity and artistry of a Te Ao Haka performance as an audience member. They will also give a point of view on a performance by analysing the features, elements, and aspects of it.

\* CAA = Common Assessment Activity



# Level 3 Te Ao Haka Course Outline

Follow [link](#) to website.

Assessment Matrix					
AS	Title	Cr	Type	Date	<a href="#">Unpacking the Standards</a>
3.1 (91984)	<a href="#">Reflect on a personal learning journey in a discipline of Te Ao Haka</a>	6	Int	NZQA. dates <b>Wk 10, T2 27-30 Oct 2022</b>	Students will understand their perspective as an observer of performance and contribute their own knowledge and whakaaro, which has developed over time, to the art form. Students also have the opportunity to reflect upon their journey and advocate for te ao Māori through Te Ao Haka, in understanding how tikanga makes Te Ao Haka uniquely Māori.
3.2 (91985)	<a href="#">Perform three categories within a discipline of Te Ao Haka</a>	6	Int	NZQA. dates <b>Wk 10, T2 27-30 Oct 2022</b>	Students will further explore and refine their performance skills in a distinctly Māori art form. Students will also show their understanding of narrative and how they can express themselves through profound understanding of context and narrative to tell an emotive story.
3.3 (91986)	<a href="#">Perform two Te Ao Haka disciplines</a>	4	Ext  (Portfolio Submission Performance - Dig. vid. File Submission)	Proposed Ext. dates <b>Wk 10, T3 30 Sep 2022 (final submission date)</b>	This standard allows students to draw upon their learning to give a sustained performance piece focusing on expression and style, tikanga, and technical proficiency. Students will also show their understanding of narrative.

<b>3.4 (91987)</b>	<a href="#">Demonstrate understanding of a key role within Te Ao Haka</a>	4	Ext (CAA)	Proposed Ext.dates <b>Wk 2, T4 26 Oct 2022</b>	Students will show how they have developed their key competencies and dispositions which progress towards understanding roles within Te Ao Haka, including leadership. Students will explore and analyse the leadership roles which exist within Te Ao Haka, and their significance to the overall group.
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EXEMPLAR

