

NCEA Review and Maintenance Programme – 2026 updates

Review and maintenance work has been undertaken for all three levels of NZC NCEA for 2026. This pdf document contains the updated assessment materials for **Te Ao Haka Level 1**. In January 2026 the NCEA website will be updated with these changes for Levels 1, 2, and 3, including the updated Subject Learning Outcomes and te reo Māori translations of all resources and this pdf will be removed. For external assessment specifications, refer to the NZQA website.

Subject: Te Ao Haka Level 1

Product	What's changed?
Conditions of Assessment across all internal standards	Updated to provide clearer guidance around authenticity.
AS1.1 91976 Conditions of Assessment	Updated for clarification and strengthened to align with 1.1 Standard revisions.
AS1.1 91976 Unpacking	Updated for clarification and strengthened to align with 1.1 Standard revisions.
AS1.1 91976 Internal Assessment Activities	Updated for clarification and strengthened to align with 1.1 Standard revisions.
AS1.1 91976 Assessment Schedules	Updated for clarification and strengthened to align with 1.1 Standard revisions.
AS1.2 91977 Conditions of Assessment	Updated for clarification and strengthened to align with 1.2 Standard revisions.
AS1.2 91977 Unpacking	Updated for clarification and strengthened to align with 1.2 Standard revisions.
AS1.2 91977 Internal Assessment Activities	Updated for clarification and strengthened to align with 1.2 Standard revisions.
AS1.2b 91977 Assessment Schedules	Updated for clarification and strengthened to align with 1.2 Standard revisions.
AS1.3 91978 Unpacking	New unpacking.
AS1.4 91979 Unpacking	New unpacking.

Contents

Product	Page
Conditions of Assessment across all internal standards	3
AS1.1 91976 Subject specific Conditions of Assessment	5
AS1.1 91976 Unpacking	6
AS1.1a 91976 Internal Assessment Activity	9
AS1.1a 91976 Assessment Schedule	12
AS1.1b 91976 Internal Assessment Activity	14
AS1.1b 91976 Assessment Schedule	17
AS1.1c 91976 Internal Assessment Activity	19
AS1.1c 91976 Assessment Schedule	22
AS1.2 91977 Subject specific Conditions of Assessment	24
AS1.2 91977 Unpacking	25
AS1.2a 91977 Internal Assessment Activity	28
AS1.2a 91977 Assessment Schedule	31
AS1.2b 91977 Internal Assessment Activity	33
AS1.2b 91977 Assessment Schedule	36
AS1.2c 91977 Internal Assessment Activity	38
AS1.2c 91977 Assessment Schedule	41
AS1.3 91978 Unpacking	43
AS1.4 91979 Unpacking	45

NCEA Conditions of Assessment across all internally assessed standards

Subject:	Te Ao Haka
Achievement Standard:	All Level 1-3 TAH internal Achievement Standards

The Conditions of Assessment across all internally assessed standards for Level 1-3 Te Ao Haka have been updated to include clearer guidance about authenticity. Any changes to Standard Specific Conditions of Assessment will be shown separately within this document.

Conditions of Assessment for internally assessed standards

These Conditions provide guidelines for assessment against internally assessed Achievement Standards. Guidance is provided on:

- specific requirements for all assessments against this Standard
- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic.

Assessors must be familiar with guidance on assessment practice in learning centres, including enforcing timeframes and deadlines. The [NZQA](#) website offers resources that would be useful to read in conjunction with these Conditions of Assessment.

The learning centre's Assessment Policy and Conditions of Assessment must be consistent with NZQA's [Assessment Rules for Schools with Consent to Assess](#). This link includes guidance for managing internal moderation and the collection of evidence.

Gathering Evidence

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles, and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the Standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed Standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs, or film), or a portfolio of evidence.

A separate assessment event is not needed for each Standard. Often assessment can be integrated into one activity that collects evidence towards two or three different Standards from a programme of learning. Evidence can also be collected over time from a range of

linked activities, for example, in a portfolio. This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students, and be valid and fair.

Ensuring Authenticity of Evidence

[Authenticity](#) of student evidence needs to be assured regardless of the method of collecting evidence. This must be in line with the learning centre's policy and NZQA's [Assessment Rules for Schools with Consent to Assess](#).

Ensure that the student's evidence is individually identifiable and represents the student's own work. The evidence must be an accurate reflection of what the student independently knows and can do, according to the Standard being assessed. This includes evidence submitted as part of a group assessment, evidence produced outside of class time or without assessor supervision, and evidence produced with any use of generative artificial intelligence tools (GenAI). GenAI use should be carefully considered in the context of the Standard being assessed and its Conditions of Assessment, discussed with students before the assessment, and its use must be acknowledged. For example, an investigation carried out over several sessions could include:

- teacher guidance on the nature and extent of [acceptable GenAI use](#), if any
- assessor observations and conversations
- meeting with the student at set milestones or checkpoints
- the student's record of progress, such as photographic entries or any GenAI prompts used.

Conditions of Assessment

Subject:	Te Ao Haka
Achievement Standard:	AS1.1 91976

The evidence for this Achievement Standard will be ākonga-generated information which may be presented in verbal, video, or written form, and may be accompanied by physical demonstration or visual images.

Evidence may be communicated by physical demonstration or other formats, including:

- annotated visual information
- oral presentation
- physical demonstration accompanied by verbal or written explanation
- written information
- digital formats
- audio and visual recordings
- format as agreed between ākonga and kaiako as reliable and assessable
- a combination of formats as appropriate.

NCEA Unpacking the Standard

Subject:	Te Ao Haka
Achievement Standard:	1.1 Demonstrate understanding of key features of Te Ao Haka
Credits:	6

Te Ao Haka is an expression of mātauranga Māori, shaped by iwi, hapū, and rohe-specific knowledge systems. The key features explored in this Achievement Standard are not simply technical components — they are cultural markers that carry meaning, history, and identity.

This Achievement Standard acknowledges the diversity of Māori performing arts, recognising that key features are not universally defined. Through critical engagement and cultural literacy, ākonga will explore the whakapapa and unique characteristics of these key features to strengthen understanding. Their integration within Te Ao Haka affirms the validity of Māori worldviews and encourages respectful engagement with diverse perspectives.

