Te Ao Haka NCEA NZC Level 2 Subject Learning Outcomes for Assessment

Companion to Te Ao Haka 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 judgments. 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.

Achievement Standard 2.1 (91976): Create a section of a Te Ao Haka item (Credits 6)

What is being assessed	Subject Learning Outcomes

Creating an original section of a Te Ao Haka item	Ākonga are able to:
	
	● create an original section of a Te Ao Haka item in relation to a kaupapa that includes a range of elements.
	
	    ○ A kaupapa may include a theme, issue, story, message, or event that reflects personal, whānau, hapū, iwi, or wider community significance.
	
	    ○ A section of a Te Ao Haka item is a short segment of either text, music, or choreography. It does not need to include a complete narrative and could be part of a larger Te Ao Haka item.

Elements in composition	Ākonga are able to:
	
	● describe the range of elements used within the section of the item. This may include:
	
	    ○ identifying that elements are aspects of a composition or performance that are present in but not unique to Te Ao Haka. Examples of elements include: tempo, rhythm, dynamics, melody, phrasing, harmony, shape, space, energy, characterisation, voice, imagery, metaphor, point of view, setting, tone, and composition structure.
	
	    ○ using a range of elements in the creation of their original section of a Te Ao Haka item, and describing how they have been used.
	
	For higher levels of achievement, ākonga are able to:
	
	● create an integrated section of a Te Ao Haka item. This involves:
	
	    ○ combining the range of elements to work together in the section to reflect the kaupapa. This may include:
	
	        • choosing and integrating elements into the section that are connected, complement each other to express the kaupapa, interact with the other elements to strengthen the impact of the section, or contribute to a clear, unified message.
	
	    ○ explaining the purpose of each element. This may include:
	
	        • explaining the role of each element and how it contributes to the overall kaupapa.

Cohesion and justifying choices	For higher levels of achievement, ākonga are able to:
	
	● create a cohesive section of a Te Ao Haka item. This involves:
	
	    ○ justifying why the combined range of elements used in the section creates an intended effect relevant to the kaupapa. This may include:
	
	        • discussing why they made specific creative choices, providing reasoning or evidence to support their decisions
	
	        • referencing the range of elements selected and reflecting on how these elements work together to create an effect. Examples may include, an emotional, cultural, or social tēr that was achieved through the combination of elements.
	
	        • aligning the effect with the chosen kaupapa to show how their section reflects the kaupapa.

Achievement Standard 2.2 (91981): Perform an item to convey a local kaupapa (Credits 6)

What is being assessed	Subject Learning Outcomes
Key features of Te Ao Haka	Ākonga are able to: ● identify and apply key features of a Te Ao Haka item (e.g. mōteatea, waiata-ā-ringa, haka, poi) to support the delivery of a local kaupapa. ○ Key features may include wiri, rere (of poi), takahi, tū (stance), reo/hāngū, pūkana, whakakai, tūwaewae, mahinga rākau, or tū ā-kapa (formations).

Variations of key features	For higher levels of achievement, ākonga are able to:
	● integrate hapū, iwi, or rohe-specific variations of key features into the Te Ao Haka item. To reflect iwi-specific authenticity in a Te Ao Haka item, performers may distinguish key features such as:
	    ○ wiri — the style, placement, proximity of fingers, and intention of the trembling hand motion may vary to represent different iwi expressions of mauri or natural elements
	    ○ takahi — the rhythm and force of stamping or height of lifting the foot off the grounded or swivel of the foot can be adapted to simulate local environmental features, such as the movement of the moana, unique to the rohe.
	● execute key features in the Te Ao Haka item using hapū, iwi, or rohe variation. This may include:
	    ○ performing the takahi as it is known within a particular iwi, executed with precision and intent to reflect the unique style and tikanga of that iwi.

