

Key features

Fill in the table below as you progressively learn each key feature in te Ao Haka.
Feel free to add pics, links, quotes etc.

Type	Explanation <i>Explain characteristics of the key feature</i>	Development <i>Points how the key feature has or may have developed</i>	Taiao / Rohe <i>Where would you see this feature in your local environment</i>	Picture <i>Add pictures as a visual example</i>
<i>Wiri</i>				
<i>Rere o te poi</i>				
<i>Takahi</i>				
<i>Stance</i>				
<i>Reo/Hāngū</i>				
<i>Pukana</i>				
<i>Whakakai</i>				
<i>Tūwaewae</i>				
<i>Mahinga Rākau</i>				
<i>Formations</i>				

Disciplines

- 1) List disciplines that you may know
- 2) Pair up and see what you have both come up with
- 3) Link up with another pair and discuss the list again

**Fill in the table below to find some understanding into what goes into learning an item you have
Use an item you have already learnt. This template**

	Process	Explanation how they were taught/learnt, any standout learnings
List the name of the discipline you learnt here: _____	Kaupapa	
	Tune	
	Words	
	Actions	
	Choreography	
	Performing together	

Use the template below and use it as a discussion/research base for each category
Whakaeke/Mōteatea/Poi/Haka/Haka Wahine/Waiata-ā-ringā/Whakawātea

Explain what the following features look like in your chosen discipline

Discipline: _____

		Explanation/discussions/valid points
Things you see	Movement/ Choreography	
	Actions	
	Facial Expression	
	Body Language	
	Visual Aids	
Things you hear	Melody	
	Harmony	
	Instruments: traditional or modern	

Things you feel	Ihi wehi wana - Energy portrayed	
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EXEMPLAR

[illegible]

[illegible]

ELEMENTS CARDS

Print off, laminate and cut to make separate cards

Match element name with correct explanation

Tempo / Te Tere	The speed at which a piece of music or performance is or should be played or paced.	Rhythm / Te Manawataki	A regular repeated pattern of movement, sound, or voice which help to dictate the style of performance
Dynamics / Ngā Taineke	Refers to the volume, energy, flow, speed of a performance; interaction between performers which portrays the mood or atmosphere of the piece.	Melody / Te Rangi	A sequence of musical notes which form a tune.
Phrasing / Te Rerekī	The way in which meaning is expressed through words, lyrics or music.	Harmony / Te Reretau	A set of notes or voices which work together simultaneously.
Shape / Te Hanga	A conscious body movement or stance which conveys meaning in performance, including using angles or organic body features, or dynamic movements.	Space / Te Wāhi	The place in which a performance is set; the use, or lack of, surroundings in and around a performance to enhance meaning or narrative
Energy / Te Hiringa	How the performance is delivered, including choices of volume, speed and flow, emotion, and how the audience might feel when watching it.	Characterisation / Te Whakatau	Taking on the role of a character and using performative skills to communicate the character to the audience.
Voice / Te Reo	Links the tone, volume and energy of a performance to the	Imagery / Te Whakaahua	Using visual symbolism to convey meaning in a

	physical actions within the performance		performance.
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Metaphor / Te huahuatau	Using verbal or visual symbolism to express something through performance.	Point of view / Te Tirohanga	The perspective that a performer or audience has of the performance, dictating how they receive the performance
Tone / Te Oro	A musical or vocal sound with reference to its pitch, quality, and strength; the general character or attitude of a setting, performance, or genre.	Setting / Te Horopaki	The physical, historical or type of context in which the performance takes place.
Composition structure / Te Anga o te Titonga	The way in which a performance is created, written, choreographed, arranged, or conducted to give meaning.		

Te Ao Haka

Exploring elements

Ngā pūkenga ka pūāwai i ēnei mahi - Curriculum concepts

- In this Assessment Activity, students will use their knowledge of the unique features of Te Ao Haka to explore their creativity.
- You will develop their creativity and imagination through a uniquely Māori artform.
- You will learn to explore their connection to Māori culture, language, and practice through Te Ao Haka.
- You will explore how innovation and creativity in Te Ao Haka are informed by interpretation.