The intent of the Achievement Standard

The purpose of this Achievement Standard is for ākonga to show their understanding of key features that shape Te Ao Haka. Ākonga will describe and demonstrate a range of these key features, identifying the distinctive aspects of each that give Te Ao Haka its unique form and presence. Ākonga will show how these unique and defining qualities of Te Ao Haka are expressed and embodied in performance.

Each key feature has its own whakapapa — the origins and the stories that have shaped them over time. Understanding the whakapapa of key features is essential to seeing that Te Ao Haka is not just a performance, but a reflection of mātauranga Māori and the histories carried within it. Ākonga will show their understanding of this, and how the key features vary across iwi, hapū, or rohe. This opens space for ākonga to appreciate the richness and diversity within Te Ao Haka, recognising that while there are shared foundations, each expression carries its own local character and meaning.

Making reliable judgements

Ākonga will describe three key features, identifying what makes them distinctive and demonstrating them in a way that shows familiarity. For example, ākonga might describe the key feature, identify where it is used, and what it symbolises.

Demonstrating does not have to include a performance of an item — the features can be represented in any way that shows understanding of their characteristics. For example, ākonga might choose to explore wiri through a written reflection, or a short video explanation that describes its symbolic meaning, its whakapapa, and rohe variations.

At higher levels of achievement, ākonga will need to explain the whakapapa of their identified key features, showing an understanding of their origin or the development of how they have been shaped over time. They will analyse how these features vary across iwi, hapū, or rohe. This requires thoughtful discussion that reflects an awareness of regional nuance and the reasons behind these variations. Judgements at this level are supported by evidence of critical thinking, cultural insight, and an ability to hold multiple perspectives within the same kaupapa.

Reliable judgements are grounded in how effectively ākonga connect their knowledge to the intent of the standard, and how clearly that understanding is communicated through both practical and reflective means. While 'range' refers to three or more key features, only three will be assessed. For the purpose of this assessment, the same three selected key features should be referred to throughout.

Collecting evidence

Ākonga are able to present their findings in a written, verbal, or visual form in a manner they consider most effective for conveying their understanding of key features of Te Ao Haka.

Evidence for assessment may include:

- visual, oral, or written representations of the key features
- diagrams, annotated images, or video explanations
- interviews or kōrero with whānau, hapū, or iwi experts
- a portfolio or presentation that includes a 'Statement of Understanding', outlining the key features explored, their whakapapa, and any regional variations.

Evidence collected should showcase the level of understanding of the ākonga. A performance is not required as part of evidence.

Possible contexts

Ākonga engaging with this Achievement Standard will focus on a range of key features of Te Ao Haka and will explore a variety of regional interpretations.

Contexts for this Standard should be grounded in the lived experiences and cultural backgrounds of ākonga. These might include:

- local iwi or hapū traditions across various disciplines of Te Ao Haka
- whānau or kura kapa haka practices
- historical or contemporary Te Ao Haka compositions
- thematic explorations (e.g., protest haka, ceremonial haka, haka for celebration).

It is encouraged that all key features are taught during the learning programme to support broad understanding of the key features. However, for the purpose of this Achievement Standard, the term 'range' refers to three, or more key features of Te Ao Haka. While ākonga may choose to explore more than three, only three selected features will be assessed.

Kaiako should ensure that the chosen context supports whakawhanaungatanga, allowing ākonga to build relationships, share knowledge, and support one another in their learning. This relational approach fosters empathy, cultural safety, and collective growth.

For 2026 Planning

NCEA Internal Assessment Activity

Activity name:	Tēnā i whiua!
Subject:	Te Ao Haka 1.1a
Achievement Standard:	91976
Credits:	6
Assessment Activity Version:	2

What to do

You will deliver an oral presentation to demonstrate your understanding of a range of key features of Te Ao Haka.

You may present your oral presentation in front of your class or your kaiako.

Your oral presentation may include a physical demonstration of your selected key features. It must also be accompanied with a verbal description of what the key features are, what makes them unique, and how you have used them in your demonstration. This should also explain the whakapapa of each key feature and discuss any tribal variations in the key features.

Part 1

You will select a range of three or more key features of Te Ao Haka for your oral presentation. Research each of your chosen key features using these questions to help guide your thinking:

- What is the key feature and what makes it identifiable?
- What is the whakapapa of the key feature — how has its history or development contributed to its distinctiveness?
- Discuss tribal variations of the key features. How do different hapū or iwi show tribal variation in the way they perform key features?
- Why might they do it differently?

Part 2

Plan out your oral presentation. You may choose to demonstrate all of your key features together as part of a performed piece, through physical demonstration of each individual key feature, or you may choose to incorporate your demonstration into your kōrero. For example, you can demonstrate wiri and describe what you are doing with your hands at the same time.

As part of your kōrero, you will need to:

- explain the whakapapa of each key feature — talk about its history or how it developed, and how that makes it special or distinctive

- discuss the iwi, hapū, or rohe variation of each key feature — talk about how each key feature might be expressed differently across regions, and highlight what these differences reveal about local identity and tikanga.

Practise your kōrero and demonstration in front of a trusted friend, whānau member, kaumātua, or your kaiako for feedback on what stands out to them, or what you could think more about. You can also record your rehearsals for your own review. Refine your oral presentation based on the feedback.

Part 3

Present your oral presentation. You can present your kōrero and demonstration in front of your class or in front of your kaiako. Ensure that your oral presentation is recorded.

How to present your learning

Deliver an oral presentation of approximately 1-3 minutes using physical demonstration of key features.

The oral presentation on your selected key features must also include an explanation of what the key features are, what makes them unique, and how you have used them in your demonstration. This should also explain the whakapapa of each key feature and discuss any tribal variations in the key features.

The evidence must be captured on a video recording.

The above timing is indicative only. A student may be able to demonstrate sufficient evidence for this Achievement Standard in a shorter time. Equally, some students may require more time to produce sufficient evidence.

The volume of evidence submitted for the Achievement Standard should allow the student to demonstrate the best of their ability and knowledge.

Timeframe

Teacher to provide.

Getting started

- What features are you going to demonstrate? You should aim to show at least three key features of your choice to talk about.
- What is the essence of each of the features you are demonstrating? What do they convey in performance?
- What is the whakapapa of the features? How did they develop? Where did they come from?

- Do you see variation in how these features are performed? Why is this?

