

Te Ao Haka 2021 - 2023

He Whakangārahu Ako



KO TE AO HAKA

What is Te Ao Haka?

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 wānanga and communicate culture, tikanga, knowledge systems, and iwi traditions. Te Ao Haka is enabling and centres around the importance of family, marae, iwi, hapū, 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.



*E ako au ki te haka, e ako au ki te ringaringa
E ako au ki te whewhera, E kāore te whewhera
E ako au ki te kōwhiti, E kāore te kōwhiti
E kōwhiti nuku, e kōwhiti rangi
E kōwhiti puapua, e kōwhiti werewere
E hanahana a tinaku e....*



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 1	Level 2	Level 3
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.
He taonga tuku iho	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.
Te Ao Haka is uniquely and recognisably Māori	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 art form, built on Māori culture and identity.	Students will develop their creativity and imagination through a uniquely Māori art form.	Students will express themselves through performance of a uniquely Māori art form.
Te Ao Haka can only be truly understood through performance	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 AS91976	Standard 1.2 AS91977	Standard 1.3 AS91978	Standard 1.4 AS91979
Standard Title	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
Mode of Assessment	Internal	Internal	External	External
Credits	6	6	4	4
Date of Assessment	T1-Wk 5_02 March	T1-Wk 10_08 April	T3-Wk2_04 August	T2-Wk 4_25 May
Kāhui 1	Term 2 - Week 3_19-22 May			

Level 2	Standard 2.1 AS91980	Standard 2.2 AS91981	Standard 2.3 AS91982	Standard 2.4 AS91983
Standard Title	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
Mode of Assessment	Internal	Internal	External	External
Credits	6	6	4	4
Date of Assessment	T1-Wk6_09 March	T2-Wk 2_18 May	T2-Wk 10_06 July	T3-Wk 10_28 September
Kāhui 2	Term Three - Week 3_11-14 August			

Level 3	Standard 3.1 AS91984	Standard 3.2 AS91985	Standard 3.3 AS91986	Standard 3.4 AS91987
Standard Title	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
Mode of Assessment	Internal	Internal	External	External
Credits	5	5	5	5
Date of Assessment	T1-Wk 6_09 March	T2-Wk 3_18 May	T3-Wk 3_10 August	T4-Wk 2_26 October
Kāhui 3	T4-Wk 2_27 - 30 October			

Te Ao Haka Teaching Plan Overview 2022

Wāhanga 1	Wk 1 31 Jan-4 Feb	Wk 2 10 Feb-14 Feb	Wk 3 14 Feb-18 Feb	Wk 4 21 Feb-25 Feb	Wk 5 28 Feb-04 Mar	Wk 6 07 Mar-11 Mar	Wk 7 14 Mar-18 Feb	Wk 8 21 Mar-25 Mar	Wk 9 28 Mar-01 Apr	Wk 10 04 Apr-08 Apr	Wk 11 11 Apr-15 Apr
Level 1	1.1 AS91976 Paper Intro Key Features of TAH Unpacking	Whakapapa, History of 5 key features What do they like look?	Development and evolution key features	Whānau, hapū, iwi variation (tūākiritanga)	1.1 AS91976 Due: 02 March	1.2 AS91977 Paper Intro Perform TAH Item	Select discipline Type of composition?	How to communicate item with consistent engagement	Expressing and embodying the style of the discipline	1.2 AS91977 Due: 08 April	1.4 AS91979 Paper Intro TAH Elements Describe 5 elements
Level 2	2.1 AS91980 Paper Intro TAH Elements Select Activity	Explore TAH elements to create a section of a TAH item	Create part of an item using 3 elements	Apply elements to create section of the item	Justify selected elements	2.1 AS91980 Due: 09 March	2.2 AS91981 Paper Intro Perform TAH item	Identify which 3 key features will be used to show understanding	How to perform 3 key features to convey a local kaupapa	Communicate 3 key feature to show coherently/ clarity	Express 3 key features to elevate the local kaupapa
Level 3	3.1 AS91984 Paper Intro Personal Journey	Understand own experiences within TAH Understanding own development of skills within a discipline	Examine and explain chosen discipline	Connect own personal learning journey in discipline	3.1 AS91984 Due: 09 March	3.2 AS91985 Paper Intro Perform TAH Categories	Perform 3 categories in 1 discipline Difference in each category	Te Hoeroa Cluster Hui Tūranga 01 Fri	Communicate/ convey kaupapa of each category through appropriate expression. Demonstrate storytelling artistry		

Wāhanga 2	Wk 1 02 May-06 May	Wk 2 16 May-20 May	Wk 3 16 May-20 May	Wk 4 23 May-27 May	Wk 5 30 May-03 Jun	Wk 6 08 June-10 June	Wk 7 13 June-17 Jun	Wk 8 20 Jun-24 Jun	Wk 9 27 Jun-01 Jul	Wk 10 04 Jul-08 Jul
Level 1	Discuss how elements work with one another to achieve an effect	Examine how elements impact on the way the performance is understood	Link elements to a range of TAH performances Kāhui 19-22 May (1.1) Int AS91976 (1.2) Int AS91977	(1.4) Ext AS91979 CAA 25 May	1.3 AS91978 Paper Intro TAH Categories	Identify disciplines of TAH Describe at least 2 categories	Discuss how the categories are similar and different	Explain a performance/ context where each category might be performed. Why? What do the significant features of the category look like?	Discuss what makes the examples given unique and identifiable to their chosen category	
Level 2	How do you execute the conveying of the kaupapa with confidence?	2.2 AS91981 Due: 18 May	2.3 AS91982 Paper Intro Compare Performances	Comparing two performances (TAH - Other)	Choose 3 elements then identify them within the performances Describe how they are expressed?	Describe similarities and differences	Discuss the impact of the similarities and differences	How the impact can be measured using features/ elements etc	2.3 AS91982 Due: 06 July	
Level 3	Execute performance with ihi, wehi and wana.	3.2 AS91985 Due: 18 May	3.3 AS91986 Paper Intro	Select 2 Te Ao Haka disciplines to perform	Communicating appropriate expressions, appropriate key features and elements in performance	Te Hoeroa Cluster Hui Tūranga 17 Fri	Identify, understand and communicate narratives of each of the disciplines through performance			Understanding the qualities of ihi, wehi, wana in performance