# Te Ao Haka Teaching Plan Overview

## Te Wahanga 1

Te Ao Haka	Wiki 1	Wiki 2	Wiki 3	Wiki 4	Wiki 5	Wiki 6	Wiki 7	Wiki 8	Wiki 9	Wiki 10	Wiki 11
<b>Level 1 (Term 1)</b>	<p>Induction Haka pōwhiri selection from: -<a href="#">Te Urunga Tū</a> -Ana Pākia - Hei runga kō, hei raro kō - Hau kiwi, hau weka</p> <p>1.2C Assessment task (<a href="#">Tū te ihiihi</a>), unpacking the standard, assessment template, goal setting</p>	<p>Induction Haka taparahi selection from: -<a href="#">Manutūke Haka</a> -<a href="#">Kura Tiwaka</a> -<a href="#">Ruaumoko</a> -<a href="#">Maui haka</a> -<a href="#">Paieka</a></p> <p>1.2 Analysing video to understand the step ups from Achieved → Excellence</p> <p>1.2 <a href="#">Assessment Schedule template</a></p>	<p>Induction Mōteatea selection from: -Haramai a Pāoa - Kanapanapa ana -Pōpō -Ko Tūranga Wahine, ko Tūranga Tāne - Maia te tipua</p> <p><b>1.2 internal (performance, video recording)</b></p> <p><b>Exemplars:</b> <a href="#">Te Urunga Tū</a></p>	<p>TAH Launch What? Big Ideas, promo vids, matrix, assessment overview</p> <p>1.1A Assessment task (<a href="#">Tēnā i Whiua</a> or 1.1C Assessment task (<a href="#">Kia kōrero te katoa o te tinana</a>), unpacking the standard, assessment template, goal setting</p> <p><a href="#">1.1 Student research template</a> Key features History and whakapapa of Pukana and takahi. Resources: Pukana: <a href="#">One</a>, <a href="#">Two</a> Takahi: <a href="#">One</a>, <a href="#">Two</a></p>	<p>Key features History and whakapapa of wiri, tū, tūwaewae, formations.</p> <p>Resources: Wiri: <a href="#">One</a>, <a href="#">Two</a>, <a href="#">Three</a></p>	<p>Key features History and whakapapa of mahinga rākau, rere o te poi, reo/hangu.</p> <p>Milestone 1: Due for feedback</p>	<p>Key features Iwi/Hapū/Kapa /Rohe variations</p> <p>-discuss iwi, hapū, or rohe variation in key features - examine why this variation occurs.</p> <p>Iwi variation examples: <a href="#">Variation One</a> <a href="#">Variation Two</a> <a href="#">Variation Three</a></p>	<p>Key features Iwi/Hapū/Kapa /Rohe variations</p> <p>-discuss iwi, hapū, or rohe variation in key features - examine why this variation occurs.</p> <p>Iwi variation examples: <a href="#">Variation Four</a> <a href="#">Variation Five</a> <a href="#">Variation Six</a></p> <p>Milestone 2: Due for feedback</p>	<p><b>1.1 Internal (Recording of demonstration of the 5 key features, presentations/ written assessment)</b></p> <p><a href="#">1.1 Assessment Schedule template</a></p> <p><b>Student Exemplars:</b> <a href="#">Student 1</a> <a href="#">Student 2</a> <a href="#">Student 3</a></p>	<p>1.4 <a href="#">Assessment specifications</a>, unpacking the standard, assessment template, goal setting</p> <p>Unpacking Elements melody, harmony, tempo (beat), rhythm, tone, phrasing, voice, phrasing, energy</p> <p>Resources: <a href="#">Elements...</a> <a href="#">Elements...</a> <a href="#">Elements...</a> <a href="#">Elements...</a> <a href="#">Elements...</a></p> <p><a href="#">Quizlet Activity Elements</a>; <a href="#">Kahoots Activity Elements</a></p>	<p>Applying elements to <a href="#">1996 Te Waka Huia whakaekae</a> TAH items, <a href="#">1988 TWH haka (Te Tiriti o Waitangi)</a></p> <p><b>Student exemplars:</b> <a href="#">Te Tiriti</a>, <a href="#">Cluster 3 2021 Kaiako exemplar</a></p>