Kupu Māori

Hapū – kinship group, clan, tribe, subtribe - section of a large kinship group and the primary political unit in traditional Māori society.

Kaumātua – adult, elder, elderly man, elderly woman, old man - a person of status within the whānau.

Te Ao Haka — Te Taunaki i te Aromatawai |

Assessment Schedule: Ngohe Aromatawai |

Assessment Activity 1.1a

Te Ingoa o te Ngohe | Activity Title: Tēnā i whiua!

Paerewa Paetae | Achievement Standard: 91976 Demonstrate understanding of key features of Te Ao Haka

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Demonstrate understanding of key features of Te Ao Haka	Explain key features of Te Ao Haka	Analyse key features of Te Ao Haka
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: - describe three key features - demonstrate the key features (features only need to be represented in a way that shows understanding of their characteristics — this does not have to include a performance) - identify what makes them distinctive.	At the Merit level, the ākonga is able to: - explain the whakapapa of the three key features including: - the history or development of key features, and - how it contributes to their distinctiveness.	At the Excellence level, the ākonga is able to: discuss iwi, hapū, or rohe variations in the three key features.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Hei tauira (he whakamārama i ngā tauira mahi e taea ana i tēnei ngohe)

For example (description of possible student evidence for this activity)

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Extract of exemplar evidence for Achievement to follow.	Extract of exemplar evidence for Merit to follow.	Extract of exemplar evidence for Excellence to follow.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

NCEA Internal Assessment Activity

Activity name:	Ngā mahi a Tānerore me Hine-rēhia
Subject:	Te Ao Haka 1.1b
Achievement Standard:	91976
Credits:	6
Assessment Activity Version:	2

What to do

You will construct a short sequence which incorporates a range of key features of Te Ao Haka to demonstrate your understanding.

You may present this sequence by either performing it yourself or directing others to perform it.

Your sequence must be accompanied with a written or verbal submission that explains what the key features are, what makes them unique, and how you have used them to create your sequence. This should also explain the whakapapa of each key feature and discuss any tribal variations in the key features.

Part 1

Decide what kind of sequence you want to create. Your kaiako may help with this. You do not need to create a new composition.

Research existing compositions to help and inspire you.

Your kaiako may provide you with scripts and/or music to base your sequence on, or you may find your own.

You will select a range of three or more key features of Te Ao Haka for your presentation. Research each of your chosen key features using these questions to help guide your thinking:

- What is the key feature and what makes it identifiable?
- What is the whakapapa of the key feature — how has its history or development contributed to its distinctiveness?
- Discuss tribal variations of the key features. How do different hapū or iwi show tribal variation in the way they perform key features?
- Why might they do it differently?

Part 2

Design your sequence. You may wish to do this by drawing diagrams or pictures, writing notes, or working out the sequence physically. Find a way that works for you.

Practise your sequence in front of a trusted friend, whānau member, kaumātua, or your kaiako for feedback on what stands out to them, or what you could think more about. You can also record your rehearsals for your own review. Refine your sequence based on the feedback.

Part 3

Present your sequence. You can do this by performing the sequence yourself, or you can also choose to teach the sequence to someone else or a group of others to perform. You can present your kōrero and demonstration in front of your class or in front of your kaiako. Ensure that your sequence is recorded.

Part 4

Your sequence must also be accompanied by a written or verbal submission that may include:

- a description of your sequence, where your features appear in your sequence, and how they can be identified
- an explanation of the whakapapa of each key feature, including how its history or development shapes its uniqueness
- a discussion of iwi, hapū, or rohe variation that occurs in each key feature, how you used this in your sequence, and why?

How to present your learning

Perform a sequence of approximately 30 seconds accompanied by a written or verbal submission of approximately 350 words (2 minutes). The evidence must be captured on a video recording.

These guidelines are indicative only. A student may be able to demonstrate sufficient evidence for this Achievement Standard with a smaller volume of evidence. Equally, some students may require more time and words to produce sufficient evidence.

The volume of evidence submitted for the Achievement Standard should allow the student to demonstrate the best of their ability and knowledge.

Timeframe

Teacher to provide.

Getting started

What key features of Te Ao Haka have you learnt about?

How did these key features develop?

What do these key features look like in performance?

How do these key features enhance a performance?

What do you know about the whakapapa of each key feature?

What variation, inclusive of iwi, hapū, or rohe variation, do you see in Te Ao Haka features?

What sort of sequence would you like to create? Think about Te Ao Haka disciplines:

- whakaeke
- mōteatea
- waiata ā-ringa
- poi
- haka, haka wahine
- whakawātea.

How will you ensure that you can incorporate your chosen range of key features into your sequence?

Kupu Māori

Hapū – kinship group, clan, tribe, subtribe - section of a large kinship group and the primary political unit in traditional Māori society.

Kaumātua – adult, elder, elderly man, elderly woman, old man - a person of status within the whānau.

Te Ao Haka — Te Taunaki i te Aromatawai |

Assessment Schedule: Ngohe Aromatawai |

Assessment Activity 1.1b

Te Ingoa o te Ngohe | Activity Title: Ngā mahi a Tānerore me Hine-rēhia

Paerewa Paetae | Achievement Standard: 91976 Demonstrate understanding of key features of Te Ao Haka

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Demonstrate understanding of key features of Te Ao Haka	Explain key features of Te Ao Haka	Analyse key features of Te Ao Haka
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: - describe three key features - demonstrate the key features (features only need to be represented in a way that shows understanding of their characteristics — this does not have to include a performance) - identify what makes them distinctive.	At the Merit level, the ākonga is able to: - explain the whakapapa of the three key features including: - the history or development of key features, and - how it contributes to their distinctiveness.	At the Excellence level, the ākonga is able to: discuss iwi, hapū, or rohe variations in the three key features.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Hei tauira (he whakamārama i ngā tauira mahi e taea ana i tēnei ngohe)

For example (description of possible student evidence for this activity)

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Extract of exemplar evidence for Achievement to follow.	Extract of exemplar evidence for Merit to follow.	Extract of exemplar evidence for Excellence to follow.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

NCEA Internal Assessment Activity

Activity name:	Kia kōrero te katoa o te tinana
Subject:	Te Ao Haka 1.1c
Achievement Standard:	91976
Credits:	6
Assessment Activity Version:	2

What to do

You will create a presentation to demonstrate your understanding of a range of key features of Te Ao Haka.