Elements = Ngā kaupapa

- Elements are aspects of a composition or performance that are present in but not unique to Te Ao Haka.
- Examples of elements include: tempo, rhythm, dynamics, melody, phrasing, harmony, shape, space, energy, characterisation, voice, imagery, metaphor, point of view, setting, tone, composition structure.
- Mō tēnei whakaaturanga ka aro ki ēnei kaupapa: Tempo, dynamics, voice, characterisation, point of view

Tempo - Te Tere

The speed at which a piece of music or performance is or should be played or paced.

- *Andante* – at a walking pace (73–77 BPM)
- *Moderato* – moderately (86–97 BPM)
- *Allegro* – fast, quickly and bright (109–132 BPM)

Dynamics - Ngā taineke

Refers to the volume, energy, flow, speed of a performance; interaction between performers which portrays the mood or atmosphere of the piece

Piano - soft

Mezzo-piano - Moderate soft

Mezzo-forte - Moderate loud

Forte (*For - tay*) - Loud

Diminuendo - Gradually getting softer

Crescendo - Gradually getting louder

Voice - Te Reo

Links the tone, volume and energy of a performance to the physical actions within the performance

HE MAHI Ā RŌPŪ

1. He aha tēnei me Te Reo ki a koe? Ka hoatu te 2min ki a koe, kōrero ki tētahi hoa hei whakawhitinga kōrero/whakaaro.
2. Ka kite/rongo tēnei momo kaupapa ki hea?

Characterisation: Te Whakatau

Taking on the role of a character and using performative skills to communicate the character to the audience.

Mātaki te whitiata nei, kātahi kōrerohia ki ngā kaupapa ki raro iho nei

- How is she using her body
- How is the poi flowing
- How does this link to the musical elements
- How does this link with the voice elements



Point of view: Te Tirohanga

The perspective that a performer or audience has of the performance, dictating how they receive the performance..



Whakarongo ki te kaikōrero o te whitiata nei

- He aha te tino ngako o ōna kupu?
- Ka mārama ki tā te kaihaka tirohanga?

Whiria kia 2 o ngā kaupapa kāore anō kia kōrerohia:

Ngā kaupapa:

Rhythm

Melody

Phrasing

Composition structure

Imagery

Metaphor

Tone

Shape

Energy

- Rangahaua, wānangahia ngā tikanga o ēnei kaupapa hou
- Kātahi ka whakamāramahia ki te akomanga

What do you think they mean?

Where could you use them in Te Ao Haka?

Could it work together with another element?

HOMAI ĒTAHI KAUPAPA

Watch the following videos and comment on the elements
you recognise

Whitiata 1

Homai ngā kaupapa
0:05sec-1:00min



Whitiata 2

Homai ngā kaupapa
1:40min-2:40min



Whitiata 3

Homai ngā kaupapa
3:48min-5:09min



*Ko te ataahua o ngā 'mahi kaupapa', ka taea te uru ki ngā momo
kanikani katoa ahakoa te ahurea!*

*The beauty of 'elements' is that they can be seen in all forms of
performance irrespective of the culture/genre!*

Ara aromatawai: Assessment options

1. Writing lyrics to a composed an item

- Select a kaupapa (current, an event)
- What do you want your audience to know
- How will you communicate that
- Compose your item
- Explain the 3 elements you have used in the composition

2. Composing an original music piece for an item

- Select a section of text from an item of Te Ao Haka that you will write original music for.
- What do you want your audience to know
- How will you communicate that
- Your music should feature 3 elements

3. Compose choreography for a piece of an item

- Select a section of an item of Te Ao Haka for which you will create original choreography.
- What do you want your audience to know
- How will you communicate that
- You can teach it to another group as an option to perform as long as they show the elements

Ara aromatawai: Assessment activities

1. Writing activity

If you are submitting your work as written text, hand in the final version of your original text and your accompanying writing about your use of three elements.

If you are doing a presentation in class, read your original text out loud, and talk about your use of elements.

2. Composition activity

If you are submitting an audio recording of your music, your discussion of your use of elements might be part of the recording, or you might submit written text.

If you are doing a presentation in class, you will play your original music out loud, and talk about your use of elements.

3. Choreography activity

If you are submitting your work as a video recording of your choreography, hand in the final version of your movements and your accompanying writing about your use of elements.

