

NCEA Review and Maintenance Programme – 2027 updates

Review and maintenance work has been undertaken for NZC NCEA for 2027. This pdf document contains the updated assessment materials for **Te Ao Haka Level 3.2**. In January 2027, the NCEA website will be updated with these changes for Level 3.2 Te Ao Haka, including the updated 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 3.2

Product	What's changed?
AS3.2 92414 Unpacking	Updated to align with changes to the Achievement Standard
AS3.2 92414 Conditions of Assessment	Updated to align with changes to the Achievement Standard
AS3.2 92414 Internal Assessment Activities (including Student Resources, Teacher Guidance, and Assessment Schedules)	Updated to align with changes to the Achievement Standard

Contents

Product	Page
AS3.2 92414 Unpacking	2
AS3.2 92414 Conditions of Assessment	5
AS3.2 92414 Internal Assessment Activity A	7
AS3.2 92414 Activity A Student Resource	10
AS3.2 92414 Activity A Teacher Guidance	12
AS3.2 92414 Activity A Assessment Schedule	14
AS3.2 92414 Internal Assessment Activity B	16
AS3.2 92414 Activity B Student Resource	19
AS3.2 92414 Activity B Teacher Guidance	20
AS3.2 92414 Activity B Assessment Schedule	22
AS3.2 92414 Internal Assessment Activity C	24
AS3.2 92414 Activity C Student Resource	27
AS3.2 92414 Activity C Teacher Guidance	29
AS3.2 92414 Activity C Assessment Schedule	31

NCEA Unpacking the Standard

Subject:	Te Ao Haka
Achievement Standard:	AS 3.2 Create a Te Ao Haka item
Credits:	6

Introduction

Te Ao Haka is an expression of mātauranga Māori, grounded in the knowledge systems of iwi, hapū, and rohe. Te reo Māori is fundamental to Te Ao Haka performance. This Achievement Standard centres on creative practice as a process of expressing ideas, identity, and narratives through composition within Te Ao Haka.

Ākonga engage in a creative journey where they develop and compose an original Te Ao Haka item that draws on their experiences, knowledge, and connections to kaupapa that are meaningful to them. Through developing lyrics, music, and movement, ākonga shape and express ideas with purpose, recognising that composition is an iterative and evolving process.

This Achievement Standard supports ākonga to explore their creativity and apply their understanding of Te Ao Haka elements. They are encouraged to create work that reflects both personal identity and the wider context of Te Ao Haka.

The intent of the Achievement Standard

The purpose of this Achievement Standard is for ākonga to create an original Te Ao Haka item. The item will include lyrics, music, and movement. Ākonga will use a combination of elements to create an effect that relates to a kaupapa.

Creating an effective Te Ao Haka item is a complex process. This Achievement Standard recognises the importance of kaupapa as a driver for composition. The kaupapa may be linked to personal identity, whakapapa, experiences, events, people, or place. Ākonga will use creative decision-making in their composition and integrate elements in their item to convey meaning. They will justify how and why these choices work together to create an effect that relates to the kaupapa. These skills may be important or useful for the future both within and beyond Te Ao Haka.

Making reliable judgements

Ākonga will create an original Te Ao Haka item within a chosen discipline. They will develop and combine lyrics, music, and movement relevant to a kaupapa that is meaningful to them. Where lyrics are used, te reo Māori plays an important role in communicating kaupapa within Te Ao Haka performances. Their composition must use different elements in a way that references the kaupapa. This involves consideration of more than one element within the item. For example,

tempo and imagery may be used to create a sense of urgency to reference a contemporary issue for rangatahi. Ākonga must be able to explain how at least one of the elements is used across the composition, for example, how the tempo changes. The phrase “across the item” does not refer to an exhaustive analysis. It refers to a holistic explanation of where and how the element is meaningfully present. Ākonga must use authentic, naturally occurring examples to show how the element contributes to the composition as a whole.

At higher levels of achievement, ākonga combine different elements to convey their kaupapa. They discuss how their use of the elements across the item relates to the kaupapa. Their discussion uses relevant examples from their composition. They clearly link their decisions about how the elements are used to the meaning they want to communicate. For example, they may discuss how their use of specific lyrics, music, and movement across the item relates to the kaupapa.

At the highest level of achievement, ākonga justify their creative decisions to show how and why the elements used in this way create a specific effect. Their justification links their decisions to the kaupapa. This may include discussing how and why their composition works as a cohesive whole or making reasoned judgements about the effectiveness of their choices in relation to the kaupapa. For example, they could explain how a combination of dynamics and voice created a deliberate effect, and why this was appropriate for the intended meaning.