<b>Level 2 (Term 1)</b>  (Level 2 presentation 1 & 2)	Induction Haka pōwhiri selection from: - <a href="#">Te Urunga Tū</a> -Ana Pākia - Hei runga kō, hei raro kō - Hau kiwi, hau weka  2.2A Assessment task ( <a href="#">Ringa Pakia</a> ), unpacking the standard, assessment template, goal setting	Induction Haka taparahi selection from: - <a href="#">Manutūkē Haka -Kura Tiwaka</a> - <a href="#">Ruaumoko</a> - <a href="#">Maui haka</a> - <a href="#">Paikea</a>  2.2 Analysing video to understand the step ups from Achieved → Excellence  2.2 <a href="#">Assessment Schedule template</a>	Induction Mōteatea selection from: -Haramai a Pāoa - Kanapanapa ana -Pōpō -Ko Tūranga Wahine, ko Tūranga Tāne - Maia te tipua  <b>2.2 internal (performance, video recording)</b>  <b>Exemplars:</b> <a href="#">Te Urunga Tū</a>	TAH Launch What? Big Ideas, promo vids, matrix, assessment overview  2.1C <a href="#">Whanake te Kura</a> Assessment task, unpacking the standard, assessment template, goal setting 2.1 <a href="#">Assessment Schedule template</a>  Review Key Terms: Te Tokorima o Maui (Key features, Elements, Disciplines, Categories, Items)	Reviewing Key features - What are the Key Features? What are the elements?  Resources: - Use the <a href="#">Wheel of Names app</a> to review the student's knowledge of each key feature -Use the <a href="#">Wheel of Names app</a> to review the student's knowledge of each element. - Reviewing elements from AS1.4. <a href="#">Teacher resource</a> & <a href="#">student resource</a> . - <a href="#">Kahoot</a> activity on Elements.	Choreography composition analysing videos to examine & review Elements.  Resources: <a href="#">Nearpod</a> video analysis activity	Grp activity 2.1C - use 3 elements to create an original piece of <a href="#">choreography</a> for a section of an item of Te Ao Haka. Items: <a href="#">Highway 35</a> or <a href="#">Ka Mānu</a> Range of elements: tempo, rhythm, dynamics, shape, space, energy, tone, characterisation, imagery, metaphor, point of view, setting, composition structure	Grp activity 2.1C - use 3 elements to create an original piece of <a href="#">choreography</a> for a section of an item of Te Ao Haka. Items: <a href="#">Mahuru</a> or <a href="#">Taera</a> Range of elements: tempo, rhythm, dynamics, shape, space, energy, tone, characterisation, imagery, metaphor, point of view, setting, composition structure	Apply elements to create a section; Grp activity 2.1C <a href="#">graphic organiser</a>	Justify use of elements to create a section; Grp activity 2.1C <a href="#">graphic organiser</a>	<b>2.1C Internal (performances &amp; presentations; recording of evidence)</b>  <b>2.1 <a href="#">Assessment Schedule template</a></b>
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<b>Level 3 (Term 1)</b>	<p>TAH Launch What? Big Ideas, promo vids, matrix, assessment overview</p> <p>Assessment task, unpacking the standard, assessment template, goal setting</p> <p>Google Slides / Imovie workshop</p>	<p>3.1 and 3.4 <b>Ihopumanawa Project:</b> Select and research your Ihopumanawa in Te Ao Haka. Biography, skills and attributes, challenges and triumphs.</p> <p><b>Examples Biographies</b> <a href="#">Ngapo Wehi</a> &amp; Pimia Wehi</p>	<p>3.1 and 3.4 <b>Ihopumanawa Project:</b> Select and research your Ihopumanawa in Te Ao Haka. Biography, skills and attributes, challenges and triumphs.</p> <p>Ngapo Wehi <a href="#">doco</a></p>	<p>3.1 and 3.4 <b>Ihopumanawa Project:</b> Select and research your Ihopumanawa in Te Ao Haka. Biography, skills and attributes, challenges and triumphs.</p>	<p>3.1 and 3.4 <b>Ihopumanawa Project:</b> Select and research your Ihopumanawa in Te Ao Haka. Biography, skills and attributes, challenges and triumphs.</p>	<p>3.1 and 3.4 <b>Present</b> your Ihopumanawa in Te Ao Haka.</p>	<p>3.1 Reflect on a Personal Journey in a TAH discipline:</p> <p>-Select discipline - explore the development of skills within a discipline -provide examples of how and when that learning</p>	<p>3.1 Reflect on a Personal Journey in a TAH discipline:</p> <p><i>Evaluate a personal learning journey</i></p> <p>-identify key learning moments and their impact on personal practice</p>	<p>3.1 Reflect on a Personal Journey in a TAH discipline:</p> <p><i>Justify reflections on a personal learning journey</i></p> <p>-examine the life skills developed through the study of the discipline</p>	<p>3.1 Reflect on a Personal Journey in a TAH discipline:</p> <p>Draft due</p>	<p>3.1 Reflect on a Personal Journey in a TAH discipline:</p> <p><b>Final due</b></p>
		<p>Tuini Ngawai <a href="#">Wetini</a> <a href="#">Derek Lardelli</a></p>					<p>occurred</p>	<p>-make suggestions on what could have been done differently</p>	<p>-explaining why the personal learning journey is being represented through the chosen discipline</p>		

