

Te Kaupae 1 Ngā Putanga Ako o te Wāhanga Ako Toi Puoro

He rauemi tautoko i te Pou Tarāwaho mō te Toi Puoro

He aha ngā Putanga Ako ā-Wāhanga Ako, me pēhea hoki taku whakamahi?

Ko tā ngā Putanga Ako ā-Wāhanga Ako he tautohu i ngā mōhiotanga me ngā pūkenga me mātua whai e ngā ākonga e rite ai ia mō te aromatawai. Nā ngā Paerewa Paetae i ārahi ngā Putanga Ako ā-Wāhanga Ako. Me whakamahi ki te taha o ngā rauemi NCEA katoa.

Kāore ngā Putanga Ako ā-Wāhanga Ako e whakakapi i tētahi o ngā tuhinga o mua. E whai wāhi atu ana ki tēnei ngā Tautuhinga Aromatawai ā-Waho me ngā Tikanga Aromatawai. Me whakamahi i te katoa o ngā rauemi NCEA e mārama katoa ai te tangata ki tēnā, ki tēnā o ngā here o ngā Paerewa Paetae, e whakamahere ai hoki i tētahi hōtaka tōtōpū o te whakaako, o te ako, o te aromatawai hoki. Kaua ngā Putanga Ako ā-Wāhanga Ako e whakamahia mō ngā whakataunga a te kaiaromatawai. Ko te Paerewa Paetae me ngā Taunakitanga Aromatawai mō ngā Ngohe Aromatawai ā-Roto ka whakamahia mō aua whakataunga.

Ka whakamārama ngā Putanga Ako ā-Wāhanga Ako, i te taha o ētahi atu tuhinga tāpua, ki ngā kaiako ngā mea me whai wāhi ki ā rātou hōtaka o te ako me te whakaako, me ngā pūkenga o ngā ākonga me hihira e rātou, i te aromatawai e whakatata atu ana. Ehara i te mea me ūrite te wā whakaako ki ngā Putanga Ako ā-Wāhanga Ako katoa.

Me tūhono ngā mahi akoako katoa ki ngā ao o ngā ākonga i Aotearoa me Te Moana-nui-a-Kiwa. I te nuinga o te wā, ka kōwhiri ngā kaiako, ngā ākonga rānei i ngā horopaki. Nā reira, kāore ngā horopaki e tautohua i ngā Putanga Ako ā-Wāhanga Ako i ngā wā katoa. Ka tukua pea he tauira hei whakaahua i ngā kaupapa me ngā horopaki, engari ehara i te mea me mātua whai.

E āhei ana ngā ākonga ki te whai wāhi atu ki ngā mahi whakaako e tautoko ana i a rātou ki te eke ki ngā taumata tiketike o te eke paetae. Kei te hāngai te nuinga o ngā putanga ako ki te taumata o Paetae. Heoi, kua whai wāhi hoki ngā putanga ako o ngā taumata eke paetae o runga ake.

Ko te kawatau, ka noho ngā mōhiotanga me ngā pūkenga i ngā Putanga Ako ā-Wāhanga Ako hei tūāpapa i ia Paerewa Paetae. Ka whakawhirinaki atu ngā ākonga ki aua akoranga i te wā o te aromatawai. E tika ana kia mōhio ko te aromatawai he tukanga tīpako noa, nā reira kāore e aromatawaihia ngā mea katoa ka whakaakona.

Level 1 Toi Puoro Subject Learning Outcomes for Assessment

Companion to Toi Puoro Learning Matrix

What are the Subject Learning Outcomes and how can I use them?

Subject Learning Outcomes identify the knowledge and skills that students need to be ready for assessment. Subject Learning Outcomes are informed by the Achievement Standards. They should be used in conjunction with the full suite of NCEA materials.

Subject Learning Outcomes do not replace any documents. This includes the External Assessment Specifications and Conditions of Assessment. All NCEA materials need to be used to fully understand the requirements of each Achievement Standard and to plan a robust teaching, learning, and assessment programme. Subject Learning Outcomes should not be used to make assessor judgements. The Achievement Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgments.