In this Achievement Standard, an “original” item is one where ākonga demonstrate their own ideas and decision-making. It is acceptable to draw on existing material as a base (for example, a known chorus or musical motif), provided the ākonga meaningfully reworks it. This may involve rearranging, recombining, or building upon existing kupu to create new lyrics, melodies, movements, or structures. The emphasis is on the creative input of the ākonga and how they transform, adapt, and integrate ideas to form a coherent composition that expresses their kaupapa.

Reliable judgements focus on how effectively ākonga use the elements in their composition, and the thinking behind their choices. A longer composition is not necessary for higher achievement.

The Achievement Standard focuses on the coherence of the item, its relevance to the kaupapa, and the links between creative decisions and the intended effect. Evidence should demonstrate purposeful development, thoughtful decision-making, and a clear understanding of how the composition communicates meaning.

Collecting evidence

Ākonga can gather evidence for this Achievement Standard as they develop, refine, and present their Te Ao Haka composition. This allows evidence to show the creative process over time. Evidence should demonstrate the development of an original Te Ao Haka item, how elements have been used within the composition, and how the composition communicates the kaupapa. Evidence may also demonstrate how and why compositional decisions contribute to the intended effect.

Evidence may be presented in written, oral, audio, video, visual, or multimodal formats.

Evidence can be collected through:

- planning notes, brainstorming, and drafts that show the development of the kaupapa and compositional ideas
- recordings of rehearsals, workshops, and performance development

- kaiako observations, conferencing notes, or feedback discussions that support the development of the composition
- reflective journals, annotations, or oral explanations that discuss and justify compositional decisions.

Kaiako should monitor the development of the composition throughout the assessment process. This may involve regular check-ins, observation of rehearsals, discussions with ākonga, and review of draft material. Where ākonga draw inspiration from, adapt, or build on existing Te Ao Haka items, they should acknowledge the source and be able to demonstrate how their composition differs from and extends the original material. Evidence should show that the final composition is the work of the ākonga.

Possible Contexts

The Te Ao Haka item can be in any discipline. The discipline and the elements must align and connect with the kaupapa.

Examples of elements include:

- tempo
- dynamics
- characterisation
- voice
- point of view.

A more extensive list of elements can be found within the Subject Glossary for Te Ao Haka: <https://ncea.education.govt.nz/arts/te-ao-haka?view=subject-glossary>

As part of the learning programme, ākonga should explore a broad range of disciplines, elements, and kaupapa alongside their engagement in the creative process. This builds depth of understanding and supports their decision-making process.

3.2 Conditions of Assessment

Assessors should ensure that evidence provided by the ākonga at any achievement level demonstrates the creation of an original Te Ao Haka item that references a kaupapa relevant to the ākonga, their whānau, hapū, or iwi. Evidence must show the compositional decisions made by the ākonga. This should include their understanding of how different elements have been combined to create a cohesive composition that communicates the selected kaupapa. This involves consideration of more than one element within the item.

Ākonga are required to submit:

- a final audio-visual recording of their composition being performed. It must be clear and of sufficient quality for the assessor to identify the elements used within the composition and how they work together. Recordings may be edited and created over multiple sessions and do not need to be completed in one take or recorded in real time, provided the evidence remains authentic work produced by the ākonga.
- evidence of their explanation. This may be presented in written, audio, video, digital, or multimodal forms.

The selection, organisation, and presentation of evidence for submission must be carried out by the ākonga.

Assessor involvement during the assessment event is limited to:

- providing general feedback. Assessors may identify areas of work produced by the ākonga that require further development or greater attention but must not offer detailed feedback on the quality of compositional decisions. Detailed feedback is not permitted, including the provision of specific wording, choreography, musical solutions, or ākonga justifications.
- providing guidance about the requirements of the assessment, including the need to create an original Te Ao Haka item that includes more than one element and references a kaupapa
- supporting ākonga to select an appropriate kaupapa and Te Ao Haka discipline
- providing general guidance on compositional processes, such as planning, drafting, refining, rehearsing, and recording
- supporting good assessment practice, including guidance on file formats, submission requirements, authenticity procedures, and appropriate acknowledgement of any third-party material used as supporting evidence
- facilitating access to appropriate research sources, such as whānau, hapū, iwi members, kaumātua, community experts, or relevant resources, without directing ākonga toward particular compositional choices or responses
- providing general feedback on whether a justification addresses the task requirements but not directing ākonga toward specific explanations of how their elements create meaning or effect.