You may present your presentation in front of your class or your kaiako.

Your presentation may include a slide show, a poster, or digital presentation of your selected key features. It must also include either a written or verbal description of what the key features are, what makes them unique, and how you have used them in your presentation. It should also explain the whakapapa of each key feature, and discuss any tribal variations in the key features.

Part 1

You will select a range of three or more key features of Te Ao Haka for your presentation. Research each of your chosen key features using these questions to help guide your thinking:

- What is the key feature and what makes it identifiable?
- What is the whakapapa of the key feature — how has its history or development contributed to its distinctiveness?
- Discuss tribal variations of the key features. How do different hapū or iwi show tribal variation in the way they perform key features?
- Why might they do it differently?

Part 2

Decide on the kind of presentation you want to create to demonstrate the range of key features, and the information you have gathered about them. This could be:

- a poster with diagrams and annotated images
- a digital presentation with video clips and voiceovers
- a slideshow
- another type of visual or digital presentation of your choice.

Part 3

Create your presentation. Make sure you clearly show and describe the range of key features, and the information you have collected about them.

Share your presentation with a trusted friend, whānau member, kaumātua, or your kaiako for feedback on what stands out to them, or what you could think about more. Refine your presentation based on the feedback.

How to present your learning

Create an annotated visual presentation of approximately 350 words, or a video presentation of approximately 1-3 minutes.

The presentation on your selected key features must also include an explanation of what the key features are, what makes them unique, and how you have used them in your demonstration. This should also explain the whakapapa of each key feature, and discuss any tribal variations in the key features.

These guidelines are indicative only. A student may be able to demonstrate sufficient evidence for this Achievement Standard with a smaller volume of evidence. Equally, some students may require more time or scope to produce sufficient evidence.

The volume of evidence submitted for the Achievement Standard should allow the student to demonstrate the best of their ability and knowledge.

Timeframe

Teacher to provide.

Getting started

You need to visually represent a range of key features.

How are you going to represent these key features visually?

Consider:

- diagrams
- moving images
- annotated still images.

What is the essence of each of the key features you are demonstrating?

What do they convey in performance? What is the whakapapa of the key features? How did they develop? Where did they come from?

Do you see tribal variation in how these features are performed? Why is this?

Kupu Māori

Hapū – kinship group, clan, tribe, subtribe - section of a large kinship group and the primary political unit in traditional Māori society.

Kaumātua – adult, elder, elderly man, elderly woman, old man - a person of status within the whānau.

Te Ao Haka — Te Taunaki i te Aromatawai |

Assessment Schedule: Ngohe Aromatawai |

Assessment Activity 1.1c

Te Ingoa o te Ngohe | Activity Title: Kia kōrero te katoa o te tinana

Paerewa Paetae | Achievement Standard: 91976 Demonstrate understanding of key features of Te Ao Haka

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Demonstrate understanding of key features of Te Ao Haka	Explain key features of Te Ao Haka	Analyse key features of Te Ao Haka
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: - describe three key features - demonstrate the key features (features only need to be represented in a way that shows understanding of their characteristics — this does not have to include a performance) - identify what makes them distinctive.	At the Merit level, the ākonga is able to: - explain the whakapapa of the three key features including: - the history or development of key features, and - how it contributes to their distinctiveness.	At the Excellence level, the ākonga is able to: discuss iwi, hapū, or rohe variations in the three key features.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Hei tauira (he whakamārama i ngā tauira mahi e taea ana i tēnei ngohe)

For example (description of possible student evidence for this activity)

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Extract of exemplar evidence for Achievement to follow.	Extract of exemplar evidence for Merit to follow.	Extract of exemplar evidence for Excellence to follow.
For 2026 Planning		

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Conditions of Assessment

Subject:	Te Ao Haka
Achievement Standard:	AS1.2 91977

The evidence for this Achievement Standard will be provided through a performance by ākonga, which may be performed with or without an audience. It may be presented as a live performance, however, a recording must also be captured and submitted.

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

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

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

Evidence may be presented through physical demonstration, or other formats, including:

- video recordings of the performance
- performance in front of a kaiako or examiner (must be recorded)
- performances on digital platforms
- format as agreed between student and teacher as reliable and assessable
- a combination of formats as appropriate.

The ākonga must be clearly visible for the full duration of any recorded performance. This ensures that assessors are able to observe the individual's performance demonstrating their discipline, and make accurate, reliable judgements based on the evidence presented. Clear visibility of the ākonga in the recorded video supports the integrity of the assessment process.

NCEA Unpacking the Standard

Subject:	Te Ao Haka
Achievement Standard:	1.2 Perform an item from a Te Ao Haka discipline
Credits:	6

Te Ao Haka is an expression of mātauranga Māori, shaped by iwi, hapū, and rohe-specific knowledge systems. This Achievement Standard invites ākonga to engage with Te Ao Haka through the performance of a single item from a Te Ao Haka discipline, drawing on the unique style, intent, and cultural meaning embedded in each form. Performance is not just about technical delivery — it is about presence, connection, and the ability to communicate kaupapa with integrity.

Learning focuses on how engagement, style, and expression are demonstrated through performance, particularly through the use of movement, voice, and lyrics that highlight the key features of Te Ao Haka. This reflects the values and knowledge systems that underpin the discipline. Ākonga explore how each discipline presents distinct key features, and how performing an item with deliberate attention to these shows a deep understanding of the tradition it represents. This Achievement Standard supports a broader journey of cultural confidence and respectful engagement with the practices that shape Te Ao Haka

The intent of the Achievement Standard

The purpose of this Achievement Standard is for ākonga to demonstrate their performance skills — an important component of Te Ao Haka as a Māori performing art form.

Ākonga will demonstrate their ability to perform a complete item from a Te Ao Haka discipline. The emphasis is on the performance as a whole — ākonga are expected to demonstrate the item from beginning to end, showing an understanding of its structure, flow, and stylistic features.

As ākonga progress, they are expected to demonstrate a deepening understanding of performance within Te Ao Haka — moving from foundational technical skills to more nuanced, authentic, and confident expressions. Performance, as recognised by the Achievement Standard, is not solely technical. It is expressive, communicative, and deeply connected to identity. Ākonga are encouraged to engage with the kaupapa of the item, embody its intent, and connect with their audience in a way that reflects the discipline's unique style. This includes iwi, hapū, or rohe variation, where relevant, and supports the cultural integrity of the performance.