Student Learning Outcomes, alongside other key documents, make clear to kaiako what to include in their teaching and learning programmes and what student capabilities to check for, in the lead up to assessment. Each Subject Learning Outcome does not need the same amount of teaching time.

All learning should connect with students' lives in Aotearoa New Zealand and the Pacific. Teachers or students usually select the contexts. As such, contexts are not always specified in the Subject Learning Outcomes. Examples may be provided to illustrate topics and contexts, but they are not prescriptive.

Students are entitled to teaching that supports them to achieve higher levels of achievement. Subject Learning Outcomes mainly align with outcomes for the Achieved level. However, outcomes for higher levels of achievement are also included.

The knowledge and skills in the Subject Learning Outcomes are the expected learning that underpins each Achievement Standard. Students will draw on this learning during assessment. It is important to note that assessment is a sampling process so not everything that is taught will be assessed.

Paerewa Paetae 1.1 (92087): Te whakaatu māramatanga ki ngā ariā i roto i ngā toi puoro (Ngā Whiwhinga 6)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p>Ngā ariā toi i ētahi horopaki, putanga mahi huhua hoki Ariā toi in a range of contexts and works</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te tautohu i ngā ariā toi rerekē i ētahi titonga huhua. • Me taea e te ākonga te whakarongo ki ētahi titonga waiata huhua me te tautohu i ngā ariā toi matua. <ul style="list-style-type: none"> ○ Tae atu ki ētahi tauira pēnei i: ○ ngā kōrero ā-rohe, ngā kōrero ā-iwi, ngā kōrero hononga ā-iwi hoki ○ ngā pūrākau me ngā kōrero mō te taiao ○ ngā pūrākau mō ngā atua Māori ○ ngā kōrero mō te porotū ○ ngā pūrākau me ngā kōrero mō te whakapapa ○ ngā pūrākau me ngā kōrero tōrangapū • I ngā taumata tiketike o te eke paetae, ka whakamārama whāititia e te ākonga tā te kaipuoro/kaitito whakamahi i te ariā ki te whakapuaki i tētahi karere. <p><i>Identify various ariā toi in a range of compositions.</i></p> <p><i>An ākonga should be able to listen to a range of waiata compositions and identify the main ariā toi.</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> ○ local, tribal and inter-tribal narratives ○ stories and narratives about the environment ○ stories of Atua Māori

	<ul style="list-style-type: none"> ○ <i>stories of protest</i> ○ <i>stories and narratives of genealogy</i> ○ <i>political stories and narratives</i> <p><i>For higher levels of achievement, ākonga will explain more specifically how the artist/composer used the ariā to communicate a message.</i></p>
Te whakamahinga o ngā ariā toi i te waihanganga toi puoro The use of ariā toi in the production of toi puoro	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te whakaahua i te whakamahinga o tētahi ariā toi kotahi e ētahi kaipuoro rerekē i āna titonga. • Tae atu ki ētahi tauira pēnei i: <ul style="list-style-type: none"> ○ Te whakamahi tere rerekē, manawataki rerekē, taki rerekē ○ Te whakamahi rangi hei whakapuaki i te taimāmā me te taipōuri ○ Ngā kupu. <p><i>Describe how the same ariā toi have been used by different artists in their compositions.</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"> ○ <i>Using different tempo, rhythm, beat</i> ○ <i>Using melody to communicate light or dark</i> ○ <i>Lyrically</i> <ul style="list-style-type: none"> • Te whakaatu i te whakamahinga o ngā ariā toi hei whakapuaki i tētahi karere mā te kupu, mā te taonga puoro rānei. • I ngā taumata tiketike o te eke paetae, ka whakaatu ā-puoro nei te ākonga i tētahi ariā toi kotahi i tētahi tūmomo rerekē me te whakamahinga o te puoro me te reo hei whakapuaki karere i runga i te mārama. <p><i>Demonstrate how an ariā toi is used to convey a message either lyrically or through an instrumental.</i></p> <p><i>For higher levels of achievement ākonga will demonstrate musically the same ariā toi in different genre and the use of both instrument and voice to clearly convey a message.</i></p>