Ākonga may:

- gather information and inspiration for a kaupapa from whānau, hapū, iwi, community contexts, and other authentic sources relevant to the kaupapa
- discuss ideas with their kaiako, peers, whānau, hapū, iwi members, kaumātua, or other knowledgeable people during the planning and development stages
- draft, revise, trial, and refine lyrics, movement, music, voice, actions, and choreography before final submission
- teach their item to, or perform their item with, a small group if they choose

- use notes, planning documents, storyboards, recordings, and other developmental material throughout the creation process
- seek general feedback from their kaiako before final submission
- submit their justification in written, audio, or video format
- choose to submit evidence in te reo Māori, English, or New Zealand Sign Language. Where lyrics are used, te reo Māori plays an important role in communicating meaning within Te Ao Haka performance.

Ākonga may not:

- submit a composition that has been substantially created, scripted, translated, choreographed, or directed by another person
- receive detailed feedback that directs the content, structure, compositional choices, analysis, justification, or conclusions of the submission
- present an existing composition as original work
- use any digital language tools other than dictionaries to write their lyrics
- submit evidence that does not authentically represent the compositional decisions and understanding of the ākonga.

The final submission must be the authentic work produced by the ākonga. It should clearly demonstrate how different elements have been intentionally combined to create a cohesive Te Ao Haka composition that communicates the selected kaupapa.

NCEA Internal Assessment Activity

Activity name:	Ko Rūaumoko e ngunguru nei! - Student Activity
Subject:	Te Ao Haka
Achievement Standard:	3.2 Create a Te Ao Haka Item
Credits:	6
Assessment Activity Version:	1
Code:	3.2 Activity A

What to do

You will create an original haka that references a kaupapa. For this task, the kaupapa will be a current issue that is relevant to you, your whānau, hapū, or iwi. Your haka must include different elements.

Your haka should be recorded on video with accompanying audio.

You will also provide a written response or oral recording on how and why your haka works as a cohesive composition.

Examples of a current issue include:

- the wellbeing of rangatahi (relating to mental health, identity, or belonging)
- language loss, te reo Māori revitalisation, or your aspirations for te reo Māori in your community
- environmental sustainability and the protection of whenua and wai
- the impact of social media on rangatahi.

There are two parts to this assessment:

You will create an original haka composition that includes different elements. Your composition will have:

- lyrics that reference the current issue
- movement (such as actions or choreography)
- music (such as voice).

You will show your thinking by providing an explanation outlining:

- how you have used different elements across the item
- why the combined use of the elements across the item creates an intended effect
- how the intended effect is relevant to the kaupapa.

You can use the Student Resources to guide you through this task.

How to present your learning

You must create your own haka, but it can be performed by an individual or a group for your recording.

Your evidence will include:

- an audio-visual recording of your haka, approximately 1-2 minutes in duration
- a written response or oral recording of your explanation.

You will need to:

- ensure that the audio-visual recording clearly captures the full composition
- ensure that lyrics can be heard clearly in your recording
- submit your audio-visual file to your kaiako by the due date.

Timeframe

Kaiako to provide.

Getting started

Before you begin your assessment, you are encouraged to:

- watch a range of haka from different categories such as ngeri, taparahi, pōwhiri, whakatūwaewae, peruperu, tūtū ngārahu, manawawera
- consider the kaupapa in these examples and reflect on why they are important
- identify elements of the haka that you find effective such as voice, rhythm, energy, movement, and tone.

See the Student Resource for questions that may be useful to ask yourself as you plan and refine your haka.

Part 1 – The Lyrics

Choose a current issue that is personally relevant to you, your hapū, or your iwi.

Deepen your understanding of this current issue through research. You could talk to kaiako, members of your whānau, hapū, iwi, or kaumātua as a part of your research.

Brainstorm key words, phrases, and whakataukī that are relevant to your kaupapa. Your haka must reference your chosen current issue. Try using different lyrical techniques or language features.

Refine and edit your lyrics to improve clarity and impact.

Part 2 – The Music

Using your completed lyrics, decide how your haka will be presented and delivered through voice.

Shape the phrasing, rhythm, and use of voice to support your kaupapa and strengthen the impact of your haka.

Part 3 – The Movement

Using your completed lyrics and voice, explore how your haka will be expressed through movement, gesture, and body positioning.

Develop the actions and/or choreography for your haka to support your current issue and strengthen the impact of your lyrics and use of voice.