Aligning performance choices and connection with the intent of the kaupapa	Ākonga are able to: ● consider how performance choices align with and convey the intent of the kaupapa ● demonstrate understanding of the local kaupapa through appropriate movement, vocalisation, and lyrics during performance. For higher levels of achievement, ākonga are able to: ● demonstrate a personal or collective connection to the kaupapa through performance. This may include: ○ communicating the essence of the local kaupapa through deliberate use of key features. For example, deliberate use of te tū (stance) can communicate the essence of a local kaupapa by reflecting iwi-specific

	identity. Particular stances are recognisable as iwi-specific, shaped by whakapapa, environment, and tikanga, and can visually express the iwi or rohe being represented.
	● demonstrate an embodiment of the local kaupapa through performance. This may include showing deep understanding, connection, and authenticity. It may be seen in:
	○ the intensity of facial expressions that reflect the emotional weight of the kaupapa
	○ the style and movement that align with iwi-specific tikanga
	○ the performer's stance, gestures, energy, and delivery.

Achievement Standard 2.3 (91982): Compare a Te Ao Haka performance and another performance (Credits 4)

What is being assessed	Subject Learning Outcomes
How elements are expressed	Ākonga are able to: ● identify a range of elements and describe how they are expressed in each performance. This may include: ○ identifying elements such as tempo, rhythm, and energy in each performance and describing how each is used to express each performance. For example, poi may use smooth or sharp tempo, while hip hop may use sharp, beat-driven tempo. ● identify and recognise performance elements and how they are used across Te Ao Haka and other genres such as hula, contemporary dance, theatre, and hip hop.
Comparing elements across genres	Ākonga are able to: ● identify the similarities and differences in how the elements are expressed. ○ For example, both poi and hip hop may use tempo to create mood. The poi uses a slow tempo to create a calm mood, while hip hop uses a fast tempo to build energy and intensity. For higher levels of achievement, ākonga are able to: ● explain the similarities and differences in how the elements are expressed. ○ This may involve explaining how and why elements are used in specific ways across both performances, considering factors such as style, intended message, audience impact, and cultural context.
Impacts of elements in performances	For higher levels of achievement, ākonga are able to: ● evaluate the impact of the elements within each performance. This may include: ○ making informed judgments about how effectively elements contribute to the overall impact of each performance e.g. tempo was used to bring more energy to the Te Ao Haka performance which created a sense of excitement. What was the element? How was it used? What was it's purpose? What effect did it have? ○ discussing the effect of the elements — consider aspects such as the mood, movement, storytelling, and cultural intention ○ linking the use of elements to the purpose and the performance's emotional and visual impact.

Achievement Standard 2.4 (91983): Respond to a Te Ao Haka performance (Credits 4)

What is being assessed	Subject Learning Outcomes
Recognising and describing narratives in Te Ao Haka performances	Ākonga are able to: ● identify and understand that Te Ao Haka performances have intended narratives. Narratives may include connections to iwi, whakapapa, hapū, social, political, and cultural issues ● describe the narrative of a chosen performance. ○ For example, the Te Ao Haka performance tells the story of the Kohanga Reo movement showing how whānau worked together to protect and grow te reo Māori for future generations. The performance highlights pride, challenges, and lasting impact of this kaupapa on Māori identity and education.

Analysing key features and elements	For higher levels of achievement, ākonga are able to:
	● identify and describe the key features and elements within a performance.
	    ○ Key features may include wiri, rere (of poi), takahi, te tū (stance), reo/hāngū, pūkana, whakakai, tūwaewae, mahinga rākau, te tū ā-kapa (formations).
	    ○ Elements may include tempo, rhythm, dynamics, melody, phrasing, harmony, shape, space, energy, characterisation, voice, imagery, metaphor, point of view, setting, tone, composition structure.
	● discuss the key features and elements of Te Ao Haka within a performance, and how they are used to communicate a narrative. This may involve:
	    ○ reflecting how key features and elements contribute to the performance, and how the performance enhanced or impacted the narrative/story.

Personal response and reflections	Ākonga are able to:
	● record a personal response to the performance as an audience member. This may include:
	    ○ emotional reactions, cultural connections, memories it evoked, or reflections on how the kaupapa or narrative relates to their own experiences or identity.
	
	For higher levels of achievement, ākonga are able to:
	● make connections between the response as an audience member and personal perspective **or** experience. This may involve:
	    ○ responding to what they feel, think, or notice during the performance and the moments that stood out

	emotionally, culturally, or visually
	o explaining how the performance related to their identity or lived experience, including connections to their whānau, iwi, or community
	o linking what they saw and felt to who they are and what they know, including their understanding of kaupapa, tikanga, or mātauranga Māori
	o referring to the use of key features and elements of Te Ao Haka to support their interpretation and personal response.