Te whakapuaki whakaaro i te toi puoro

Communicating ideas in
toi puoro

Ka mōhio te ākonga ki:

- Te matapaki i te whakamahinga o ngā ariā toi i tētahi mahinga me tana whakaahuatia e te kaipuoro ki te whakapuaki i tētahi whakaaro i tētahi titonga.
- Tae atu ki ētahi tauira pēnei i:
 - Te matapaki i te hononga i waenga i te puoro me te kupu.
- I ngā taumata tiketike o te eke paetae, ka wetewete te ākonga i te titonga me te whakamahinga o ngā ariā mā te reo toi puoro, tae atu ki ngā huānga me ngā tukanga. Ka taea e te ākonga te whakataurite ētahi titonga e rua e whakamahi nei i tētahi ariā toi kotahi.

Discuss what ariā toi are used in a piece of work and how they have been portrayed by the artist to communicate an idea in a composition.

Examples include:

- Discussing the relationship between the music and lyrics.

For higher levels of achievement ākonga will unpack the composition and use of ariā using toi puoro language, including huānga and tukanga. Ākonga will be able to compare two compositions that have used the same ariā toi.

- Te whakamārama i tā te kaipuoro whakamahi i tētahi ariā toi i tāna titonga ki te kōkuhu i ngā āhuatanga o te toi Māori.
- Ka kōrero te ākonga mō te whakamahinga o ngā ariā toi ki te tāmuramura i tētahi āhuatanga o te titonga i kīa ai he motuhake ki te Māori.

Explain how an artist has used an ariā toi in their composition to capture the dimensions of toi Māori.

Ākonga will speak about the use of ariā toi to highlight an aspect of the composition that makes it uniquely Māori.

Paerewa Paetae 1.2 (92089): Te whakaatu māramatanga ki ngā tukanga toi puoro (Ngā Whiwhinga 6)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p>Te tukanga toi puoro i ētahi horopaki, mahinga whānui hoki Tukanga toi puoro in a range of contexts and works</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te tautohu i ngā tukanga toi puoro i ētahi titonga puoro huhua noa. • I ngā taumata tiketike o te eke paetae, ka taea e te ākonga te whakatutuki ētahi tīpakonga o ngā puoro i puta noa i ētahi tūmomo. <p><i>Identify tukanga toi puoro in a range of musical compositions.</i></p> <p><i>For higher levels of achievement ākonga will be able to complete sampling of puoro across genre.</i></p> <ul style="list-style-type: none"> • Te whakataurite i te whakamahia o ngā tukanga toi puoro rerekē e tētahi kaipuoro ki te waihanga/tito i ētahi waiata rerekē. • Tae atu ki ētahi tauira pēnei i: <ul style="list-style-type: none"> ◦ Te whakamahinga a te kaipuoro i ngā rawa, i ngā hangarau, i ngā puoro hoki ◦ Te whakapuaki karere ◦ Te mārama ki te hunga mātakitaki, te horopaki me te takiwā hoki. <p><i>Compare how different tukanga toi puoro have been used by the same artist to create/compose different waiata.</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"> ◦ Artist use of rawa, technology, instruments ◦ Communicating a message ◦ Understanding of audience, context and setting

	<ul style="list-style-type: none"> • Te whakaahua i te pānga o te hangarau matihiko ki te titonga o te puoro. • Tae atu ki ētahi tauira pēnei i: <ul style="list-style-type: none"> ◦ Te whakatewhatewha i te whakamahinga o ngā momo taputapu me te pānga ki te wairua o te titonga ◦ Te whakataurite i tētahi waiata kua kuhuna mā tētahi tukanga puoro me ngā huringa i pā ki te titonga tuatahi. <p><i>Describe how hangarau matihiko has impacted on puoro composition.</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"> ◦ <i>Examining the types of tools used and the effect on the mood of the composition.</i> ◦ <i>Comparing the same waiata that has been through a tukanga puoro treatment and what consequential change this had on the original composition.</i>
Te whakatinana i ngā tukanga toi puoro Tukanga toi puoro in practice	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te whakaatu i tētahi tukanga toi puoro mā tētahi titonga waiata. • Tae atu ki ētahi tauira pēnei i: <ul style="list-style-type: none"> ◦ Te tīpako i tētahi tukanga me te whai i ngā hātepe ki te whakatutuki i tētahi titonga hukihuki ◦ Te whakaatu i ngā ariā toi kia mārama, kia tika hoki ◦ Te whakaatu i ētahi huānga toi puoro huhua. <p><i>Demonstrate a tukanga toi puoro through waiata composition.</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"> ◦ <i>Selecting a tukanga and following the steps to complete a draft composition.</i> ◦ <i>Presenting ariā toi in a clear and appropriate way.</i> ◦ <i>Performing a range of huānga toi puoro.</i>

