

Te Ao Haka NCEA NZC Level 1 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 1.1 (91976): Demonstrate understanding of key features of Te Ao Haka (Credits 6)

What is being assessed	Subject Learning Outcomes
Key features of Te Ao Haka	<p>Ākonga are able to:</p> <ul style="list-style-type: none"> recognise that key features are discrete, distinctive attributes that appear in Te Ao Haka across disciplines, although they may not appear in all disciplines all the time describe and demonstrate a range of key features of Te Ao Haka, for example: wiri, takahi, pūkana, rere (of poi), stance, reo/hāngū, whakakai, tūwaewae, mahinga rākau, formations. This may include: <ul style="list-style-type: none"> identifying the key features of Te Ao Haka and defining what each feature is and its purpose or significance. identify what makes the key features distinctive. This may include: <ul style="list-style-type: none"> recognising and naming key features of Te Ao Haka, and pointing out what makes each feature unique.
The whakapapa of the key features	<p>For higher levels of achievement, ākonga are able to:</p> <ul style="list-style-type: none"> explain the whakapapa of the range of key features. This includes the history or development of the range of key features, and how this contributes to their distinctiveness. This may include: <ul style="list-style-type: none"> an exploration of their origins within the context of Atua and/or the taiao from which they are derived, and how these origins shape their unique characteristics.
Iwi, hapu, or rohe variations in key features	<p>For higher levels of achievement, ākonga are able to:</p> <ul style="list-style-type: none"> discuss the variations in how a range of key features such as wiri, takahi, and pūkana are demonstrated or performed between iwi, hapū, or rohe.

Achievement Standard 1.2 (91977): Perform an item from a Te Ao Haka discipline (Credits 6)

What is being assessed	Subject Learning Outcomes
Perform Te Ao Haka disciplines	<p>Ākonga are able to:</p> <ul style="list-style-type: none"> identify the disciplines of Te Ao Haka as performance branches including mōteatea, waiata ā-ringa, poi, haka, haka wahine, whakaeke, and whakawātea perform one complete item — from start to finish — from any one Te Ao Haka discipline, showcasing key features, such as wiri, pūkana, reo, and takahi, through movement, voice, and lyrics.
Te Ao Haka performance styles (iwi, hapu, rohe variation)	<p>For higher levels of achievement, ākonga are able to:</p> <ul style="list-style-type: none"> convey the style of the discipline through the performance, including iwi, hapū, or rohe variation. This may include: <ul style="list-style-type: none"> the use of iwi, hapū, or rohe-specific reo, and dialectal variations, local idioms and histories the demonstration of rohe or iwi specific stances, wiri, takahi or pūkana. demonstrate consistent engagement for the duration of the performance of their chosen discipline. Engagement may be shown through sustained energy, clarity of voice, synchronicity, and flow of actions that reflect key features of Te Ao Haka.
Te Ao Haka performance skills	<p>For higher levels of achievement, ākonga are able to:</p> <ul style="list-style-type: none"> execute a performance within a chosen Te Ao Haka discipline that is capable of engaging an audience. This may include: <ul style="list-style-type: none"> performing with an emotional and cultural connection by conveying the essence and kaupapa of the item expressive delivery using appropriate facial expressions, body language, and voice to communicate emotion and intent performing with accuracy in movement, timing, and vocal clarity. embody the style of the discipline through the performance.

Achievement Standard 1.3 (91978): Demonstrate understanding of categories within Te Ao Haka (Credits 4)

What is being assessed	Subject Learning Outcomes
Te Ao Haka disciplines and categories	<p>Ākonga are able to:</p> <ul style="list-style-type: none"> • identify and describe categories within a discipline of Te Ao Haka. For example: <ul style="list-style-type: none"> ○ categories of mōteatea may include aroha, tangi, pao, pātere, karakia, apakura and ngeri ○ categories of waiata ā-ringa may include aroha, poroporoaki, whakahāwea, whakatoi, ngahau, tangi, whakanui, whakapapa, karakia, pōwhiri ○ categories of haka may include ngeri, taparahi, pōwhiri, whakatū-waewae, peruperu, tūtū ngārehu, manawawera ○ categories of poi may include single short, double short, single long, double long, quadruple ○ categories of whakaeke and whakawātea may be drawn from the following: kaupapa whānui, whakanui, aroha, whakapapa. • support the description of each category with an example of an item within each category. For example, poi is the discipline. Provide one example of an item for short poi and one example of an item for double long poi.
The context and unique characteristics of Te Ao Haka categories	<p>For higher levels of achievement, ākonga are able to:</p> <ul style="list-style-type: none"> • explain why each Te Ao Haka category could be performed in a given context. Contexts may include pōwhiri, poroporoaki, tangihanga, or kaupapa whānui. • explain what makes the examples recognisable as part of that category. For example, explaining the distinct characteristics of a haka pōwhiri, which is a category of haka.
The similarities and differences of Te Ao Haka categories	<p>For higher levels of achievement, ākonga are able to:</p> <ul style="list-style-type: none"> • discuss how the categories are similar and different with reference to each example. This may include: <ul style="list-style-type: none"> ○ discussing what aspects each category from within the discipline has in common, and what makes each category unique, referencing the examples.

Achievement Standard 1.4 (91979): Demonstrate understanding of elements within a Te Ao Haka performance (Credits 4)

What is being assessed	Subject Learning Outcomes
Elements within a Te Ao Haka performance	<p>Ākonga are able to:</p> <ul style="list-style-type: none"> recognise that elements are aspects of a composition or performance that are present in, but not unique to, Te Ao Haka. For example, tempo, rhythm, and harmony are also elements used in music. describe a range of elements within a Te Ao Haka performance such as tempo, rhythm, dynamics, melody, phrasing, harmony, shape, space, energy, characterisation, voice, imagery, metaphor, point of view, setting, tone, and composition structure. This may include: <ul style="list-style-type: none"> identifying each element clearly defining what each element is describing how it appears or is used in the performance with reference to specific examples from the performance.
The role of elements in communicating meaning in a Te Ao Haka performance	<p>For higher levels of achievement, ākonga are able to:</p> <ul style="list-style-type: none"> explain what each element communicates in the context of the performance. For example, a slow tempo may communicate mourning in mōteatea, while a fast tempo can express urgency or a journey in pātere. This may include: <ul style="list-style-type: none"> clarifying the purpose or effect of the element within the performance explaining how the element contributes to the meaning of the performance with reference to examples from the performance.
The effects of elements within a Te Ao Haka performance	<p>For higher levels of achievement, ākonga are able to:</p> <ul style="list-style-type: none"> discuss how the range of elements work with one another to achieve an effect within the performance. This may include: <ul style="list-style-type: none"> exploring relationships between different elements from the performance discussing how these elements interact to create an effect within the performance with reference to examples from the performance.