Consistent engagement is a key aspect of the assessment. While this may look different depending on the nature of the item, it can be demonstrated through maintained energy

levels, clarity of voice, synchronicity, and the flow of actions throughout the performance. These elements help convey a sense of presence and commitment, contributing to the overall impact of the item.

Although the Achievement Standard focuses on the performance of a single item, it sits within a broader teaching and learning programme that provides ākonga with opportunities to explore a wide range of disciplines within Te Ao Haka. This wider exposure supports their understanding of stylistic variation and deepens their connection to the cultural foundations of each discipline.

Making reliable judgements

This Achievement Standard focuses on how well ākonga perform, communicate, and express a complete item from a Te Ao Haka discipline. Ākonga will demonstrate a development in competence across these aspects, and performance quality can vary while still meeting the intent of the standard.

For the purpose of this Achievement Standard, ākonga are required to perform one item from any one discipline from start to finish. The item should be complete and recognisable, with key features of Te Ao Haka in its movement, voice, and lyrics present throughout. Even where confidence or precision is still developing, the structure and flow of the item should be clear.

At higher levels of achievement, ākonga demonstrate consistent and purposeful engagement. This may be evident through sustained energy, clarity of voice, synchronicity, and smooth transitions — all contributing to a cohesive performance. The performance reflects both technical skill and a strong connection to the style of the discipline, including iwi, hapū, or rohe variation where relevant. As understanding deepens, iwi, hapū, or rohe-specific features become more evident, showing greater cultural awareness and enhancing the integrity of the performance. Expression is where the performance begins to resonate. As confidence grows, ākonga deliver with authenticity and intent, using movement, voice, and lyrics to engage the audience and embody the style of the chosen Te Ao Haka discipline.

Reliable judgements are based on observable evidence — such as engagement, iwi, hapū, or rohe variation, execution, and the embodiment of the discipline's style — and a clear understanding of how these components develop across levels of achievement.

Collecting evidence

Examples of ways ākonga can show their evidence include:

- video recordings of performances (live or rehearsed)
- audio recordings to capture vocal elements (to accompany a video recording)
- kaiako observation notes from rehearsals and informal performances (to accompany a video recording)
- student reflections or journals showing intent, cultural understanding, and growth (to accompany a video recording)
- peer and self-assessments using structured rubrics (to accompany a video recording).

Kaiako should encourage ākonga to build portfolios that include rehearsal footage, feedback, and commentary, supporting a fuller picture of their learning journey.

The ākonga must be clearly visible for the full duration of any recorded performance. This ensures that assessors are able to observe the individual's performance demonstrating their discipline, and make accurate, reliable judgements based on the evidence presented. Clear visibility supports the integrity of the assessment process and allows the richness of the performance to be fully recognised.

Possible contexts

Rich contexts help ākonga connect deeply with the kaupapa of their performance and generate meaningful evidence. Examples include:

- school or marae-based events such as pōwhiri, Matariki celebrations, or kapa haka festivals
- marae-based learning where performances are embedded in tikanga and whanaungatanga
- interdisciplinary projects linking Te Ao Haka with History, Te Reo Māori, or Pūtaiao
- ākonga-led creative projects where ākonga interpret and perform an item based on a chosen kaupapa
- regional or national competitions such as Ngā Manu Kōrero or Polyfest.

Contexts should support whakawhanaungatanga, allowing ākonga to build relationships, collaborate, and reflect on their identity. Kaiako should ensure that the chosen context allows for emotional engagement, cultural authenticity, and expressive freedom.

NCEA Internal Assessment Activity

Activity name:	Manahua te tū
Subject:	Te Ao Haka 1.2a
Achievement Standard:	91977
Credits:	6
Assessment Activity Version:	2

What to do

You will select an item from a discipline of Te Ao Haka and perform it from start to finish. Your performance will take place in class.

Part 1

Select a discipline you would like to perform and choose a specific item from within that discipline. This selection will be done in your class, and you may choose to work in groups. Record what you know about:

- the key features of your discipline, including possible iwi, hapū, or rohe variations of these key features
- the origins and contexts of the discipline
- the narrative of the item you are going to perform.

Look for examples of performances of the discipline that you can watch. This might be live, on TV, or online.

Part 2

Whakaharatau, whakaharatau, whakaharatau! Practise, practise, practise!

Rehearse your performance. Your previous research should give you an understanding of the disciplines, and this should help with your performance.

Practise maintaining energy, commitment, and accuracy throughout the item. Make sure that your narrative is being communicated clearly.

Video record your rehearsals, or ask someone you trust like your kaiako, a friend, whānau member, mentor or kaumātua to observe and provide feedback to help you perform in a way that engages your audience.

How to present your learning

Perform a complete item from a discipline of Te Ao Haka in a classroom setting. This will be

recorded for moderation purposes.

You will not be assessed for any of the preparation, research, or rehearsals before the assessment itself. The evidence for this Achievement Standard is based solely on your performance.

Timeframe

Teacher to provide.

Getting started

In this activity, you will need to select a discipline to study, rehearse, and perform.

Disciplines include:

- mōteatea
- waiata ā-ringa
- poi
- haka, haka wahine
- whakaeke
- whakawātea.

You will be performing this discipline from start to finish and with consistent engagement, and should consider:

- what makes your chosen discipline distinct, how it has developed over time, and how tribal variations influence its style and expression
- how you will embody the style and unique characteristics of the discipline in your performance
- what narrative your item is conveying, and how you will communicate this clearly through your chosen discipline
- how you would like the audience to respond, and what strategies you will use to maintain energy, accuracy, and engagement throughout your performance.

Kupu Māori

Kaumātua – adult, elder, elderly man, elderly woman, old man - a person of status within the whānau.

Teacher guidance

Ākonga should be supported to select a discipline and item which allows them to clearly demonstrate their skills. There is no set time limit for the performance within this activity.

The performance should be a complete item which will enable ākonga to demonstrate a full narrative to the best of their ability and knowledge, for example, the entire haka. Aspects ākonga will need to demonstrate throughout the entire performance include:

- sustained energy
- clarity of voice
- synchronicity
- flow of actions.