If you are doing a presentation in class, you or someone else will perform your choreography, and you will talk about your use of elements.

Evidence - What you must provide for the assessment

1. Evidence for writing

- A piece of original, student-generated text of a section of an item of Te Ao Haka, and an accompanying explanation of the use of three elements in the text. This may be submitted as written text or as an oral presentation in class.

The section of original text should total approximately 100-150 words (or 30 seconds to 1 minute), and the explanation should be around 350 words (or 2 minutes).

2. Evidence for music composition

- A piece of original, student-generated music for a section of an item of Te Ao Haka, and an accompanying explanation of use of elements in the music.

This may be submitted as an audio recording, or as an oral presentation in class.

The section of music should total approximately be approximately 30 seconds to 1 minute, and the explanation should be around 350 words (or 2 minutes).

3. Evidence for choreography

- A piece of original, student-generated choreography for a section of an item of Te Ao Haka, and an accompanying explanation of the use of elements.

This may be submitted as a video recording, or as a presentation in class.

The section of choreography should total approximately be approximately 30 seconds to 1 minute, and the explanation should be around 350 words (or 2 minutes).

Kupu taka - Te Ao Haka Glossary

https://docs.google.com/presentation/d/1Q5l7yTj_66X_QEqNMIN4N2saHmB3kPOunPxxhOQjiv7o/edit#slide=id.gcf165b93fc_0_162

Checklist:

- 1) Kua wāia ki ngā pūkenga o ēnei mahi
- 2) Kua akona neke atu i te 5 o ngā kaupapa
- 3) E mārama ana ki ngā ingoa o ngā tere
- 4) E mārama ana ki ngā ingoa o ngā taineke
- 5) E mārama ana ki ngā kōrero o Te Reo
- 6) Kua tau te māramatanga mō Te Whakatau
- 7) E noho pū ana ngā kōrero mō Te Tirohanga
- 8) Ka taea te hono ngā KAUPAPA ki ngā kanikani huhua noa
- 9) E mārama ana ki ngā whiringa mō ngā momo aromatawai
- 10) Kei te mōhio ki ngā mahi me tuku mō ngā momo aromatawai
- 11) Kua whakawhānui te pātaka kupu mō Te Ao Haka

ME TĪMATA TE WHAKARITE Ō MAHI MŌ TE AROMATAWAI

KAUPAPA

1. LIST different kaupapa that can be covered in a Te Ao Haka discipline. There can be many.
2. GROUP DISCUSSION and write down
Choose a past item that you have performed and write and discuss the kaupapa of that item
3. VIDEO ANALYSIS Watch the following links
Te Waka Huia <https://www.youtube.com/watch?v=csHbW04G5c>
Te Whānau a Apanui <https://www.youtube.com/watch?v=YFMHT0CRrNg>
 - a) Based on what you watched, discuss the kaupapa that the respective group portrayed
 - b) See rauemi '#7 QnA' also
4. What kind of items do you think would be performed at the following events and give reasons to support your answer.

Event	Item	Reasoning
Tangihanga		
Pōhiri		
Celebrations		
Whakangahau		

5. Share with a friend as they may have different items

Question and Answers for video analysis

1. What is the type of discipline performed in the video?
2. What is the category of the discipline performed in the video?
3. Where would or could you see this item performed?
4. Why would it be performed there?
5. Give 3 key features that you witnessed and how they were used

Key feature	How it was used

6. Give 3 elements that you witnessed and how they were used

Elements	How it was used

7. Does the performers in the video engage you as a viewer? Why?

SIMILARITIES AND DIFFERENCES OF PERFORMANCE (ELEMENTS)

Watch 2x videos (1x haka 1x other) and list elements that you think may feature in those dances

Performance #1 (differences)	Similarities	Performance #2 (differences)

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WHAKATAKOTO KÖRERO

Discuss the elements listed with someone else and write in detail below.
(How it fits in the performance, its effect, etc)

Performance #1:

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Performance #2:

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Performance #1:

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EXEMPLAR

SETTING

Watch the following and answer the questions below

Tu Te Manawa Maurea: <https://www.youtube.com/watch?v=-OC56xPIYd8>

St Joseph Māori Girls College: <https://www.youtube.com/watch?v=afGyh-F3zGg&list=PLWHrJp3hfBZnl1LLM9-6tJnt3Qo4P9w55&index=11>

Haka for Aaron Smith: https://www.youtube.com/watch?v=TeKW_9LmQfI

1. Where is this location of the performance?
2. Does the item performed relate to the setting (Everything that is surrounding it)?
3. If so how does it relate? If not.....
 - a) Recommend a discipline & category to suit the setting
 - b) Recommend a setting that would suit the item that was performed
4. How does the item make you feel?
5. Give 3 key features that you witnessed and how they were used

Key feature	How it was used

6. Give 3 elements that you witnessed and how they were used

Elements	How it was used

Is there any performances that you have done that has had a memorable setting?
Explain or discuss with a friend.

Journey Template

Make multiple copies per taura to fill in. 1 page per experience.

Date of the event	
Experience as part of your discipline in your journey <i>(Explain the event setting, where, why, who with....etc)</i>	
Reflect (on the skills learnt, used)	
Evaluate (Learning moment, positive or negative, feelings)	
Justify (How it helps you get better, how you would be better in future)	
Whakatauākī (Anything that was said that sticks to mind and why)	

Pictures (Any pictures / collage) To show this event/experience)	

EXEMPLAR

OWN EXPERIENCES

The table below will help you look into good and bad experience that you have had with Te Ao Haka.

GOOD Experience	Question	Write your answer below
Think of a good haka experience you have had	Where was it?	
	When was it?	
	Who was it with?	
	What item did you perform?	
	Why so memorable? (how you felt, was it for the kaupapa? Nice tune? Who you were with? overseas ? marae? etc....	
	How was the build up?	
	What would you do next time?	

NOT SO GOOD Experience	Question	Write your answer below
Think of a not so good haka experience you have had	Where was it?	
	When was it?	
	Who was it with?	
	What item did you perform?	
	Why so memorable? (how you felt, was it for the kaupapa? Nice tune? Who you were with? overseas ? marae? etc....	
	How was the build up?	

	What would you do next time?	
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EXEMPLAR

SKILLS IN TE AO HAKA

List different types of skills that you will use in Te Ao Haka

List skills that may be heard in Te Ao Haka:

List skills that may be seen in Te Ao Haka:

List how you feel before a performance, why do you think you may feel like this?

List how you feel after a performance, why do you think you may feel like this?

What are your weaknesses?

What are your strengths?

Skills you think you are improving on at the moment?

Skills you would like to improve?

EXPERIENCES

Fill in the table below to see what experience you have had so far in Te Ao Haka

Age level	What event was it for?	When was it?	Where was it?	Items performed?	Good / Bad	Brief reason to good/bad
Kohanga Reo						
Primary School						
Secondary School						
Seniors						
Occasions / Events						

THE IMPACT OF TE AO HAKA

1. Every experience has its ups and downs. This will look into some of the impacts of those experiences.
List 2 impacts of how the following list can have on you as a performer.

LIST	IMPACT	EXPLANATION
Yourself		
Whānau		
Peers		
Tutors		
Extra Curricular		
Kura		

2. Think of you last performance at a competition or whakangahau:
- Did it have a + or - impact on you as a performer
 - Why? How? Have you learnt from it to become a better practitioner in Te Ao Haka?

CATEGORIES IN TE AO HAKA

Categories / Ngā Wāhanga in Te Ao Haka

Te Ao Haka categories are types or styles of compositions or pieces within a discipline.

Mōteatea: Aroha, Tangi, Pao, Pātere, Karakia, Apakura, Ngeri, Oriori

Category	Explanation	Example (Find a video and add link)
Aroha		
Tangi		
Pātere		

Each student to choose their own

Waiata a ringa: Aroha, Poroporoaki, Whakahāwea, Whakatoi, Ngahau, Tangi, Whakanui, Whakapapa, Karakia, Pōwhiri.

Category	Explanation	Example (Find a video and add link)
Ngahau		
Whakapapa		
Aroha		

Each student to choose their own

Haka: Ngeri, Taparahi, Pōwhiri, Whakatū waewae, Peruperu, Tūtūngārahu, Manawawera.