Part 4 – Bringing it Together

Bring together your lyrics, voice, and actions and/or choreography into a complete haka. Consider how you have used different elements in your composition and what effect they create. Test, refine, and strengthen your composition so that it clearly communicates your current issue.

You may choose to learn and practise your haka independently or teach it to another individual or a small group so that it can be performed. You will not be assessed on the quality of the performance.

Your final haka should be recorded on video with accompanying audio to demonstrate your lyrics, movement, and music (voice).

Part 5 – A Cohesive Composition

As you create your haka, consider how the different elements work together as a cohesive composition. Consider why you have chosen to include different elements and how their combined use helps to communicate your current issue.

Consider if your justification will be presented verbally or in writing.

Te Ao Haka Student Resource

Activity Title: Ko Rūaumoko e ngunguru nei! (3.2a)

Achievement Standard: 92414

AS 3.2 Create a Te Ao Haka item

The following questions may be useful as you refine your haka to improve clarity and impact. For each part, consider the questions below.

Part 1 – The Lyrics

- What is my current issue, and what key message do I want to communicate?
- What category of haka is most appropriate for my composition? How does this affect my lyrics?
- Who is my audience, and what impact do I want my haka to have on them?
- Am I using strong and meaningful kupu (including imagery, metaphor, or symbolism)?
- What lyrical techniques or language features am I using to enhance storytelling (such as repetition, rhythm, or phrasing)?
- Is my haka clearly structured?
- Do my lyrics flow well and support effective delivery?
- Do my lyrics reference the current issue?

Part 2 – The Music

- How does my phrasing and rhythm support the emphasis of my lyrics?
- How am I using voice and vocal delivery (such as tone or volume) to reflect the current issue?
- How can I use the voice of the individual or collective to build impact and engage my audience?

Part 3 – The Movement

- What movement choices (such as stance or iwi variations) best express my current issue?
- How do my actions connect to and support the meaning of my lyrics?
- Are my actions clear and purposeful? Do they flow as a sequence?

Part 4 – Bringing it Together

- How effectively do my lyrics, voice, and actions and/or choreography work together as a complete haka?
- What changes do I need to make after trialling or teaching my haka?
- How can I improve the clarity, flow, and overall impact of my haka?
- How does working with others help me refine my ideas and composition?

Part 5 – A Cohesive Composition

- What elements (such as imagery, metaphor, rhythm, tempo, or dynamics) have I used across my haka?
- How is one element used across my composition?
- How and why do different elements in my haka work together to strengthen my current issue?

- How and why does the combined use of these elements create the intended effect relevant to my kaupapa?

For Planning 2027

Teacher Guidance 3.2a – Ko Ruaumoko e ngunguru nei!

AS 3.2 Create a Te Ao Haka item

Haka have long been powerful vehicles for expression within Te Ao Māori. Traditionally and in contemporary contexts, haka have been used to communicate ideas, challenge thinking, respond to issues affecting people and communities, express identity, assert mana, unite people, and advocate for change.

Through this activity, ākonga have the opportunity to create an original haka that references a kaupapa. In this context, the kaupapa refers to a current issue that is relevant to themselves, their whānau, hapū, iwi, or wider community.

Assessment

This assessment should take place after a significant portion of the year's teaching and learning programme has been delivered. Additional support may be needed for ākonga who are still developing confidence in te reo Māori. Where lyrics are used, te reo Māori plays an important role in communicating kaupapa within Te Ao Haka performances.

Ākonga must:

- ensure individual submissions meet the evidence requirements, including creating their own original Te Ao Haka item
- present an audio-visual recording of the full composition
- provide a written or oral recording of their explanation for the creative decisions made within their composition.

Ākonga must not:

- use any digital language tools other than dictionaries to write their lyrics.

Ākonga are permitted to:

- refer to class notes, study materials, and dictionaries in the creation of their item
- gather evidence as they develop and refine their composition, with opportunities for exploration, drafting, reflection, and refinement
- teach their item to another individual or group to perform the item for submission.

Kaiako must:

- provide access to the assessment activity and Achievement Standard requirements prior to the assessment
- provide and explain information about authenticity requirements, submission procedures, and assessment timeframes
- use their professional judgement to determine an appropriate timeframe. This may vary depending on the needs, and prior experiences of the ākonga.

Kaiako must not:

- make compositional decisions on behalf of ākonga, including the composition of lyrics, music, movement, or justification content for ākonga

- give detailed or specific feedback to ākonga related to their item that will be submitted for assessment.