Evidence for this standard may be collected from part of a longer performance activity however, ākonga should be assessed on the quality of their performance of a single, pre-identified item, and not on the number of items they perform, or the quality of their other disciplines.

Te Ao Haka — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 1.2a

Te Ingoa o te Ngohe | Activity Title: Manahua te tū

Paerewa Paetae | Achievement Standard: 91977 Perform an item from a Te Ao Haka discipline

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Perform an item from a Te Ao Haka discipline.	Communicate an item from a Te Ao Haka discipline.	Express an item from a Te Ao Haka discipline.
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: - demonstrate one item from any one discipline of Te Ao Haka from start to finish - the item must include key features of Te Ao Haka in its movement, voice, and lyrics.	At the Merit level, the ākonga is able to: - demonstrate consistent engagement for the duration of the performance - convey the style of the discipline through the performance, inclusive of iwi, hapū, or rohe variation.	At the Excellence level, the ākonga is able to: - execute a performance capable of engaging an audience - embody the style of the discipline through the performance.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Hei tauira (he whakamārama i ngā tauira mahi e taea ana i tēnei ngohe)

For example (description of possible student evidence for this activity)

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Extract of exemplar evidence for Achievement to follow.	Extract of exemplar evidence for Merit to follow.	Extract of exemplar evidence for Excellence to follow.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

NCEA Internal Assessment Activity

Activity name:	Te mura o te ahi
Subject:	Te Ao Haka 1.2b
Achievement Standard:	91977
Credits:	6
Assessment Activity Version:	2

What to do

You will select an item from a discipline of Te Ao Haka and perform it from start to finish in a competition setting.

Part 1

You will be part of a group performing in a Te Ao Haka competition.

The Te Ao Haka items and disciplines you will perform are likely to be chosen for you by your tutor or kaiako. However, the discipline and item you would like to have assessed at the competition will be up to you. Make sure you have a clear understanding of the style of the discipline.

If you can find videos of other performances, watch them and take note of how the performers convey, execute, and embody the style of the disciplines they are performing, including tribal variations.

Part 2

Whakaharatau, whakaharatau, whakaharatau! Practise, practise, practise!

Rehearse your performance. Wānanga with your group to solve problems and work out how to enhance your performance. Think about how you are working in collaboration with your group and how your personal performance fits into the performance as a whole.

Practise maintaining energy, commitment, and accuracy throughout the item. Work with your group to create a performance that will be engaging to watch.

Record your rehearsals, or invite someone you trust — your kaiako, a friend, a whānau member, mentor, or kaumātua — to observe and give feedback to help you further refine and strengthen your performance.

Ask yourself if you are:

- staying consistently engaged throughout the entire performance
- showing the style of the discipline clearly in your performance, including any iwi, hapū, or rohe variations
- performing in a way that connects with your audience and holds their attention

- embodying the style of the discipline through your movements, voice, and expression.

Part 3

Performance Day! You're ready to take the stage. Everything has been prepared to help you do your best.

- Let your kaiako know which discipline and item you've chosen to be assessed.
- Check that your kakahu, whakakai, and performance gear (like pari, tātua, piupiu, poi, or rākau etc) are all sorted.
- A quick run-through and vocal warm-up will help you feel confident before you hit the stage.
- Ensure your performance will be recorded by your kaiako or a trusted whānau member.

Karawhiua!

How to present your learning

Perform a complete item from a discipline of Te Ao Haka in a competition setting.

You may perform more than one discipline in the competition, however, only your single item in your pre-selected discipline will be assessed. Ensure you inform your kaiako of the specific discipline and item you wish to be assessed.

This performance must be recorded for assessment and moderation purposes.

You will not be assessed for any of the preparation, research, or rehearsals before the assessment itself. The evidence for this Achievement Standard is based solely on your performance.

Timeframe

Teacher to provide.

Getting started

You will select one discipline to study, rehearse and perform.

Disciplines include:

- mōteatea
- waiata ā-ringa
- poi
- haka, haka wahine
- whakaeke
- whakawātea.

Think about:

- when your competition is going to take place
- how much time you have to prepare
- what makes Te Ao Haka disciplines distinct
- what you need to work on to improve your skills across the key features
- which discipline will allow you to give the best possible demonstration of your skills through an engaging performance
- how you would like the audience to respond to your performance.

Teacher Guidance

Ākonga should be supported to select a discipline and item which allows them to clearly demonstrate their skills. They may also need assistance choosing the competition setting.

There is no set time limit for the performance within this activity. However, the performance should be a complete item which will enable ākonga to demonstrate a full narrative to the best of their ability and knowledge, for example, the entire haka. Aspects ākonga will need to demonstrate throughout the entire performance include:

- sustained energy
- clarity of voice
- synchronicity
- flow of actions.

Evidence for this Achievement Standard may be collected from part of a longer performance activity, however, ākonga should be assessed on the quality of their performance of a single, pre-identified item, and not on the number of items they perform, or the quality of their other disciplines.

Te Ao Haka — Te Taunaki i te Aromatawai |

Assessment Schedule: Ngohe Aromatawai |

Assessment Activity 1.2b

Te Ingoa o te Ngohe | Activity Title: Te mura o te ahi

Paerewa Paetae | Achievement Standard: 91977 Perform an item from a Te Ao Haka discipline

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Perform an item from a Te Ao Haka discipline.	Communicate an item from a Te Ao Haka discipline.	Express an item from a Te Ao Haka discipline.
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: - demonstrate one item from any one discipline of Te Ao Haka from start to finish - the item must include key features of Te Ao Haka in its movement, voice, and lyrics.	At the Merit level, the ākonga is able to: - demonstrate consistent engagement for the duration of the performance - convey the style of the discipline through the performance, inclusive of iwi, hapū, or rohe variation.	At the Excellence level, the ākonga is able to: - execute a performance capable of engaging an audience - embody the style of the discipline through the performance.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Hei tauira (he whakamārama i ngā tauira mahi e taea ana i tēnei ngohe)

For example (description of possible student evidence for this activity)

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Extract of exemplar evidence for Achievement to follow.	Extract of exemplar evidence for Merit to follow.	Extract of exemplar evidence for Excellence to follow.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

NCEA Internal Assessment Activity

Activity name:	Tū te ihiihi
Subject:	Te Ao Haka 1.2c
Achievement Standard:	91977
Credits:	6
Assessment Activity Version:	2

What to do

You will select an item from a discipline of Te Ao Haka and perform it from start to finish in a non-classroom, non-competition event.