EXEMPLAR

Wāhanga 3	Wk 1 25 Jul-29 Jul	Wk 2 01 Aug-05 Aug	Wk 3 08 Aug-12 Aug	Wk 4 15 Aug-19 Aug	Wk 5 22 Aug-26 Aug	Wk 6 29 Aug-02 Sep	Wk 7 05 Sep-09 Sep	Wk 8 12 Sep-16 Sep	Wk 9 19 Sep-23 Sep	Wk 10 26 Sep-30 Sep
Level 1	Preparation for upcoming examine	CAA 04 Aug (1.3) Ext AS91978	Extended Studies MPA US22752 Paper Intro Performance Components	Describe the history, tikanga and the features of opponents.	Demonstrate movement, expression/essential skills of performance components	MPA US22752 Due: 31 August	MPA US22753 Paper Intro People associated with Kapa haka	Describe whakapapa, achievements, influencing factors and a piece of their work	MPA US22753 Due: 23 September	MPA US22754 Paper Intro Origins of Performing Arts Describe whakapapa of 3 MPA disciplines
Level 2	2.4 AS91983 Paper Intro Respond to a TAH performance	Describe what you see and what you understand of the narrative	What things resonate to you? Kāhui 11-14 Aug (2.1) Int AS91980 (2.2) Int AS91981	What key features have been used to show convey the narrative?	How has the performance utilised key features to communicate the intended narrative?		What personal connections do you have as an audience member	Identify and discuss personal connections CAA 14 Sep (2.3) Ext AS91982	Reflect on and interpret performance to contribute towards performance	CAA 28 Sep (2.4) Ext AS91983
Level 3	Evaluate the qualities of ihi, wehi and wana that allow a performer to embody and express a performance		3.3 AS91986 Send off Portfolio	Te Hoeroa Cluster Hui Online 14 Sun	3.4 AS91987 Paper Intro Key Role in TAH	Describe a key role that contributes to a TAH performance	Explain what responsibilities the key role has?	How would you prepare for the role?	How does the key role impact on the group?	Prepare for exam Portfolio 30 Sep (3.3) Ext AS91986

Wāhanga 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
	17 Oct-21 Oct	24 Oct-28 Oct	31 Oct-04 Nov	07 Nov-11 Nov	14 Nov-18 Nov	21 Nov-25 Nov	28 Nov-02 Dec	05 Dec-09 Dec	12 Dec-16 Dec	19 Dec-20 Dec
Level 1	Describe whakapapa of event	MPA US22754 Due: 26 October	MPA US22755 Paper Intro Kākahu	MPA US22755 Due: 11 November	Iho Pūmanawa Who is your Iho Pūmanawa idol? Where are they from? What is their whakapapa? Which rōpū do they perform in? Why have you chosen this person? What are 5 performance qualities? Have they made significant contributions to TAH? How do they inspire you? Is there another Iho Pūmanawa that is similar? Why?		Preparation for End of Year Prize Giving Performance Exhibition of Student works		End of Year Camp	
Level 2	Creating TAH resources for 2023 ākonga	MPA US13363 Due: 26 October	Creating TAH resources for 2023 ākonga							
Level 3	Preparation for exam	Kāhui 27-30 Oct (3.1) Int AS91984 (3.2) Int AS91985 CAA 26 Oct (3.4) Ext AS91987	Creating TAH resources for 2023 ākonga							

EXEMPLAR

Te Ao Haka Course Outline Level 1 Course Content

Wāhanga Tuatahi

Level 6 of NZC

TAH 1.1 (91976) Demonstrate understanding of key features of Te Ao Haka	
Big Idea(s): Te Ao Haka is born of its context; Te Ao Haka is uniquely and recognisably Māori	
Significant Learning: <ul style="list-style-type: none"> Te Ao Haka is born of its contexts - its taiao, atua and kōrero tuku iho Te Ao Haka having local dialects - in movement, style, language and content Students will learn to identify the unique tikanga and reo features of Te Ao Haka, and begin to use them in practice Students will learn that Te Ao Haka is a uniquely Māori art form, built on Māori culture and identity 	
Learning Objectives: In this topic, the student will learn:	Learning Outcomes At the end of this topic the student should be able to:
Key Features / Ngā Āhuatanga Tāpua	Understand that key features are discrete, distinctive attributes that appear in Te Ao Haka across disciplines, although they may not appear in all disciplines all the time.
	Identify and describe Te Ao Haka key features wiri, takahi, pūkana and two others (5 in total) - rere o te poi, stance, reo/hāngū, whakakai, tūwaewae, mahinga rākau, formations. (If evidence for the standard is collected as part of a study or demonstration of poi, rere may be substituted for wiri as one of the three compulsory key features)
	Demonstrate their chosen 5 key features across various disciplines (e.g. haka, poi, waiata ā ringa, mōteatea). The demonstration will involve describing what makes these features distinctive for example - the part(s) of the body involved in the performance of the feature.
Whakapapa of the key features	Explain the whakapapa of the 5 key features, wiri, takahi, pūkana and two other key features.
	Explain the origins and development of the key features in context of the Atua and/or taiao from which they are derived. For example, the whakapapa of Tānerore and the wiri, Ruaumoko and the takahi, Mataora and pūkana etc.
	Explain the meaning of the key features referring to examples where possible.