Te waihanga, te whakahou rānei i ngā putanga mahi mā te whakamahi putanga whakaoko o nāianei

Creating new or re-versioned material using existing stimulus

Ka mōhio te ākonga ki:

- Te matapaki i te whakamahinga o te tukanga toi puoro i tētahi titonga hei whakahou i te titonga.
- Ka tīpakona e te ākonga tētahi waiata, ka whakatewhatewha ai i tōna whaitake, i tōna hāngai, i te kounga rānei o te tukanga toi puoro hou i whakamahia ai e te kaipuoro ki te waihanganga o tētahi whakahoutanga o taua waiata.

Discuss how a tukanga toi puoro was used on a composition to create a new version.

An ākonga will be able to select a version of a waiata and examine the effectiveness, relevance, or quality of the new tukanga toi puoro used by the artist to create a new version of the same waiata.

- Te whakamārama i tā te kaipuoro whakamahi i ētahi rawa huhua ki te tito i tētahi titonga hangarau iti.
- Tae atu ki ētahi tauira pēnei i:
 - Te whakamātau i te oro e whakaputaina ana e ētahi rawa rerekē
 - Te whakahanumitanga me te whakaraupapatanga o ngā oro
 - Te whakapuaki i tētahi whakaaro, i tētahi kare ā-roto rānei.

Explain how an artist has used a range of rawa to compose a low-tech composition.

Examples include:

- *Testing the oro produced from different rawa.*
- *Blending and sequencing of oro.*
- *Communicating an idea or feeling.*

Paerewa Paetae 1.3 (92090): Te whakaatu māramatanga ki ngā huānga toi puoro (Ngā Whiwhinga 4)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p>Ngā huānga toi puoro i ētahi horopaki, mahinga whānui hoki Hūanga toi puoro in a range of contexts and words</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te tautohu i ngā huānga toi puoro e whai nei i tētahi titonga: te rangi, te manawataki, ngā tangiata, te ngū, te taki, te oro, te tauira o te manawataki hoki. • Tae atu ki ētahi tauira pēnei i: <ul style="list-style-type: none"> ○ Te tautohu i ngā huānga i ētahi tūmomo rerekē ○ Te whakatewhatewha i ngā huarahi rerekē e kitea ai tēnā me tēnā huānga i tētahi titonga. <p><i>Identify the following huānga toi puoro in a composition: melody, rhythm, chords, silence, beat, sound, rhythm pattern.</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"> ○ <i>Identifying huānga across a range of genre.</i> ○ <i>Investigating the range of ways an individual huānga is present in a composition.</i> <ul style="list-style-type: none"> • Te whakaahua i tā te kaipuoro whakamahi i ētahi huānga toi puoro rerekē ki te whakaoti i tētahi titonga. • Tae atu ki ētahi tauira pēnei i: <ul style="list-style-type: none"> ○ Te tautohu i ngā huānga i whakamahia ai ○ Te whakaahua i tā te huānga hāpai i te titonga ○ Te whakataurite i te whakamahinga o ngā huānga i ētahi titonga rerekē. <p><i>Describe why different huānga toi puoro have been used by an artist to complete a composition.</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"> ○ <i>Identifying the huānga that have been used.</i>