Part 1

In a group (this may be any size – your whole class or just two people), plan a performance of Te Ao Haka for an event.

Your kaiako will help you choose an event to perform at and an item to perform. Think about the setting, what kind of place it is, and which discipline is most appropriate for that context.

Your choice should allow you to:

- demonstrate the key features
- convey and embody the style of the discipline using deliberate movements, voice, and appropriate expression while integrating iwi, hapū, or rohe variation
- perform the discipline from beginning to end maintaining energy levels and engaging the audience
- give the best possible demonstration of your skills through performance.

Part 2

Whakaharatau, whakaharatau, whakaharatau! Practise, practise, practise!

Rehearse your performance, making sure you understand and can embody the style of your discipline.

Practise maintaining energy, commitment, and accuracy strongly throughout the item. Work with your group to create a performance that will be engaging to watch.

Video record your rehearsals or ask someone you trust like your kaiako, a friend, whānau member, mentor, or kaumātua to observe and provide feedback to help you perform in a way that engages your audience.

Ask yourself if you are:

- staying consistently engaged throughout the entire performance
- showing the style of the discipline clearly in your performance, including any iwi, hapū, or rohe variations
- performing in a way that connects with your audience and holds their attention
- embodying the style of the discipline through your movements, voice, and expression.

Part 3

The big day has arrived, and you're ready to perform. Here's what to check before you step into the performance area:

- let your kaiako know which discipline and item you've chosen to be assessed
- make sure your kākahu or school uniform, whakakai, and performance gear are all ready
- do a quick run-through and vocal warm-up to help you feel confident and focused
- ensure your performance will be recorded by your kaiako or a trusted whānau member.

How to present your learning

Perform a complete item from a discipline of Te Ao Haka in a non-classroom, non-competition event.

Your performance may be part of a wider event, however, only your single item in your pre-selected discipline will be assessed. Ensure you inform your kaiako of the specific discipline and item you wish to be assessed.

This performance must be recorded for assessment and moderation purposes.

You will not be assessed for any of the preparation, research, or rehearsals before the assessment itself. The evidence for this Achievement Standard is based solely on your performance.

Timeframe

Teacher to provide.

Getting started

In this activity, you will need to select a discipline to study, rehearse, and perform at an event.

Te Ao Haka disciplines include:

- mōteatea
- waiata ā-ringa

- poi
- haka, haka wahine
- whakaeke
- whakawātea.

You will be performing this discipline from start to finish and with consistent engagement, and should consider:

- what makes your chosen discipline distinct
- how the discipline has developed over time
- what you have learned about the style of the discipline, and how tribal variations influence style
- what narrative your item is conveying, and how you will communicate it through your chosen discipline
- whether the performance will be in a live setting or possibly online
- who the audience at the event will be:
 - are they likely to know a lot about Te Ao Haka, or perhaps only a little?
 - will the audience be large or small?

Kupu Māori

Kaumātua – adult, elder, elderly man, elderly woman, old man - a person of status within the whānau.

Teacher Guidance

You may need to support ākonga in selecting a discipline and item that will best allow them to clearly demonstrate their skills. They may also need assistance choosing an appropriate event and location for their performance.

The activity does not set a time limit for the performance. However, the performance should be a complete 'item', for example the whole haka, to enable the ākonga to demonstrate a full narrative.

The length of the performance should allow the ākonga to demonstrate the best of their ability and knowledge. Aspects ākonga will need to demonstrate throughout the entire performance include:

- sustained energy
- clarity of voice
- synchronicity
- flow of actions.

If you wish to collect evidence for this Achievement Standard from part of a longer performance activity, this is acceptable. However, ākonga should be assessed on the quality of their performance of a single, pre-identified item, and not on the number of items they perform, or the quality of their other disciplines.

Te Ao Haka — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 1.2c

Te Ingoa o te Ngohe | Activity Title: Tū te ihiihi

Paerewa Paetae | Achievement Standard: 91977 Perform an item from a Te Ao Haka discipline

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Perform an item from a Te Ao Haka discipline.	Communicate an item from a Te Ao Haka discipline.	Express an item from a Te Ao Haka discipline.
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: - demonstrate one item from any one discipline of Te Ao Haka from start to finish - the item must include key features of Te Ao Haka in its movement, voice, and lyrics.	At the Merit level, the ākonga is able to: - demonstrate consistent engagement for the duration of the performance - convey the style of the discipline through the performance, inclusive of iwi, hapū, or rohe variation.	At the Excellence level, the ākonga is able to: - execute a performance capable of engaging an audience - embody the style of the discipline through the performance.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Hei tauira (he whakamārama i ngā tauira mahi e taea ana i tēnei ngohe)

For example (description of possible student evidence for this activity)

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Extract of exemplar evidence for Achievement to follow.	Extract of exemplar evidence for Merit to follow.	Extract of exemplar evidence for Excellence to follow.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

NCEA Unpacking the Standard

Subject:	Te Ao Haka
Achievement Standard:	1.3 Demonstrate understanding of categories within Te Ao Haka
Credits:	4

Te Ao Haka is an expression of mātauranga Māori, shaped by iwi, hapū, and rohe-specific knowledge systems. This Achievement Standard invites ākonga to engage with the categories that exist within one chosen discipline of Te Ao Haka. These categories are not random, they reflect distinct styles or types of items that carry cultural meaning and purpose.

In this Achievement Standard, ākonga explore the categories within one chosen discipline of Te Ao Haka each reflecting distinct styles, meanings, and cultural purposes. Through critical reflection and cultural interpretation, ākonga consider how meaning is conveyed, how context shapes expression, and how categories relate to one another.

This Achievement Standard supports cultural literacy and affirms the value of Māori perspectives by encouraging respectful engagement with the structures and knowledge within Te Ao Haka.

The intent of the Achievement Standard

The purpose of this Achievement Standard is for ākonga to show their understanding of the categories that shape a chosen discipline within Te Ao Haka. Ākonga will identify and describe a selection of these categories, demonstrating how each carries its own tikanga (culturally appropriate practices, values, and protocols), kaupapa, and expressive intent, shaped by iwi and hapū knowledge systems. They will show how these categories are expressed in performance and how they reflect the structure and purpose of Te Ao Haka.