Iwi/Tribal variations	Discuss the differences in how the key features, wiri, takahi, pūkana and two other key features, are performed between iwi, hapū, kapa, or whānau.
	Discuss the reasons for the differences
Assessments <ul style="list-style-type: none"> • 1.1 Demonstrate understanding of key features of Te Ao Haka (Internal, 6 cr) 02 March T1 - Wk 5 This standard has been tagged for literacy meaning that it can be used to meet the NCEA Literacy and Numeracy TAH Literacy Standards 	
Supporting Teaching Resources: <ul style="list-style-type: none"> • Kahoot Level 1 TAH • Te Ao Haka • Spin Wheel TAH Key Features • Key Features Ākonga A • TAH 1.1 91976 Ākonga Work Sheet 1 Visual Resources: <ul style="list-style-type: none"> • Wiri Te Hiku • Takahi Te Hiku • Pūkana Te Hiku • Pūkana Tāne • Pūkana Wahine • Takahi • Haka • Haka Taparahi o Ngāti Pōrou Pt 1 • Haka Taparahi o Ngāti Pōrou Pt2 • Te Whare Tapere Tinirau rāua ko Kae • Hakanati Haka Game Pūkana 2021 	Kīwaha: <ol style="list-style-type: none"> 1. Titia ngā kōrero ki tō rae! 2. Kia manawa tītī kaha! 3. Ōkea Ururoatia! 4. Kia Poho Kāhu te tū! 5. Kaua e tū tekoteko noaiho! 6. Kia pai mai hoki! 7. Ka mutu pea! 8. Mō te hemo tonu atu! 9. E poko! 10. Oa te maaka!

Wāhanga Tuarua

Level 6 of NZC

TAH 1.4 (91979) Demonstrate understanding of elements within a Te Ao Haka performance	
Big Idea(s): He taonga tuku iho, Narratives are the catalyst for all composition	
Significant Learning: <ul style="list-style-type: none"> Students will learn that Te Ao Haka is a vehicle for all students to access Māori culture, language and practice Students will learn that Te Ao Haka affirms Māori culture, language, tikanga, identity, knowledge and iwi traditions Students will learn that meaningful engagement with Te Ao Haka stems from an understanding of its origins and foundations Students will learn about Te Ao Haka narratives and how they connect to te ao Māori Students will learn that narratives are taonga and are a direct link to tīpuna 	
Learning Objectives: In this topic, the student will learn to:	Learning Outcomes At the end of this topic the student should be able to:
(Describe) Elements / Ngā Kaupapa	Understand that elements are aspects of a composition or performance that are present in but not unique to Te Ao Haka.
	Identify and describe 5 of the following elements: melody, harmony, tempo (beat), rhythm, tone, phrasing, voice, energy, shape, space, dynamics, characterisation, imagery, metaphor, point of view, setting, composition structure within a performance.
(Explain) Recognising elements in Te Ao Haka performance disciplines	Identify what the elements communicate about the performance across a range of disciplines (e.g. haka, poi, waiata ā ringa, mōteatea, whakaeke, whakawātea, waiata tira).
	Explain how the elements work with one another to achieve an effect across a range of disciplines.
(Analyse) Understanding elements in Te Ao Haka performance disciplines	Discuss how the elements work with one another to achieve an effect
	Examine how the elements impact on the way the performance is understood across a range of disciplines.

Assessments

- [1.4 Demonstrate understanding of elements within a Te Ao Haka performance \(External, 4 cr\)](#) 25 May T2 - Wk 4
This standard has been tagged for literacy meaning that it can be used to meet the NCEA Literacy and Numeracy [TAH Literacy Standards](#)

Exemplars: *To be provided by NZQA at a later date.*

Supporting Teaching Resources:

- [Kahoot_Level 1 TAH](#)
- [Kahoot_Te Ao Haka](#)
- [Kahoot_Exploring the definitions of TAH Elements](#)
- [Spin Wheel TAH Elements](#)
- [TAH 1.4 91979_ Ākonga Work Sheet 1](#)

Kīwaha:

1. Tūwhitia te hopo!
2. Āpaiā!
3. Ka ngangaro!
4. E hawa!
5. Wehi nā!
6. Rarawe noa iho!
7. Kia hūkere te hoa!
8. Wāwau ana!
9. E mea ana koe!
10. Āna!

Wāhanga Tuatoru

Level 6 of NZC

TAH 1.3 (91978) Demonstrate understanding of categories within a Te Ao Haka Discipline		
Big Idea(s): Te Ao Haka can only be truly understood through performance; He taonga tuku iho		
Significant Learning: <ul style="list-style-type: none"> Students will learn the key skills of performance Students will identify components, elements and features of performance through observation Students will learn that Te Ao Haka is a vehicle for all students to access Māori culture, language and practice Students will learn that Te Ao Haka affirms Māori culture, language, tikanga, identity, knowledge and iwi traditions 		
Learning Objectives: In this topic, the student will learn to:	Learning Outcomes At the end of this topic the student should be able to:	
(Describe) Disciplines/Categories - Nga Kaupapa	Understand and identify various disciplines of TAH such as mōteatea, waiata ā-ringa, poi, haka, haka wahine, whakaeke Whakawātea.	
	Choose a discipline and describe at least two categories that discipline. Disciplines and categories can include but are not limited to	
	Discipline:	Categories:
	Mōteatea:	Aroha, Tangi, Pao, Pātere, Karakia, Apakura, Ngeri.
	Waiata a ringa:	Aroha, Poroporoaki, Whakahāwea, Whakatoī, Ngahau, Tangi, Whakanui, Whakapapa, Karakia, Pōwhiri.
	Haka:	Ngeri, Taparahi, Pōwhiri, Whakatu-waewae, Peruperu, Tūtū ngārahu, Manawawera.
	Poi:	Single short, Double short, Single long, Double long, Quadruple.
	Provide examples of an item within each category. For example, one item using a short poi and one item using a double long.	