## Te Wahanga 2

Te Ao Haka	Wiki 1	Wiki 2	Wiki 3	Wiki 4	Wiki 5	Wiki 6	Wiki 7	Wiki 8	Wiki 9	Wiki 10
<b>Level 1 (Term 2)</b>	<p>Wānanga: Unpacking Elements - shape, space, dynamics, characterisation, imagery, metaphor, point of view, setting, composition structure</p> <p>Resources: <a href="#">Kupu Hou</a> Elements / ...</p> <p>Applying elements to <a href="#">Paieka waiata-ā-ringa</a>, 2002 TWH Whakawātea (<a href="#">He taonga te kaumātua</a>)</p>	<p>Applying elements to 2019 Whangarā waiata-ā-ringa (Erika)</p> <p>Student exemplars: <a href="#">Erika</a></p>	<p><b>MOD Kahui (1.1 &amp; 1.2 due to NZQA) - 19-22 May</b></p> <p>Wānanga: Exam preparation and applying elements to various items across a range of disciplines.</p> <p>Practice exam (Derived grade exam)</p>	<p><b>1.4 external (CAA) - 25 May (Digital exam &amp; video stimuli)</b></p>	<p>1.3 <a href="#">Assessment specifications</a>, unpacking the standard, assessment template, goal setting</p> <p>Exploring various disciplines of TAH common in Te Tairāwhiti: mōteatea, waiata ā-ringa, poi, haka, haka wahine.</p>	<p>Describe categories of Tairāwhiti Haka and examine similarities &amp; differences: Taparahi, Pōwhiri, Ngeri</p> <p>Resources: <a href="#">-Koka Aubrey - Hau Kiwi, Hau Weka (students learning Hau Kiwi)</a> - <a href="#">Kupu</a> - <a href="#">Kura Tiwaka</a> - <a href="#">Ruaumoko</a> - <a href="#">Maui haka</a> - <a href="#">Paieka</a> - Tūkaniwhaniwha - <a href="#">Tinirau &amp; Kae</a> - <a href="#">Tutunui</a></p>	<p>Describe categories of Haka: Whakatuwaewae, Peruperu, Tutungarehu, Manawawera.</p> <p>Resources: <a href="#">-Quizlet Activity</a> on Haka Categories <a href="#">-Ko te Puru kōrero</a> (Whakatūwaewae) <a href="#">-Ka eke i te wiwi kōrero</a> (Tutungarahu)</p> <p>Student mahi: <a href="#">-Haka</a></p>	<p>Describe categories of Mōteatea: Aroha, Tangi, Pao, Pātere, Karakia, Apakura, Ngeri.</p> <p>Resources: <a href="#">-Quizlet Activity</a> on Mōteatea <a href="#">-Waiata Karakia</a> (Hautoto &amp; Tura mai (Horouta Waka))</p>	<p>Describe categories of Waiata a ringa: Aroha, Poroporoaki, Whakahāwea, Whakatoī, Ngahau.</p> <p><b>Student Exemplars:</b></p> <p><a href="#">W.A.R presentation</a></p> <p>Resources: <a href="#">-Quizlet Activity</a> on W.A.R</p>	<p>Describe categories of Waiata a ringa: Tangi, Whakanui, Whakapapa, Karakia, Pōwhiri.</p>