	<ul style="list-style-type: none"> ○ <i>Describing how the huānga have given effect to the composition.</i> ○ <i>Comparing how huānga are used in different compositions.</i>
Te whakatinana i ngā huānga toi puoro Huānga toi puoro in practice	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te whakaatu i ētahi huānga toi puoro maha mā te whakatangi i tētahi puoro, mā te waiata rānei. • I ngā taumata tiketike o te eke paetae, ka whakaatu te ākonga i tana mātau ki te whakatangi, ki te waiata rānei (ki ngā mea e rua rānei). <p><i>Demonstrate a range of huānga toi puoro through playing an instrument or singing.</i></p> <p><i>For higher levels of achievement ākonga will demonstrate their proficiency in either playing or singing (or both).</i></p> <ul style="list-style-type: none"> • Te whakamahi i ētahi huānga toi puoro maha ki te whakapuaki i tētahi whakaaro. • Tae atu ki ētahi tauira pēnei i: <ul style="list-style-type: none"> ○ Te tūhura, te whakamātau hoki i ngā huānga ○ Te tīpako, te whakarite hoki i ngā huānga ki te waihangā i tētahi titonga e whakapuaki nei i tētahi whakaaro, i tētahi karere, i tētahi kare ā-roto rānei i runga i te mārama. <p><i>Use a range of huānga toi puoro to communicate an idea.</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"> ○ <i>Exploring and experimenting with huānga.</i> ○ <i>Selecting and organising huānga to create a composition that clearly conveys an idea, message or feeling.</i> • Te mārama ki te whakamahia o ētahi huānga toi puoro rerekē e tētahi kaipuoro kotahi i tētahi raupapatanga o ētahi titonga. • I ngā taumata tiketike o te eke paetae, ka whakatewhatewha te ākonga i tētahi huinga titonga, i tētahi eminga waiata rānei, ka tātai ai i tā te kaipuoro whakamahi i ngā huānga kia rere tapatahi te eminga.

	<p><i>Understand how different huāngā toi puoro have been used by the same artist in a series of compositions.</i></p> <p><i>For higher levels of achievement ākonga will examine a body of work or an album and analyse how the artist used huāngā to bring a sense of cohesion to the album.</i></p> <ul style="list-style-type: none">• Te arotake i ngā whakahokinga kōrero a ētahi atu mō āna mahinga toi.• Tae atu ki ētahi tauira pēnei i:<ul style="list-style-type: none">○ Te tuari i āna mahi ki ētahi atu○ Te hopu i ngā kōrero whakahoki○ Te whakaahua i te āhua o ngā whakahokinga kōrero kua tau mai/hopukia, pēnei i, ngā puoro, ngā kupu, me te whakamahinga hoki o ngā huāngā○ Te arotake i ngā whakahokinga kōrero me te tātari i ngā āhuatanga hei whakapai ake i te titonga. <p><i>Review feedback provided by others on their composition.</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none">○ <i>Sharing their work with others.</i>○ <i>Capturing the feedback given.</i>○ <i>Describing the nature of the feedback received/captured i.e., instrumentation, lyrics, use of huāngā.</i>○ <i>Reviewing the feedback and analysing how the composition could be improved.</i> <ul style="list-style-type: none">• Te whakaahua i te tukanga hopu oro me te whakaatu i tētahi titonga.• Tae atu ki ētahi tauira pēnei i:<ul style="list-style-type: none">○ Te tautohu i ngā taputapu hei hopu, hei penapena hoki i ngā mahi○ Te whakaatu, te tuari rānei i ngā mahi hukihuki○ Te kohikohi i ngā kōrero whakahoki hei whakapai ake i te titonga.
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	<p><i>Describe the process of recording and presenting a composition.</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"> ○ <i>Identifying tools to record and save material.</i> ○ <i>Performing or sharing of draft material.</i> ○ <i>Gathering feedback to improve their composition.</i> <ul style="list-style-type: none"> ● Te whakamārama i ngā ture mō te mana whakairo hinengaro (IP) me te pāhao i ngā mahi a ētahi atu kaipuoro. ● I ngā taumata tiketike o te eke paetae, ka whakaahua te ākonga i tukanga whiwhi IP mō tētahi titonga, me te whakauru i ētahi pitopito kōrero anō hei tāmuramura i ngā hua o te pāhao i ngā mahi a tētahi atu kaipuoro. <p><i>Explain the laws around intellectual property (IP) and appropriation of other artist's work.</i></p> <p><i>For higher levels of achievement ākonga will describe the process of attaining IP over a composition and to incorporate additional details highlighting the consequences of appropriating another artist's work.</i></p>
Te whakamahinga a ētahi atu i ngā huāngā toi puoro ki te whakaputa mahinga How huāngā toi puoro are used by others to create toi	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> ● Te matapaki i ngā huāngā toi puoro i whakamahia ai i tētahi mahinga, me te whakamahinga a tētahi kaipuoro i tētahi huāngā whāiti ki te whakapuaki i tētahi whakaaro. ● I ngā taumata tiketike o te eke paetae, ka whakamārama te ākonga i te whakamahinga o tētahi huāngā whāiti hei hāpai i te titonga ki te whakapuaki i tētahi karere, i tētahi kare ā-roto, i tētahi wairua rānei. <p><i>Discuss what huāngā toi puoro have been used in a piece of work and how the artist used particular huāngā to communicate an idea.</i></p> <p><i>For higher levels of achievement ākonga will explain how the use of specific huāngā gave effect to a composition to communicate a message, feeling or mood.</i></p> <ul style="list-style-type: none"> ● Te whakamārama i te waihanga a ētahi atu i te toi me te whakatewhatewha i te whakamahinga o ngā huāngā toi puoro.