(Explain) Compare and contrast categories in Te Ao Haka performance disciplines	Research the tikanga and pūtake for the chosen discipline/categories.
	Discuss how the categories are similar and different.
	Explain a performance or context where each category might be performed and why.
(Analyse) Understanding key performance skills, narratives, and styles of Te Ao Haka performance.	Discuss what makes the examples given unique and identifiable to their chosen categories.
Assessments <ul style="list-style-type: none"> 1.3 Demonstrate understanding of categories within a Te Ao Haka discipline (External, 4cr) 4 Aug T3 - Wk 2 This standard has been tagged for literacy meaning that it can be used to meet the NCEA Literacy and Numeracy TAH Literacy Standards Exemplars: <i>To be provided by NZQA at a later date.</i>	
Supporting Teaching Resources: <ul style="list-style-type: none"> Kahoot Level 1 TAH Kahoot TAH Key Features-Elements TAH 1.3 91978 Ākonga Work Sheet 1 TAH 1.3 91978 Ākonga Work Sheet 2 	Kīwaha: <ol style="list-style-type: none"> 1. Koia pū! 2. Kāore e kore! 3. Tauke! 4. Whakamīharo ana! 5. Ki a koe hoki! 6. Aheiha! 7. Autaia tonu! 8. Mā te aha i tēnā! 9. Ka mātau i tēnā! 10. Wheo kē!

Wāhanga Tuawhā

Level 6 of NZC

TAH 1.2 (91977) Perform an item from a Te Ao Haka discipline	
Big Idea(s): Te Ao Haka can only be truly understood through performance; Te Ao Haka is uniquely and recognisably Māori	
Significant Learning: <ul style="list-style-type: none"> Students will learn the key skills of performance Students will learn about the relationship between performance and community Students will identify components, elements and features of performance through observation Students will learn to identify the unique tikanga and reo features of Te Ao Haka, and begin to use them in practice Students will learn that Te Ao Haka is a uniquely Māori art form, built on Māori culture and identity 	
Learning Objectives: In this topic, the student will learn to:	Learning Outcomes At the end of this topic the student should be able to:
(Perform) Discipline/Categories	Choose an item from a discipline of Te Ao Haka and perform it from start to finish. Disciplines include but are not limited to: mōteatea, waiata ā-ringa, poi, haka, haka wahine, whakaeke, whakawātea. This can be done in class, through a national/regional competition or through a community event.
	Consider what discipline/or pieces to perform that will get the best possible impact or response to their performance (or this may be chosen for the student).
(Communicate) Demonstrate a Te Ao Haka performance discipline	Demonstrate consistent audience engagement for the duration of the performance of their chosen discipline.
	Demonstrate the style of the discipline through the performance, inclusive of iwi, hapū, or rohe variation. This can be achieved through the use of key features and elements that are distinct to their chosen discipline.
	Demonstrate what they have learned about the style of their chosen discipline through their performance.

(Express) Explore the use of key performance skills, narratives, and styles of Te Ao Haka performance	<p>Execute a performance capable of engaging an audience this can be shown through but is not limited to, the use of maintaining energy levels, clarity of voice, synchronicity and flow of actions throughout the performance.</p> <p>Incorporate the style of the discipline through their performance by implementing key features and elements unique and inclusive to their chosen discipline.</p>
Assessments <ul style="list-style-type: none"> • 1.2 Perform an item from a Te Ao Haka discipline (Internal, 6 cr) 08 April T1 - Wk 10 	
Supporting Teaching Resources: <ul style="list-style-type: none"> • Kahoot Level 1 TAH • Kahoot Te Ao Haka • TAH 1.2 91977 Ākonga Work Sheet 1 • TAH 1.2 91977 Ākonga A-Video Sample 	Kīwaha: <ol style="list-style-type: none"> 1. Kātuarehe! 2. Kātahi rā! 3. Me he tē! 4. Karokaro i te tāturi o tō tāringa! 5. Hangareka ana! 6. Kei tawhiti koe! 7. Ko koe te ihu oneone! 8. Hei aha mā wai! 9. Hikipapa! 10. Ki a koe hoki!

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.

Kaiako 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](#)

Exemplars: [Key Features](#) [Ākonga A-Video Sample](#)

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.

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

Evidence may be submitted in several 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](#)

Exemplars:

- [TAH 1.2 91977 Ākonga Work Sheet 1](#)
- [TAH 1.2 91977 Ākonga A-Video Sample](#)

Te Ao Haka Course Outline Level 2 Course Content

Wāhanga Tuatahi

Level 7 of NZC

TAH 2.1 (91980) Explore elements to create a section of a Te Ao Haka item	
Big Idea(s): Te Ao Haka is uniquely and recognisably Māori, Narratives are the catalyst for all composition	
Significant Learning: <ul style="list-style-type: none"> Students will use their knowledge of the unique Tikanga and Reo features to explore their creativity within Te Ao Haka Students will develop their creativity and imagination through a uniquely Māori art form Students will explore how narratives evolve and are shaped by local and outside influences Students will explore how creativity and innovation can be used to link the past and the present through narratives 	
Learning Objectives: In this topic, the student will learn to:	Learning Outcomes At the end of this topic the student should be able to:
(Explore) Demonstrate an understanding of a narrative in Te Ao Haka using key elements.	Create a section of an item that explores an intended narrative. This narrative could include but is not limited to local narratives such as whakapapa, hapū, iwi that connect themselves.
	Create a section of an item that includes original text, music, choreography, movement, voice and lyrics using key features of Te Ao Haka such as but not limited to wiri, rere (of poi), takahi, stance, reo/ hāngū, pūkana whakakai, tūwaewae, mau rākau, formations.
	Incorporate and identify 3 elements used in this section of an item. Elements could include but are not limited to Tempo, Dynamics, Characterisation, Voice, Point of View.
	Understand that elements are aspects of a composition or performance that are present in but not unique to Te Ao Haka.
(Apply) Communicate key elements of Te Ao Haka effectively	Ensure that the elements used work together with purpose so that the kaupapa of the item is clear and understandable.
	Communicate ideas effectively, using an intended narrative, so that they maximise impact and audience engagement.