<b>Level 2 (Term 2)</b>	<p>2.3 Compare a TAH performance and one other. <a href="#">Assessment specifications</a>, unpacking the standard, assessment template, goal setting</p>	<p>Examine a Te Ao Haka item and compare and contrast it with a non-TAH dance genre e.g. hula</p> <p>Resources: Use the <a href="#">Similarities &amp; differences template</a> to explain the similarities &amp; diff &amp; how they are expressed, &amp; discuss the impact on the performance</p> <p>-<a href="#">stimulus one</a> (Haka) -<a href="#">stimulus two</a> (Hula).</p>	<p>Examine a Te Ao Haka item and compare and contrast it with a non-TAH dance genre e.g. hiphop</p> <p>Resources: Use the <a href="#">Similarities &amp; differences template</a> to explain the similarities &amp; diff &amp; how they are expressed, &amp; discuss the impact on the performance - <a href="#">Stimulus one</a> (poi) -<a href="#">Stimulus two</a> (hiphop)</p>	<p>Examine a Te Ao Haka item and compare and contrast it with a non-TAH dance genre e.g. sasa</p> <p>Resources: Use the <a href="#">Similarities &amp; differences template</a> to explain the similarities &amp; diff &amp; how they are expressed, &amp; discuss the impact on the performance - <a href="#">Stimulus one</a> (Haka) -<a href="#">Stimulus two</a> (sasa)</p>	<p>Examine a Te Ao Haka item and compare and contrast it with a non-TAH dance genre e.g. Bollywood</p> <p>Resources: Use the <a href="#">Similarities &amp; differences template</a> to explain the similarities &amp; diff &amp; how they are expressed, &amp; discuss the impact on the performance - <a href="#">Stimulus one</a> (Poi) -<a href="#">Stimulus two</a> (Bollywood)</p>	<p>Examine a Te Ao Haka item and compare and contrast it with a non-TAH dance genre e.g. opera</p> <p>Resources: Use the <a href="#">Similarities &amp; differences template</a> to explain the similarities &amp; diff &amp; how they are expressed, &amp; discuss the impact on the performance - <a href="#">Stimulus one</a> (Tira) -<a href="#">Stimulus two</a> (opera)</p>	<p>Examine a Te Ao Haka item and compare and contrast it with a non-TAH dance genre e.g. haka theatre</p> <p>Resources: Use the <a href="#">Similarities &amp; differences template</a> to explain the similarities &amp; diff &amp; how they are expressed, &amp; discuss the impact on the performance - <a href="#">Stimulus one</a> (Whakaeke) -<a href="#">Stimulus two</a> (Haka Theatre Opening Act first 2mins)</p>	<p>Examine a Te Ao Haka item and compare and contrast it with a non-TAH dance genre e.g. Folk dance</p> <p>Resources: Use the <a href="#">Similarities &amp; differences template</a> to explain the similarities &amp; diff &amp; how they are expressed, &amp; discuss the impact on the performance - <a href="#">Stimulus one</a> (Whakaeke) -<a href="#">Stimulus two</a> (Russian Folk dance)</p>	<p>Examine a Te Ao Haka item and compare and contrast it with a non-TAH dance genre e.g. flamenco dance</p> <p>Resources: Use the <a href="#">Similarities &amp; differences template</a> to explain the similarities &amp; diff &amp; how they are expressed, &amp; discuss the impact on the performance - <a href="#">Stimulus one</a> (Poi) -<a href="#">Stimulus two</a> (Flamenco dance)</p>	<p>Examine a Te Ao Haka item and compare and contrast it with a non-TAH dance genre e.g. hiphop</p> <p>Resources: Use the <a href="#">Similarities &amp; differences template</a> to explain the similarities &amp; diff &amp; how they are expressed, &amp; discuss the impact on the performance - <a href="#">Stimulus One</a> (Whakawatea) -<a href="#">Stimulus two</a> (Hiphop)</p>
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<b>Level 3 (Term 2)</b>	<p>L3 Dance: <b>AS91590</b> 3.3 Perform a solo or duet dance. -Mau rakau - matataki</p> <p>Prep for Kapa Haka Secondary Nationals wananga (3.2, 3.3) 3.2 Perform three categories within a discipline of Te Ao Haka &amp; 3.3 Perform two Te Ao Haka disciplines <a href="#">3.2 Assessment schedule</a> &amp; <a href="#">3.3 Assessment specifications</a></p>	<p>L3 Dance: <b>AS91590</b> 3.3 Perform a solo or duet dance. -Mau rakau - matataki</p> <p>Prep for Kapa Haka Secondary Nationals wananga (3.2, 3.3)</p>	<p>L3 Dance: <b>AS91590</b> 3.3 Perform a solo or duet dance. -Mau rakau - matataki</p> <p>Prep for Kapa Haka Secondary Nationals wananga (3.2, 3.3)</p>	<p>L3 Dance: <b>AS91590</b> 3.3 Perform a solo or duet dance. -Mau rakau - matataki</p> <p>Prep for Kapa Haka Secondary Nationals wananga (3.2, 3.3)</p>	<p>L3 Dance: <b>AS91591</b> 3.4 Perform a group dance</p> <p>Prep for Kapa Haka Secondary Nationals wananga (3.2, 3.3)</p>	<p>L3 Dance: <b>AS91591</b> 3.4 Perform a group dance</p> <p>Prep for Kapa Haka Secondary Nationals wananga (3.2, 3.3)</p>	<p>L3 Dance: <b>AS91592</b> 3.5 Perform a repertoire of contrasting dances.</p> <p>-1 TAH Item -1 Hiphop or Tiktok -1 dance from the islands</p> <p>Prep for Kapa Haka Secondary Nationals wananga (3.2, 3.3)</p>	<p>L3 Dance: <b>AS91592</b> 3.5 Perform a repertoire of contrasting dances.</p> <p>-1 TAH Item -1 Hiphop or Tiktok -1 dance from the islands</p> <p>Prep for Kapa Haka Secondary Nationals wananga (3.2, 3.3)</p>	<p>L3 Dance: <b>AS91592</b> 3.5 Perform a repertoire of contrasting dances.</p> <p>-1 TAH Item -1 Hiphop or Tiktok -1 dance from the islands</p> <p>Prep for Kapa Haka Secondary Nationals wananga (3.2, 3.3)</p>	<p><b>Kapa Haka Secondary Nationals performance (3.2, 3.3) (Dates TBC)</b></p> <p><b>Level 3 MPA US22756 Perform a bracket (10cr)</b></p>
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## Te Wahanga 3