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| | <ul style="list-style-type: none">• Tae atu ki ētahi tauira pēnei i:<ul style="list-style-type: none">○ Te whakataurite i te whakamahinga a ētahi kaipuoro i ngā huānga me te pānga ki tētahi titonga○ Te mārama ki te mahi tahi a ngā huānga ki te whakapuaki i tētahi whakaaro○ Te matapaki i ngā rerekētanga o te puoro ororo me te puoro tāhiko. |
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*Explain how others create *toi* and examine their use of *huānga* *toi* *puoro*.*

Examples include:

- *Comparing the way artists use *huānga* and what effect that has on a composition.*
- *Understanding how *huānga* work together to communicate an idea.*
- *Discussing the difference between acoustic and electronic music.*

Paerewa Paetae 1.4 (92091): Te whakamahi i ngā āhuatanga toi puoro kia puta ai he mahinga toi (Ngā Whiwhinga 4)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
Ngā āhuatanga tāpua o ngā āhuatanga toi puoro The key aspects of āhuatanga toi puoro	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te whai i tētahi tukanga toi puoro ki te titi i tētahi waiata, i tētahi whakatangitangi rānei. • I ngā taumata tiketike o te eke paetae, ka whakahou te ākonga i tētahi titonga mā te whai i te tukanga toi puoro i whāia ai e te kaipuoro taketake. <p><i>Follow a tukanga toi puoro to compose a waiata or instrumental.</i></p> <p><i>For higher levels of achievement ākonga will re-create a composition following the tukanga toi puoro that the original artist followed.</i></p> <ul style="list-style-type: none"> • Te whakamārama i te tūāpapa o āhuatanga toi puoro. • Tae atu ki ētahi tauira pēnei i: <ul style="list-style-type: none"> ○ Te whakamārama, te whakaatu hoki i te hāpaitanga a ngā huānga i te waihanganga mai o tētahi titonga ○ Te whakamārama i ngā momo pūkenga puoro e whakamahia ana i te titonga puoro ○ Te whakaahua i tētahi tukanga toi puoro ○ Te whakamārama i te whakakotahinga o ngā āhuatanga whāiti o ngā āhuatanga toi puoro i tētahi titonga hei whakapuaki i tētahi whakaaro. • I ngā taumata tiketike o te eke paetae, ka matapaki, ka whakaatu ā-puoro nei hoki te ākonga i ngā āhuatanga toi puoro mā tētahi kaupapa, mā tētahi horopaki rānei. <p><i>Explain the foundations of āhuatanga toi puoro.</i></p> <p><i>Examples include:</i></p>