(Justify) Analyse the use of key elements in Te Ao Haka	Identify and explain what the intended effects of the elements are, and why they have that effect.
Assessments <ul style="list-style-type: none"> • 2.1 Explore elements to create a section of a Te Ao Haka item (Internal, 6 cr) 09 March T1 - Wk 6 This standard has been tagged for literacy meaning that it can be used to meet the NCEA Literacy and Numeracy TAH Literacy Standards 	
Supporting Teaching Resources: <ul style="list-style-type: none"> • Kahoot Level 2 TAH • TAH 2.1 91980 Ākonga A-1 • TAH 2.1 91989 Ākonga A-Video Sample 	Kīwaha: <ol style="list-style-type: none"> 1. Hāhā te tahua! 2. Ki hori 3. Kei roro more koe! 4. Kia areare ngā mata! 5. Kua kto te tai! 6. Kia tōngakingaki! 7. Jūkere, hūkere! 8. Kua kēhi! 9. Ka mātua i tēnā! 10. Koia! Koia!

Wāhanga Tuarua

Level 7 of NZC

TAH 2.2 (91981) Perform a Te Ao Haka item to respond to a local kaupapa	
Big Idea(s): Narratives are the catalyst for all composition; Te Ao Haka is uniquely and recognisably Māori	
Significant Learning: <ul style="list-style-type: none"> Students will explore how narratives evolve and are shaped by local and outside influences Students will explore how creativity and innovation can be used to link the past and the present through narratives Students will use their knowledge of the unique tikanga and reo features to explore their creativity within Te Ao Haka Students will develop their creativity and imagination through a uniquely Māori art form 	
Learning Objectives: In this topic, the student will learn:	Learning Outcomes At the end of this topic the student should be able to:
(Perform) Explore local kaupapa using key features in a Te Ao Haka performance	Perform a Te Ao Haka item to respond to a local kaupapa using movement, voice and lyrics.
	Understand local kaupapa has direct relevance to themselves which could include connections to their whakapapa, rohe or iwi and social, political or cultural issues. This kaupapa can, but does not have to, involve geographic proximity.
	Identify 3 key features of Te Ao Haka and use them in a performance that conveys a local kaupapa.
	Show understanding of the kaupapa through a performance.
(Communicate) Demonstrate their knowledge of a local kaupapa using key features in a Te Ao Haka performance	Ensure that the 3 key features used in their performance convey a local kaupapa that is clear and understandable.
	Implement these 3 key features in an item so that they work together with purpose.

(Express) Competently implement key features in a Te Ao Haka performance that communicates local kaupapa	Effectively use three key features of Te Ao Haka together in a manner that elevates the communication of the kaupapa through their performance.
	Deliver a performance conveying the kaupapa with confidence, that creates impact and engages an audience.
Assessments <ul style="list-style-type: none"> • 2.2 Perform a Te Ao Haka item to respond to a local kaupapa (Internal, 6 Cr) 18 May T2 - Wk 2 	
Supporting Teaching Resources: <ul style="list-style-type: none"> • Kahoot Level 2 TAH • TAH 2.2 91981 Ākonga A-1 • TAH 2.2 91981 Ākonga A-Video Sample 	Kīwaha: <ol style="list-style-type: none"> 1. Kai hea mai! 2. Kāore anō kia mau te iro! 3. Koinā kē ia! 4. Kia ahatia! 5. Kai noho! 6. Kāore he painga! 7. Kakī māro ake nei! 8. Kua taka te kapa! 9. Kotahi atu ana! 10. Ko te rae anake!

Wāhanga Tuatoru

Level 7 of NZC

TAH 2.3 (91982) Compare a Te Ao Haka performance and one other performance	
Big Idea(s): Te Ao Haka can only be truly understood through performance; Te Ao Haka is born of its context	
Significant Learning: <ul style="list-style-type: none"> Students will explore creativity in performance. Students will explore their role as a member of a Te Ao Haka community. Students will explore their point of view through observing components, elements and features of performance. Students will explore how innovation and creativity in Te Ao Haka is informed by interpretation of context. Students will explore how Te Ao Haka is influenced by time (past, present and future). Students will explore how Te Ao Haka is influenced by place (local, national, global). 	
Learning Objectives: In this topic, the student will learn to:	Learning Outcomes At the end of this topic the student should be able to:
(Compare) Elements/ Nga kaupapa	Choose 2 performances and compare one performance to another. The performances that are being compared can include 2 Te Ao Haka performances OR a TAH performance and a performance from a different performing art.
	Choose 3 elements within the performance and describe how they are expressed in each performance. Elements can include but are not limited to Tempo, Dynamics, Characterisation, Voice, Point of View.
	Identify and describe the similarities and differences in how the elements are expressed.
(Discuss) Compare and contrast elements within and across performances	Understand that elements are aspects of a composition or performance that are present in but not unique to Te Ao Haka.
	Explain the similarities and differences in how the elements they have chosen are expressed within each performance.
(Analyse) Examine the impact of elements used in	Discuss the impact of the similarities and differences on the performance. The impact might be measured using their own connections and perspectives within Te Ao Haka, their knowledge of key features and elements within and outside of Te Ao Haka, how a narrative is expressed and/or audience engagement.