<b>Te Ao Haka</b>	<b>Wiki 1</b>	<b>Wiki 2</b>	<b>Wiki 3</b>	<b>Wiki 4</b>	<b>Wiki 5</b>	<b>Wiki 6</b>	<b>Wiki 7</b>	<b>Wiki 8</b>	<b>Wiki 9</b>	<b>Wiki 10</b>
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<b>Level 1 (Term 3)</b>	<p>Describe categories of Poi: Single short, Double short, Single long, Double long, Quadruple.</p> <p>Resources: -<a href="#">Quizlet Activity</a> on Poi</p> <p>Wānanga: Exam preparation; <a href="#">Student Resource template</a></p> <p>1.3 Practice exam (Derived grade exam)</p>	<p>Wānanga: Exam preparation; <a href="#">Student Resource template</a></p> <p><b>1.3 external (CAA) - 4 Aug</b></p> <p><b>(Level 1 TAH programme is completed)</b></p>	<p>Continue with L2 Māori Performing Arts Unit Std programme</p> <p>Review &amp; describe the categories of poi</p> <p>OR</p> <p>Review &amp; describe three different categories of haka</p>	<p>Research the tikanga and pūtake for two poi (from different categories) OR haka</p>	<p>Research the tikanga and pūtake for two poi (from different categories) OR haka</p>	<p>Research the tikanga and pūtake for two poi (from different categories) OR haka</p>	<p>Practise two items (poi or haka)</p>	<p>Practise two items (poi or haka)</p>	<p>Perform two poi, each from different categories OR Perform two haka, each from different categories</p>	<p><b>Level 2 MPA US 13367</b> <b>Demonstrate knowledge &amp; skills of poi</b> <b>OR</b> <b>US 13371</b> <b>Demonstrate knowledge &amp; skills of haka</b></p> <p><b>(Produce a powerpoint presentation or video presentation.)</b></p>
<b>Level 2 (Term 3)</b>	<p>2.4 Respond to a Te Ao Haka performance <a href="#">Assessment specifications</a>, unpacking the standard, assessment template, goal setting</p> <p>Review the Elements</p>	<p>Review the Key Features (Wiri, Pukana, Takahi, reo/hangu, Tū, Tūwaewae, Formations, rere o te poi etc)</p> <p>Resources: -Quizlet live -Mix n Match card games</p>	<p>Describe the narrative of a performance; Record a personal response (Achieved criteria);</p> <p>Resources: - Use video analysis</p>	<p>Discuss how performances utilise key features to communicate the narrative (Merit criteria)</p> <p>Resources: - Use video analysis - Role play</p>	<p>Connect the personal response as an audience member to elements of the performance (Merit criteria)</p> <p>Resources: -Graphic organiser -Interviewing another student</p>	<p>Making connections between the response as an audience and personal perspective and experiences (Excellence criteria)</p> <p>Resources: -Graphic organiser</p>	<p>Examine writing model answers for 2.4</p> <p>Resources: - <a href="#">Sample writing formula</a></p> <p>2.3 Practice exam (Derived grade exam)</p>	<p>Exam prep &amp; wānanga for:</p> <p><b>2.3 external (CAA) - 14 Sep</b></p>	<p>Exam prep &amp; wānanga for 2.4 external.</p> <p>Resources: - <a href="#">Student worksheet</a></p> <p>2.4 Practice exam (Derived grade exam)</p>	<p><b>2.4 external (CAA) - 28 Sep</b></p>