Each category has its own whakapapa, formed through iwi and hapū knowledge systems and shaped by context and intent. Understanding this whakapapa helps ākonga see that Te Ao Haka is not just a collection of compositions, but a reflection of mātauranga Māori and the cultural narratives embedded within it. Ākonga will explore how categories vary across rohe, and how context—such as pōwhiri, poroporoāki, tangihanga, or kaupapa whakanui— influences the choice and delivery of each category.

This opens space for ākonga to think critically about the relationships between categories, noticing similarities and differences, and using examples to support their insights. While assessment focuses on a select number of categories, the learning journey encourages broader exploration, supporting ākonga to appreciate the depth and diversity within Te Ao Haka.

Making reliable judgements

Ākonga will identify and describe two or more categories within a single discipline of Te Ao Haka, showing what makes each category distinctive. They will support their descriptions with relevant examples that clearly belong to each category, demonstrating familiarity with their defining characteristics.

At higher levels of achievement, ākonga will explain the purpose and context of each category, showing insight into why it might be performed in particular settings such as pōwhiri, poroporoāki, tangihanga, or kaupapa whakanui. They will analyse the relationships between categories, discussing similarities and differences and using their examples to support these comparisons. This reflects a deeper understanding of how categories are shaped by tikanga, kaupapa, and mātauranga Māori.

Judgements at this level are supported by evidence of critical thinking, cultural insight, and an ability to interpret meaning within Te Ao Haka. Reliable judgements are grounded in how well ākonga connect their knowledge to the intent of the Standard, and how clearly they communicate that understanding in both descriptive and analytical ways.

For the purpose of this assessment, the same two selected categories should be referred to throughout.

Collecting evidence

Refer to the External Assessment Specifications for further information.

Possible contexts

Ākonga engaging with this Achievement Standard will focus on a range of categories within a single discipline of Te Ao Haka and explore how these are shaped by iwi, hapū, and rohe-specific knowledge systems.

Contexts for this Standard should be grounded in the lived experiences and cultural backgrounds of ākonga. These might include:

- local iwi or hapū compositions and performance traditions
- whānau or kura-based haka practices
- archival or contemporary items from a chosen discipline (for example, mōteatea, waiata-ā-ringa, haka, poi)
- thematic explorations such as ceremonial items, protest compositions, or items performed for celebration.

It is encouraged that ākonga are introduced to a broad range of categories during the learning programme to support deeper understanding. However, for the purpose of this Achievement Standard, the term *categories* refers to two within one discipline. While ākonga may explore more, only the selected categories will be assessed.

NCEA Unpacking the Standard

Subject:	Te Ao Haka
Achievement Standard:	1.4 Demonstrate understanding of elements within a Te Ao Haka performance
Credits:	4

Te Ao Haka is an expression of mātauranga Māori, shaped by iwi, hapū, and rohe-specific knowledge systems. Each performance weaves together layered elements such as movement, sound, rhythm, and voice, that shape how meaning is both conveyed and received. These elements do more than entertain. They communicate cultural depth, emotional resonance, and ancestral knowledge, inviting ākonga to explore how intention and kaupapa inform expressive choices.

This Achievement Standard acknowledges the cultural depth of Te Ao Haka by guiding ākonga to explore how elements contribute to performance. Ākonga describe and explain the significance of each element within context, and consider how they work together to shape meaning and impact. This approach supports deeper understanding of Māori performing arts and encourages engagement with diverse Māori perspectives.

The Intent of the Standard

The purpose of this Achievement Standard is for ākonga to demonstrate their understanding of the elements that bring a Te Ao Haka performance to life. Ākonga will describe a range of elements within a performance and explain what each communicates in context. They will also show how these elements interact to create impact and contribute to the overall effect of the performance.

Elements are found across many art forms, and are components of a composition or performance that shape and communicate meaning. Exploring how elements work together deepens ākonga engagement and supports a more informed understanding of intent and impact within a performance. This also provides a strong foundation for ākonga to engage with performance more broadly, while strengthening their understanding within a Te Ao Haka context. Through this process, ākonga develop critical thinking skills as they explore how elements interact — complementing, contrasting, and influencing one another to shape the overall effect of a performance.

Making Reliable Judgements

Ākonga will identify and describe three elements, and show how these are present within a performance. For example, ākonga might describe the element, identifying where and how it is used.

At higher levels of achievement, ākonga will need to explain what each element communicates in the context of the performance, showing an understanding of how elements reflect intent, emotion, or kaupapa. They will interpret meaning and consider the purpose behind performance decisions. Ākonga will need to analyse how elements interact to create an effect. Ākonga will discuss the relationships between elements, such as how the three elements interact to create a sense of urgency or emotional intensity, and reflect on how these choices may evoke a response.

To support reliable judgements, ākonga need to consistently refer to the three identified elements throughout their response. Rather than listing elements in isolation, ākonga should return to these elements as they explain and analyse, showing how each contributes to the overall meaning and effect of the performance.

Reliable judgements are supported by looking for evidence of progression, from recognition and description, through explanation, to analysis.

Collecting Evidence

Refer to the External Assessment Specifications for further information.

Possible Contexts

Ākonga engaging with this Achievement Standard will focus on a range of elements and explore how their use and interpretation may vary across performances and contexts.

Contexts should be grounded in the lived experiences and cultural backgrounds of ākonga. These might include:

- local iwi or hapū performance traditions
- whānau or kura-based haka, waiata, or poi practices
- historical or contemporary compositions
- thematic explorations (for example, ceremonial, protest, or celebratory performances)

It is encouraged that all elements are taught during the learning programme to support broad understanding of the elements. However, for the purpose of this Achievement Standard, the term *range* refers to three, or more elements. A more extensive list of elements can be found within the Subject Glossary for Te Ao Haka.

Exploring how elements are expressed across different performances and disciplines helps ākonga build the skills needed to describe, explain, and analyse within the framework of this Achievement Standard. For instance, selected elements might be used to build intensity in haka, while in mōteatea, they may convey emotion and narrative.

Teaching and learning should prepare ākonga to apply their understanding across a range of examples. This might include analysing live or recorded performances, engaging in kōrero with cultural experts, or participating in practical workshops. These experiences help ākonga recognise how performance choices reflect kaupapa and communicate meaning.