Category	Explanation	Example (Find a video and add link)
Taparahi		
Whakatū waewae		
Tūtūngārahu		

Each student to choose their own

Poi: Single short, Double short, Single long, Double long, Quadruple.

Category	Explanation	Example (Find a video and add link)
Single short		
Single long		
Double short		

Each student to choose their own

EXEMPLAR

TECHNICAL PROFICIENCY

GROUP DISCUSSION

What makes a performer stand out as a strong performer?

What would great execution of an item of Te Ao Haka look like to you?

What would great execution of storytelling look like to you in Te Ao Haka?

Have you in your experience seen to what you believe someone that has performed with technical proficiency?

One page per KEY ROLE

KEY ROLE: (CIRCLE ONE) Kaitātaki male or female, Solo or duet, Mentor to other students,
Musical instrument to support performance, tā moko for group, doing costumes,
Doing Tāonga such as (poi rākau etc), composer

- describing a role that contributes to a Te Ao Haka performance
- discuss its function, and how the requirements of the role align with the skills obtained during the study of Te Ao Haka.
- examining important moments experienced in the preparation for and execution of the role
- exploring the ways in which an effective or ineffective execution of the role can impact on the performance.
- Examine the role in the wider context of Te Ao Haka including discussing its tikanga.

KEYNOTE SPEAKER

Have a kaihaka that plays a key role in their rōpū come in and speak to the tauira.
This could be at any age group.

- 1) Kaihaka to give information on their role in the group
- 2) Tauira to group and come up with a list of question to ask the keynote speaker.
 - Some questions may include.....
 - Why that role?
 - Skills before that?
 - Learning experience while in the role?
 - One they can't go without to fulfill the role?

Paerewa Paetae Te Ao Haka 91693 (ā-roto): Explore elements to create a section of a Te Ao Haka item

Te Kaupapa Ako: Te Ao Haka 2.1

Rauemi:

Whiwhinga: 6

Paetae	Kaiaka	Kairangi
Explore elements to create a section of a Te Ao Haka item	Apply elements to create a section of a Te Ao Haka item	Justify use of elements to create a section of a Te Ao Haka item

Whakakiia te tūtohi ki raro iho ne hei taunaki i tō tū - Fill in the table below

Elements	Produces part of an item	Purpose is clear and understandable to the audience	Impact on the composition
1.			
2.			
3.			



TAH Terminologies - Ngā kupu matua o TAH

Storytelling artistry / Te Toi o te Kōrero Pūrākau in Te Ao Haka

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.



TAH Terminologies - Ngā kupu matua o TAH

Technical proficiency / Te Matatau ā-Kaupapa Whāiti in Te Ao Haka

Technical proficiency refers to the technical knowledge and skills required to execute Te Ao Haka performances accurately and with precision. This includes a particular focus on executing key features and elements.



TAH Terminologies - Ngā kupu matua o TAH

Item / Te Tūmomo in Te Ao Haka

An item refers to a composed piece which comprises movement, voice, and lyrics.



TAH Terminologies - Ngā kupu matua o TAH

Discipline / Ngā Pekanga in Te Ao Haka

Discipline refers to a performance branch within Te Ao Haka. Disciplines include: mōteatea, waiata ā-ringa, poi, haka, haka wahine, whakaeke, whakawāte.



TAH Terminologies - Ngā kupu matua o TAH

Categories / Ngā Wāhanga *in Te Ao Haka*

Te Ao Haka categories are types or styles of compositions or pieces within a discipline.

Mōteatea: Aroha, Tangi, Pao, Pātere, Karakia, Apakura, Ngeri, Oriori

Waiata a ringa: Aroha, Poroporoaki, Whakahāwea, Whakatoi, Ngahau, Tangi, Whakanui, Whakapapa, Karakia, Pōwhiri.

Haka: Ngeri, Taparahi, Pōwhiri, Whakatū waewae, Peruperu, Tūtūngārahu, Manawawera.

Poi: Single short, Double short, Single long, Double long, Quadruple.