<b>Level 3 (Term 3)</b>	3.3 Unpacking of Key roles, skills required etc.	3.3 Unpacking of Key roles, skills required etc.  Kaupapa: Guitarist  -Roles and responsibilities  -skills  Kupu hou -ringa kerekere	3.3 Unpacking of Key roles, skills required etc.  Kaupapa: Kaitataki wahine / tane  -Roles and responsibilities  -skills	3.3 Unpacking of Key roles, skills required etc.  Kaupapa: Moko artist  -Roles and responsibilities  -skills	3.3 Unpacking of Key roles, skills required etc.  Kaupapa: Costumes  -Roles and responsibilities  -skills	3.3 Unpacking of Key roles, skills required etc.  Kaupapa: Mentor  -Roles and responsibilities  -skills	3.3 Unpacking of Key roles, skills required etc.  Kaupapa: Mentor Choreographer Composer  -Roles and responsibilities  -skills	3.3 Practice exams	3.3 Practice exams and exam strategies	<b>3.3 external (Dig Sub) - 1 Oct</b>
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## Te Wahanga 4

Te Ao Haka	Wiki 1	Wiki 2	Wiki 3	Wiki 4	Wiki 5	Wiki 6	Wiki 7	Wiki 8	Wiki 9
Level 1 (Term 4)	Whakangāhau items for prize giving							Prize giving	
Level 2 (Term 4)	Whakangāhau items for prize giving								
Level 3 (Term 4)	3.4 external exam prep) - 28 Oct	3.4 external (exam) - 28 Oct	Whakangāhau items for prize giving						

## Level 1 Internal Assessment Activities

### 1.1 Demonstrate understanding of key features of Te Ao Haka

The material for this standard will be student-generated information which may be presented in verbal or written form, and may be accompanied by physical demonstration or visual images.

Teachers should ensure the rigour of the outcome is appropriate for Level 6 of the New Zealand Curriculum.

Evidence may be presented by the student in a range of forms, including:

- annotated visual information
- oral presentation
- physical demonstration accompanied by verbal or written explanation
- written information
- digital formats
- audio and visual recordings.

#### Internal Assessment Activities

[Activity 1.1A: Tēnā i whuia](#)

[Activity 1.1B: Ngā mahi a Tānerore me Hine-rēhia](#)

[Activity 1.1C: Kia kōrero te katoa o te tinana](#)

### 1.2 Perform an item from a Te Ao Haka discipline

The evidence for this standard will be a student performance. This performance may be given with or without an audience.

Performances may be given as an individual or in a group.

Performances given for another purpose, for instance at a community or school event, or as part of a competition may be used as evidence for this standard.

Teachers should ensure the rigour of the outcome is appropriate for Level 6 of the New Zealand Curriculum.

Evidence may be submitted in a number of ways:

- video recordings of the performance
- performance in front of a kaiako or examiner

- performances on digital platforms.

### Internal Assessment Activities

[Activity 1.2A Manahua te tū](#)

[Activity 1.2B Te mura o te ahi](#)

[Activity 1.2C Tū te ihiihi](#)

## Level 2 Internal Assessment Activities

### 2.1 Explore elements to create a section of a Te Ao Haka item

The evidence for this standard will be a student's original composition, which may be presented as a written text, a recording, or a live performance. Students will also submit accompanying written or verbal text as part of their evidence. Performances may be given as an individual or in a group.

Performances given for another purpose, for instance at a community or school event, or as part of a competition may be used as evidence for this standard.

If kaiako are not able to attend the performance live, a video recording of the performance must be captured for assessment purposes.

Teachers should ensure the rigour of the outcome is appropriate for Level 7 of the New Zealand Curriculum.

Evidence may be submitted in a number of ways, and must include both evidence of the original composition and accompanying written or verbal text:

- written text
- audio or video recordings
- in-class presentation
- performance in front of a kaiako or examiner • performance on digital platforms.

## Internal Assessment Activities

[Activity 2.1A: He mana tō te kupu](#)

[Activity 2.1B: Whiua ki te Ao](#)

[Activity 2.1C: Whanake te kura](#)

## 2.2 Perform a Te Ao Haka item to respond to a local kaupapa

The evidence for this standard will be a student performance. This performance may be given with or without an audience.

Performances may be given as an individual or in a group.