	<ul style="list-style-type: none"> ○ <i>Explaining or demonstrating how huānga contribute to the creation of a composition.</i> ○ <i>Explaining what type of pūkenga puoro are used in music composition.</i> ○ <i>Describing a tukanga toi puoro.</i> ○ <i>Explaining how the key aspects of āhuatanga toi puoro come together through composition to communicate an idea.</i> <p><i>For higher levels of achievement ākonga will discuss and demonstrate āhuatanga toi puoro musically through a kaupapa or context.</i></p>
Te whakatinana i ngā āhuatanga toi puoro Āhuatanga toi puoro in practice	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te whakamahi i ētahi huānga toi puoro rerekē ki te waihanga i tētahi titonga hangarau iti. • Tae atu ki ētahi tauira, pēnei i: <ul style="list-style-type: none"> ○ Te whakamahi mārire i ētahi huānga maha ○ Te whakarite kia rōnaki, kia riterite hoki tētahi manawataki me tētahi whakatakinga ○ Te waihanga i tētahi rangi me ētahi kīanga tāruarua ka titia nei ki te mahara. <p><i>Use a range of huānga toi puoro to create a low-tech composition.</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"> ○ <i>Using multiple huānga together in harmony.</i> ○ <i>Establishing a steady and consistent rhythm and tempo.</i> ○ <i>Creating a memorable melody with repetitive phrases.</i> <ul style="list-style-type: none"> • Te tito i tētahi mahinga whai tīmatanga, whai puku, whai mutunga anō hoki. • Tae atu ki ētahi tauira pēnei i: <ul style="list-style-type: none"> ○ Te whakatatū i tētahi wairua, i tētahi kaupapa rānei ○ Te whakamahi i ngā taineke, i ngā raupapa tangiata ngahau rānei ○ Te whakawhānui i ngā whakaaro tuatahi i te puku o te titonga

- Te whakatau i te titonga me tētahi mutunga whaitake
- I ngā taumata tiketike o te eke paetae, ka whakaatu te ākonga i ngā hononga reretau mā te whakamahi huānga me te raupapa tangiata.

Compose a piece of work that has a beginning, middle and end.

Examples include:

- Establishing a mood or theme.
- Using dynamics or interesting harmonic progression.
- Expanding initial ideas in the middle of the composition.
- Resolving the composition with an appropriate ending.

For higher levels of achievement ākonga will demonstrate smooth connections through the use of huānga and chord progression.

- Te whakamārama i te waha a tētahi titonga i te pūrākau, i te karere, i te māramatanga me te whakapātaritari i te whakaaro.
- Tae atu ki ētahi tauira pēnei i:
 - Te huritao ki te puoro hei reo tukipū
 - Te matapaki i tā ētahi rangi, ētahi waiata rānei whakaara maharatanga, hononga hoki
 - Te whakaahua i mahi huahuatau a ngā huānga.
- I ngā taumata tiketike o te eke paetae, ka matapaki te ākonga i te toi puoro hei whakaata, i ūna wā, i te ahurea, i te hītori i walhangahia mai ai, ka tuku tauira ai.

Explain that a composition carries story, message, insight, and challenges thinking.

Examples include:

- Reflecting on music being a universal language.
- Discussing how certain melodies or songs can evoke memories and associations.

- Describing how huānga can function metaphorically.

For higher levels of achievement ākonga will discuss how toi puoro often reflects the culture and historical context in which it is created and give examples.

- Te toro ki ētahi atu āhua mahi toi hei whakaawe i waihanganga o tētahi toi ataata hou.
- Tae atu ki ētahi tauira pēnei i:
 - Te tūhura i ētahi tūmomo rerekē, me ētahi tauira manawataki rerekē
 - Te tūhura i te whakamahia o ngā whakatangitangi e ngā kaipuoro i ētahi tūmomo rerekē
 - Te whakamatautau me ngā huānga me te toro whakaawenga i ētahi titonga nō tau kē.