performances	
<p>Assessments</p> <ul style="list-style-type: none"> • 2.3 Compare a Te Ao Haka performance and one other performance 06 July T2 - Wk 10 This standard has been tagged for literacy meaning that it can be used to meet the NCEA Literacy and Numeracy TAH Literacy Standards <p>Exemplars: <i>To be provided by NZQA at a later date.</i></p>	
<p>Supporting Teaching Resources:</p> <ul style="list-style-type: none"> • Kahoot Level 2 TAH • Compare a TAH performance and one other 1: Tūhourangi Ngāti Wāhiao_Waiata Tira 2018 - Shira Choir • Compare a TAH performance and one other 2: Te Pou o Mangatāwhiri Whakaeke 2019 - Hip Hop The Kings 2020 • Compare a TAH performance and one other 3: Whangara mai Tawhiti Haka 2016 - Academy of Hawaiian Arts Kahiko 2007 • Compare a TAH performance and one other 4: Ngā Tūmanko Whakaeke 2019 - Slide Step Irish Dance Company 2016 • TAH 2.3 91982 Ākonga Work Sheet 1 • TAH 2.3 91982 Ākonga Work Sheet 2 	
<p>Kīwaha:</p> <ol style="list-style-type: none"> 1. Koia kai a ia! 2. Kai runga noa atu koe! 3. Kua aua atu te wā! 4. Ko koe a runga! 5. Koinā te hanga! 6. Kāti, kai te mārama! 7. Kai whati te tāwhā! 8. Kai whakamau! 9. Me pūrua te moko! 10. Mea rawa ake! 	

Wāhanga Tuawhā

Level 7 of NZC

TAH 2.4 (91983) Respond to a Te Ao Haka performance	
Big Idea(s): He taonga tuku iho; Te Ao Haka can only be truly understood through performance	
Significant Learning: <ul style="list-style-type: none"> Students will explore their own connection to Māori culture, language, and practice through Te Ao Haka Students will explore their own role in the promotion and sharing of te ao Māori. Students will explore creativity in performance. Students will explore their point of view through observing components, elements and features of performance. 	
Learning Objectives: In this topic, the student will learn to:	Learning Outcomes At the end of this topic the student should be able to:
(Respond) Respond to a Te Ao Haka performance	Understand that Te Ao Haka performances have intended narratives. Narratives could include but are not limited to connections to iwi, whakapapa, hapū and social, political and cultural issues.
	Describe the narrative of a chosen performance.
	Record their personal response to the performance as an audience member. This could include their own perspective on the performance, if they connected to the narrative and/or the impact the performance had on them.
(Reflect) Reflect on a Te Ao Haka performance	Examine how the performance utilised key features to communicate the intended narrative. Key features could include but are not limited to wiri, rere (of poi), takahi, stance, reo/hāngū, pūkana, whakakai, tūwaewae, mahinga rākau, formations.
	Evaluate their personal connections as an audience member to elements used in the performance.
(Interpret) Interpret a Te Ao Haka performance	Identify and discuss their personal connections to the performance as an audience member using their own perspectives and experiences.
	Understand that their own experiences and perspectives contribute to how they reflect on and interpret a performance.

Assessments

- [2.4 Respond to a Te Ao Haka performance](#) 28 September T3 - Wk 10

This standard has been tagged for literacy meaning that it can be used to meet the NCEA Literacy and Numeracy [TAH Literacy Standards](#)

Exemplars: *To be provided by NZQA at a later date.*

Supporting Teaching Resource

- [Kahoot Level 2 TAH](#)
- [Whāngārā Mai Tawhiti Poi 2020](#)
- [Whāngārā Mai Tawhiti Whakaeke 2020](#)
- [Mātangirau Waiata ā-ringa 2020](#)
- [Ngāti Hinekura Whakaeke 2019](#)
- [Ngā Pōtiki ā Hinehopu Whakaeke 2013](#)
- [Te Pou o Mangatāwhiri WHakaeke 2009](#)
- [Ngāti Kahungunu ki Heretaunga Waiata Tira 2014](#)
- [Te Iti Kahurangi Mōteatea 2017](#)
- [Ohinemataroa ki Ruatāhuna Whakaeke 2020](#)
- [Te Waka Huia Whakaeke 1998](#)
- [TAH 2.4 91983 Ākonga Work Sheet 1](#)
- [TAH 2.4 91983 Ākonga Work Sheet 2](#)

Kīwaha:

1. Me ko pīwaiwaka!
2. Mai iho!
3. Nō Mohi rawa!
4. Makau!
5. Mohoao!
6. Mā te aha!
7. Mō te tūpono!
8. Mā tēnā ka aha!
9. Me kore ake!
10. Māu te kōrero!

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 several 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](#)

Exemplars:

- [TAH 2.1 91980 Ākonga A-1](#)
- [TAH 2.1 91989 Ākonga A-2](#)

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.

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

Evidence may be submitted in several 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](#)

Exemplars:

- [TAH 2.2 91981 Ākonga A-1](#)
- [TAH 2.2 91981 Ākonga A-2](#)

Te Ao Haka Course Outline Level 3 Course Content

Wāhanga Tuatahi

Level 8 of NZC

TAH 3.1 (91984) Relict on a personal learning journey in a discipline of Te Ao Haka	
Big Idea(s): Te Ao Haka is born of its context; He taonga tuku iho; Te Ao Haka can only be truly understood through performance	
Significant Learning: <ul style="list-style-type: none"> Students will analyse the influence of time, space and context on performance. Students will contribute their own knowledge and whakaaro to the art form Students will refine their leadership skills, knowledge and tikanga within Te Ao Haka. Students will express their perspective as an observer of performance 	
Learning Objectives: In this topic, the student will learn to:	Learning Outcomes At the end of this topic the student should be able to:
(Reflect) Reflect on a personal learning journey in a discipline of Te Ao Haka	Understand that their own experiences within Te Ao Maori and Te Ao Haka influence their perspectives and development.
	Choose a discipline that they have explored whilst learning Te Ao Haka features and elements.
	Explore their own development of skills learned within this discipline.
	Identify and discuss examples of how and when that learning occurred.
(Evaluate)	Identify and discuss key learning moments and their impact this has had on their own personal practice of Te Ao Haka. This could include moments where the student has gained further understanding of an element or feature within a discipline and used this understanding to increase their capabilities/ability.