TAH Terminologies - Ngā kupu matua o TAH

Elements / Ngā Kaupapa in Te Ao Haka

Elements are aspects of a composition or performance that are present in but not unique to Te Ao Haka. Examples of elements include: tempo, rhythm, dynamics, melody, phrasing, harmony, shape, space, energy, characterisation, voice, imagery, metaphor, point of view, setting, tone, composition structure.



TAH Terminologies - Ngā kupu matua o TAH

Tempo / Te Tere in Te Ao Haka

The speed at which a piece of music or performance is or should be played or paced.

Rhythm / Te Manawataki in Te Ao Haka

A regular repeated pattern of movement, sound, or voice which help to dictate the style of performance.



TAH Terminologies - Ngā kupu matua o TAH

Dynamics / Ngā Taineke in Te Ao Haka

Refers to the volume, energy, flow, speed of a performance; interaction between performers which portrays the mood or atmosphere of the piece.

Melody / Te Rangi in Te Ao Haka

A sequence of musical notes which form a tune.

Phrasing / Te Rerekī in Te Ao Haka

The way in which meaning is expressed through words, lyrics or music.



TAH Terminologies - Ngā kupu matua o TAH

Harmony / Te Reretau in Te Ao Haka

A set of notes or voices which work together simultaneously.

Shape / Te Hanga in Te Ao Haka

A conscious body movement or stance which conveys meaning in performance, including using angles or organic body features, or dynamic movements.

Space / Te Wāhi in Te Ao Haka

The place in which a performance is set; the use, or lack of, surroundings in and around a performance to enhance meaning or narrative.



TAH Terminologies - Ngā kupu matua o TAH

Energy / Te Hiringa in Te Ao Haka

How the performance is delivered, including choices of volume, speed and flow, emotion, and how the audience might feel when watching it.



TAH Terminologies - Ngā kupu matua o TAH

Characterisation / Te Whakatau in Te Ao Haka

Taking on the role of a character and using performative skills to communicate the character to the audience.

Voice / Te Reo in Te Ao Haka

Links the tone, volume and energy of a performance to the physical actions within the performance



TAH Terminologies - Ngā kupu matua o TAH

Imagery / Te Whakaahua in Te Ao Haka

Using visual symbolism to convey meaning in a performance.



TAH Terminologies - Ngā kupu matua o TAH

Metaphor / Te huahuatau in Te Ao Haka

Using verbal or visual symbolism to express something through performance.



TAH Terminologies - Ngā kupu matua o TAH

Point of view / Te Tirohanga in Te Ao Haka

The perspective that a performer or audience has of the performance, dictating how they receive the performance.

Rhythm / Te Manawataki in Te Ao Haka

A regular repeated pattern of movement, sound, or voice which help to dictate the style of performance.

Setting / Te Horopaki in Te Ao Haka

The physical, historical or type of context in which the performance takes place.



TAH Terminologies - Ngā kupu matua o TAH

Composition structure / Te Anga o te Titonga in Te Ao Haka

The way in which a performance is created, written, choreographed, arranged, or conducted to give meaning.

Tone / Te Oro in Te Ao Haka

A musical or vocal sound with reference to its pitch, quality, and strength; the general character or attitude of a setting, performance, or genre.



TAH Terminologies - Ngā kupu matua o TAH

Harmony / Te Reretau in Te Ao Haka

A set of notes or voices which work together simultaneously.



TAH Terminologies - Ngā kupu matua o TAH

Key Features / Ngā Āhuatanga Tāpua in Te Ao Haka

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. Examples of key features include: wiri, rere (of poi), takahi, stance, reo/hāngū, pūkana, whakakai, tūwaewae, mahinga rākau, formations, use of instruments.



TAH Terminologies - Ngā kupu matua o TAH

Key Features breakdown in Te Ao Haka

Wiri

Rere (of poi)

Takahi

Stance

Reo/hāngū

Pūkana/whakakai

Tūwaewae

Mahinga rākau

Formations

TAH Terminologies - Ngā kupu matua o TAH

Key role / Te Tūranga Tāpua in Te Ao Haka

A key role in a Te Ao Haka performance is a role in which, if the participant had not been present, the resulting performance would have been noticeably different. Examples of key roles include: being the kaitātaki wahine or kaitātaki tane, 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, being in charge of costumes, creating taonga (eg poi) for the performance.