Draw on other forms of mahi toi for inspiration to create a new composition.

Examples include:

- Exploring different genre and rhythmic patterns.
- Exploring the use of instruments by artists that cross genre.
- Experimenting with huānga and drawing inspiration from compositions of different eras.
- Te mahi tahi ki ētahi atu ki te waihanganga waiata/titonga.
- Tae atu ki ētahi tauira pēnei i:
 - Te mahi tahi ki ngā āhuatanga kupu, ki ngā āhuatanga whakatangitangi rānei o te titonga hei whakaata i te ariā kua kōwhiria
 - Te whakamātautau me ētahi tangiata, ētahi raupapa rānei
 - Te whakaharatau tahi me te whakapai ake i te titonga, mehemea kei te whakaaturia.

Collaborate with others to create a waiata/composition.

Examples include:

- Collaborating on either lyrics or instrument aspects of the composition to reflect the chosen ariā

	<ul style="list-style-type: none"> ○ <i>Experimenting with different harmonies or progressions.</i> ○ <i>If performing the composition, rehearsing together and refining the composition.</i>
Te whakapuaki i te uara ki te toi ihiihi Conveying appreciation of <i>toi ihiihi</i>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te whakaharatau, te huritao, me te whakapai ake i te <i>toi nei</i> e mātau kē atu ai i tētahi āhuatanga <i>toi puoro</i>. • Tae atu ki ētahi tauira pēnei i: <ul style="list-style-type: none"> ○ Te matapaki i ngā akoranga e whai wāhi ana mō te whakatangi puoro, mō te tukanga tito waiata rānei ○ Te whakamārama i ngā hātepe ā-mahi e mātua pakari kē ake ai, pēnei i, te putuputu o te whakaharatau, te whakarite whāinga, ngā karawhiunga ūkawa me ngā karawhiunga ūpaki, te whakapakari i tētahi mōioiotanga, te tono āwhina me te kōrero āwhina. <p><i>Practicing, reflecting, and refining of craft to become proficient in an aspect of <i>toi puoro</i>.</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"> ○ <i>Discussing the learning involved in the playing of an instrument or the process of composing waiata.</i> ○ <i>Explaining the practical steps needed to ensure improvement i.e., regular practice, setting goals, structure and unstructured (jam) sessions, strengthening a weakness, seeking guidance and feedback.</i> • Te whakamārama i tō ētahi oro rerekē āhei ki te whakaara i ētahi kare ā-roto rerekē i roto i te hunga mātakitaki. • Tae atu ki ētahi tauira pēnei i: <ul style="list-style-type: none"> ○ Te whakatewhatewha i te āhei o ngā oro rerekē ki te whakapuaki i ētahi ariā tūrehurehu ○ Te whakaatu i te hanumitanga o ngā oro hei āki i te hunga whakarongo kia whakaaro rerekē, kia whakaaro ngoto ake rānei.

	<p><i>Explain that different sounds can evoke different feelings from an audience.</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none">○ <i>Examining how different sounds can convey abstract concepts.</i>○ <i>Demonstrating how sounds can blend to encourage listeners to think differently or more intensely.</i>● Te matapaki i te whakamahia o te toi puoro hei rongoā e te Māori.● Tae atu ki ētahi tauira pēnei i:<ul style="list-style-type: none">○ Te matapaki i te hira o ngā rawa me te taiao toi puoro○ Te whakamārama i tō ngā puoro Māori taketake hiranga me ana whakamahinga.○ Te whakaatu i te whakatangitia o tētahi taonga puoro○ Te matapaki i te whakamahinga o ngā āhuatanga manawataki o ngā taonga hei āki i te whakamaurutanga me te oranga. <p><i>Discuss how toi puoro was used as a healing tool by Māori.</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none">○ <i>Discussing the importance of rawa and the taiao toi puoro.</i>○ <i>Explaining how traditional Māori instruments have specific cultural significance and what they were used for.</i>○ <i>Demonstrating the playing of a taonga puoro.</i>○ <i>Discussing how the rhythmic qualities of taonga puoro were used to promote a sense of calm and well-being.</i>
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