Evaluate a personal learning journey in a discipline of Te Ao Haka	Evaluate their personal practice by making suggestions on what could have been done differently.
(Justify) Justify reflections on a personal learning journey in a discipline of Te Ao Haka	Identify and evaluate the life skills they have developed through the study of the discipline.
	Examine and explain why they have chosen this discipline and how this discipline has impacted on their learning journey.
	Connect their own personal learning journey in this discipline to the wider context of Te Ao Haka. This could include but is not limited to what or who has influenced them in Te Ao Haka and why.
Assessments <ul style="list-style-type: none"> • 3.1 Reflect on a personal learning journey in a discipline of Te Ao Haka (Internal, 6cr) 09 March T1 - Wk 6 This standard has been tagged for literacy meaning that it can be used to meet the NCEA Literacy and Numeracy TAH Literacy Standards 	
Supporting Teaching Aids <ul style="list-style-type: none"> • Kahoot Level 3 TAH • Kingi Kiriona Golden Moment • Kahurangi Maxwell Golden Moment • Kawariki Morgan Golden Moment • Lorraine Brown Golden Moment • Anameka Pirini Golden Moment • Pt 2 Ngāpo Wehi 2011 • Ngāmoni Huata Personal Journey • TAH 3.1 91984 Ākonga Work Sheet 1 • TAH 3.1 91984 Ākonga Work Sheet 2 	Kīwaha: <ol style="list-style-type: none"> 1. Me te mea nei! 2. Nō nā tonu nei! 3. Nau mai te Rāmere! 4. Kauwae ki runga! 5. Nā whai anō! 6. Ō karu! 7. Ō taringa! 8. Oatemāka! 9. Pono ki a Rongo! 10. Punua!

Wāhanga Tuarua

Level 8 of NZC

TAH 3.2 (91985) Perform three categories within a discipline of Te Ao Haka		
Big Idea(s): Te Ao Haka can only be truly understood through performance		
Significant Learning: <ul style="list-style-type: none"> Students will refine their skills in performance Students will refine their leadership skills, knowledge, and tikanga within Te Ao Haka Students will express their perspective as an observer of performance 		
Learning Objectives: In this topic, the student will learn to:	Learning Outcomes At the end of this topic the student should be able to:	
(Perform) Explore and refine their performance skills within Te Ao Haka	Understand that disciplines with Te Ao Haka are performance branches such as mōteatea, waiata ā-ringa, poi, haka, haka wahine, whakaeke and whakawātea.	
	Understand that categories within Te Ao Haka are types/ styles of compositions/pieces within a discipline.	
	Perform three different categories within a single discipline of Te Ao Haka using key features of Te Ao Haka. Disciplines and categories can include but are not limited to	
	Discipline:	Category:
	Mōteatea:	Aroha, Tangi, Pao, Pātere, Karakia, Apakura, Ngeri.
	Waiata a ringa:	Aroha, Poroporoaki, Whakahāwea, Whakatoi, Ngahau, Tangi, Whakanui, Whakapapa, Karakia, Pōwhiri.
	Haka:	Ngeri, Taparahi, Pōwhiri, Whakatu-waewae, Peruperu, Tūtū ngārahu, Manawawera.

	Poi:	Single short, Double short, Single long, Double long, Quadruple.
	Implement a performance(s) that ensures their execution signifies a clear difference between the categories.	
(Communicate) Show their understanding of how Te Ao Haka can express a narrative	Deliver a performance that shows the kaupapa of each of the items within the same discipline.	
	Explore Te Ao Haka features and execute them in a way that adds meaning to each category through appropriate expression.	
(Express) Explore and execute the use of Te Ao Haka qualities, artistry and technicality to tell a narrative	Understand the qualities of Ihi, wehi and wana in a performance. For example - Ihi refers to the projection of a performer’s personal magnetism and passion which elicits in the beholder a response of awe or respect, Wehi refers to the awe in which charismatic performers or performances are held, Wana refers to the excitement generated by a performer or performance.	
	Understand that Storytelling artistry refers to the ability to elevate a performance beyond the execution of movement, taking the audience on a journey and allowing them to experience the narrative emotively.	
	Demonstrate storytelling artistry and technical proficiency appropriate to the style of each category through their performance.	
	Implement the use of ihi, wehi, and wana within and across each item.	
Assessments <ul style="list-style-type: none">3.2 Perform three categories within a discipline of Te Ao Haka (Internal, Cr 5) 18 May T2 - Wk 3		
Supporting Teaching Resources: <ul style="list-style-type: none">Tūhourangi Ngāti Wāhiao Poi Medley 2018TAH 3.2 91986 Ākonga Work Sheet		
Kīwaha: <ol style="list-style-type: none">1. Pouri ake!2. Pakaru ana te tangi!3. Rehe ake nei!4. Taiea ana!5. Te hia haere mai!		Kīwaha: <ol style="list-style-type: none">6. Tērā e pōhēhētia!7. Tutū ana te puehi!8. Turaki wawata!9. Tō ihu!10. Tēnā kimikimi!