Performances given for another purpose, for instance at a community or school event, or as part of a competition may be used as evidence for this standard.

Teachers should ensure the rigour of the outcome is appropriate for Level 6 of the New Zealand Curriculum.

Evidence may be submitted in a number of ways:

- video recordings of the performance •
- performance in front of a kaiako or examiner •
- performances on digital platforms.

## Internal Assessment Activities

[Activity 2.2A: Ringa pakia! Turia whatia! Waewae takahia!](#)

[Activity 2.2B: Pinepine te kura](#)

[Activity 2.2C: Whiua ki te rangi](#)

## Level 3 Internal Assessment Activities

### 3.1 Reflect on a personal learning journey in a discipline of Te Ao Haka

The material for this standard will be student-generated information which may be presented in verbal or written form, and may be accompanied by physical demonstration or visual images.

Teachers should ensure the rigour of the outcome is appropriate for Level 8 of the New Zealand Curriculum.

Evidence may be presented by the student in a range of forms, including: annotated visual information, oral presentation, interview, physical demonstration accompanied by verbal or written explanation, written information, digital formats, audio and visual recordings.

Internal Assessment Activities

Activity 3.1A: [Whiua ki ngā iwi katoa](#)

Activity 3.1B: [Nōku te ao](#)

Activity 3.1C: [Tēnei au, tēnei au, te hōkai nei i taku tapuwae](#)

### 3.2 Perform three categories within a discipline of Te Ao Haka

The evidence for this standard will be a student performance. This performance may be given with or without an audience.

Performances may be given as an individual or in a group.

Performances given for another purpose, for instance at a community or school event, or as part of a competition may be used as evidence for this standard.

Teachers should ensure the rigour of the outcome is appropriate for Level 8 of the New Zealand Curriculum.

Evidence may be submitted in a number of ways:

- video recordings of the performance
- performance in front of a kaiako or examiner • performances on digital platforms.

#### Internal Assessment Activities

Activity 3.2A: [Tū mai, haka mai](#)



## Assessment Policies and Procedures

### Authenticity

Work that taiohi submit for assessment must be their own work.

If an assignment is done away from the direct supervision of the Kaitiaki, taiohi and caregivers will be expected to sign authenticity declarations and hand them in with their assessment

Where evidence indicates that the work presented for marking is not a taiohi's own work, the school policy on misconduct will apply.

### Appeals

Appeals of grades awarded can be made but must be initiated within two school days of the return of the assessed work. (Except in cases where the student has been away)

As the first step in initiating an appeal, the taiohi should speak directly with the Kaitiaki concerned, or alternatively, speak with their Science Poukaitiaki. In taking the matter further, the taiohi must complete the appeals form, a copy of which is available from the school office.

### Late Work and the Granting of Extensions

Taiohi must submit work for marking by no later than 4pm on the due date. Work that is submitted after 4pm on the due date and for which no extension has been given will not be eligible for marking.

A request for an extension beyond the stated due date should be made into the subject kaitiaki before the due date for the submission of the assessment.

An extension of the due date may be given when the efforts of the taiohi to complete the assessment have been disrupted due to factors outside the control of the taiohi or their family. These could include absences because of sickness or family bereavement.

An extension of the due date cannot be given when the efforts of the taiohi to complete the assessment have been disrupted due to factors within the control of the taiohi or their family. These could include absences because of family events such as holidays or reunions.

### **Missed Assessments and a Recommendation to Award Credit.**

When a taiohi is unable to complete an assessment task because of absence, it is most unlikely that the taiohi will be able to receive a grade for the particular target. The awarding of the target could only be done if there was sufficient evidence gathered from other sources, that the student had met the required achievement criteria.

It is possible that for some targets, no further assessment opportunity will be available to students who were away on the day that the first assessment was held.

### **Student Misconduct.**

Examples of misconduct occurring are:

- (i) A student indicating that the work they are submitting for marking is their own when there is evidence that it is not.
- (ii) A student copying from another student or cheating in some other way during an assessment.

In the above situations, or any other involving misconduct, the student cannot be awarded a grade for the target being assessed. If the misconduct occurs during a reassessment opportunity, no further reassessment opportunity will be given to the student. This is deemed to be very serious and will result in parents being contacted.