Wāhanga Tuatoru

Level 8 of NZC

TAH 3.3 (91986) Perform two Te Ao Haka disciplines	
Big Idea(s): He taonga tuku iho	
Significant Learning: <ul style="list-style-type: none"> Students will use connection to and experience of Māori culture, language and practice to enhance and embody performance. Students will be empowered to champion te ao Māori through Te Ao Haka Students will contribute their own knowledge and whakaaro to the art form 	
Learning Objectives: In this topic, the student will learn to:	Learning Outcomes At the end of this topic the student should be able to:
(Perform) Disciplines/Kaupapa Demonstrate Te Ao Haka disciplines through performance	Perform 2 Te Ao Haka disciplines as complete items. Disciplines include mōteatea, waiata ā-ringa, poi, haka, haka wahine, whakaeke, whakawātea.
	Understand that an item refers to a composed piece that comprises movement, voice, and lyrics.
	Demonstrate understanding of the style of each discipline through the performance.
(Communicate) Apply Te Ao Haka expressions and style	Perform their items in a way that give meaning to the performance through appropriate expression. This could include the use of appropriate key features and elements within their performance.
	Identify, understand and communicate the narratives of each discipline through their performance.
(Express) Effectively implement Te Ao Haka Tikanga and technical proficiency	Understand the qualities of Ihi, wehi and wana in a performance. For example - Ihi refers to the projection of a performer's personal magnetism and passion which elicits in the beholder a response of awe or respect, Wehi refers to the awe in which charismatic performers or performances are held, Wana refers to the excitement generated by a performer or performance.
	Evaluate the qualities of ihi, wehi and wana and understand that these allow a performer to embody and express a performance to others.

	Implement the use of ihi, wehi and wana within the items they perform to maximise audience engagement and provide clear meaning of a narrative.
<p>Assessments</p> <ul style="list-style-type: none"> • 3.3 Perform two Te Ao Haka disciplines (External, 5 cr) Submitted by 30 September T3 - Wk 10 <p>Exemplars: <i>To be provided by NZQA at a later date.</i></p>	
<p>Supporting Teaching Resources:</p> <ul style="list-style-type: none"> • TAH 3.3 91986 Ākonga 1-Video Sample • TAH 3.3 91986 Ākonga Work Sheet 1 	<p>Kīwaha:</p> <ol style="list-style-type: none"> 1. Tuhia ki tō rae! 2. Wēkeneru! 3. Ākene koe! 4. Atiati atu! 5. Auahi rangi! 6. Ararā ia! 7. Āpiti tū! 8. Auahi ana! 9. Ānō he ahi tawa! 10. E pao tōrea!

Wāhanga Tuawhā

Level 8 of NZC

TAH 3.4 (91987) Demonstrate understanding of a key role within Te Ao Haka		
Big Idea(s): Te Ao Haka is born of its context		
Significant Learning: <ul style="list-style-type: none"> Students will understand that meaningful performance is an expression of context Students will analyse the influence of time, space and context on performance. 		
Learning Objectives: In this topic, the student will learn to:	Learning Outcomes At the end of this topic the student should be able to:	
(Demonstrate) Demonstrate understanding of a key role within Te Ao Haka	Understand that a key role within Te Ao Haka is a role in which, if the participant had not been present, the resulting performance would have been noticeably different.	
	Identify and describe a role that contributes to a Te Ao Haka performance. A key role could be but is not limited to being the kaitātaki wahine or kaitātaki tāne, performing a solo or duet, being a mentor to other students, playing a musical instrument to support a performance, being a tā-moko artist for the team, overseeing costumes, creating taonga (ie, poi) for the performance.	
	Discuss its function, and how the requirements of the role align with the skills obtained during the study of Te Ao Haka.	
(Evaluate) Evaluate a key role within Te Ao Haka	Understand that important moments within Te Ao Haka are those that help prepare for and execute a role in which deliberate action is required in order to achieve a desired result. Important moments include but are not limited to:	
	Before the role:	Earning and being chosen for the role.
	During the role:	Rehearsing or practising.
	During the role:	Overcoming a barrier or mistake.

	During the role:	Being prepared for success.
	During the performance:	Following through and executing the role.
	Identify and evaluate important moments experienced in the preparation for and execution of the role.	
	Identify and examine the ways in which an effective or ineffective execution of the role can impact on the performance.	
(Analyse) Analyse a key role within Te Ao Haka	Understand how the development of their own qualities and capabilities within Te Ao Haka contribute to their perception of roles in a Te Ao Haka performance.	
	Analyse and describe the role in the wider context of Te Ao Haka including discussing its tikanga.	
Assessments <ul style="list-style-type: none">3.4 Demonstrate understanding of a key role within Te Ao Haka (External, 5cr) 26 October T4 - Wk 2 This standard has been tagged for literacy meaning that it can be used to meet the NCEA Literacy and Numeracy TAH Literacy Standards		
Exemplars: <i>To be provided by NZQA at a later date.</i>		
Supporting Teaching Resources: <ul style="list-style-type: none">WhaikōreroKarangaNgā Manukura KaitātakiTAH 3.4 91987 Ākonga Work Sheet 1		Kīwaha: <ol style="list-style-type: none">Tō whakahīhī!Māu te kōrero!Whōkia!E kai ō mata!Ehara, ehara!Ehara i te tī!Ao noa, pō noa!Te tū mai hoki o te ihu!Āmiki rawa tēnā!Parahutihuti ana te haere!

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.

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

Evidence may be submitted in several ways:

- 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: [Whuia ki ngā iwi katoa](#)

Activity 3.1B: [Nōku te ao](#)

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

Exemplars:

- [TAH 3.1 91984 Ākonga Work Sheet 1](#)
- [TAH 3.1 91984 Ākonga Work Sheet 2](#)

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.

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

Evidence may be submitted in several 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](#)

Activity 3.2B: [Te haka a Tāne Rore](#)

Activity 3.2C: [Haumi e, hui e, tāiki e!](#)