Kaiako are permitted to:

- provide guidance on the selection of a kaupapa and discipline
- provide exemplars and language resources.

Note: An original composition may draw inspiration from an existing item, structures, or other source material. These must be meaningfully adapted, transformed, and integrated into a new composition that demonstrates the creative input and decision-making of the ākonga. Any existing items used as source material must be appropriately referenced.

Teaching and learning

Learning and assessment can be woven together throughout the programme.

Preparation for assessment should include opportunities for ākonga to:

- explore a range of haka categories, such as ngeri, taparahi, pōwhiri, whakatūwaewae, peruperu, tūtū ngārahu, manawawera.
- explore compositional approaches
- investigate how existing haka communicate meaning and intended impact
- investigate the use of Te Ao Haka elements, such as imagery, metaphor, voice, tempo, dynamics, rhythm, characterisation, and point of view in compositions
- develop their understanding of the relationship between kaupapa, discipline, and category
- engage in an iterative creative process that includes drafting, trialling, reflection, refinement, and decision-making.

Kaiako should provide opportunities for ākonga to extend their learning through a range of contexts and examples.

They may provide formative feedback as a part of the teaching and learning programme before ākonga are evaluated against evidence submitted for the Achievement Standard.

Making Assessment Judgements

Assessment judgements should focus on the criteria of the Achievement Standard, not the quality of the performance itself.

Te Ao Haka — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 3.2a

Te Ingoa o te Ngohe | Activity Title: Ko Rūaumoko e ngunguru nei!

Paerewa Paetae | Achievement Standard: 92414 Create a Te Ao Haka item

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Create a Te Ao Haka item	Create an integrated Te Ao Haka item	Create a cohesive Te Ao Haka item
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: - create an original Te Ao Haka item that includes different elements, with reference to a kaupapa - explain how an element is used across the item.	At the Merit level, the ākonga is able to: - create an original Te Ao Haka item that combines different elements to convey a kaupapa - discuss how the use of elements across the item relates to the kaupapa.	At the Excellence level, the ākonga is able to: justify how and why the combined use of the elements across the item creates an intended effect relevant to the kaupapa.

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

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

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 Mōteatea - Student Activity
Subject:	Te Ao Haka
Achievement Standard:	3.2 Create a Te Ao Haka Item
Credits:	6
Assessment Activity Version:	1
Code:	3.2 Activity B

What to do

You will create an original mōteatea that references a kaupapa. For this task, the kaupapa will be a historical or contemporary event that is relevant to you, your whānau, hapū, or iwi. Your mōteatea must include different elements.

Your mōteatea should be recorded on video, with accompanying audio.

You will also provide a written response or oral recording on how and why your mōteatea works as a cohesive composition.

Examples of historical or contemporary events include:

- the coronation of Te Arikini Kuīni Ngā wai hono i te pō, symbolising kotahitanga and unity
- the passing of a respected community leader or whānau member
- a significant protest or movement relating to Māori rights, whenua, or language revitalisation
- a major achievement or milestone for your whānau, hapū, or iwi
- an environmental event affecting your local whenua or awa linked to protection, loss, or restoration.

There are two parts to this assessment:

You will create an original mōteatea composition that includes different elements. Your composition will have:

- lyrics that reference the historical or contemporary event
- movement (such as postural changes and actions)
- music (such as voice).

You will show your thinking by providing an explanation outlining:

- how you have used different elements across the item
- why the combined use of the elements across the item creates an intended effect
- how the intended effect is relevant to the kaupapa.

You can use the Student Resources to guide you through this task.

How to present your learning

You must create your own mōteatea, but it can be performed by an individual or a group for your recording.

Your evidence will include:

- an audio-visual recording of your mōteatea, approximately 1-2 minutes in duration
- a written response or oral recording of your explanation.

You will need to:

- ensure that the audio-visual recording clearly captures the full composition
- ensure that lyrics can be heard clearly in your recording
- submit your audio-visual file to your kaiako by the due date.

Timeframe

Kaiako to provide.

Getting started

Before you begin your assessment, you are encouraged to:

- watch a range of mōteatea from different categories, such as aroha, tangi, pao, pātere, karakia, apakura, ngeri
- consider the kaupapa in these examples and reflect on why they are important
- identify elements of the mōteatea that you find effective, such as voice, imagery, characterisation, phrasing, and composition structure.

See the Student Resource for questions that may be useful to ask yourself as you plan and refine your mōteatea.

Part 1 – The Lyrics

Choose a historical or contemporary event that is personally relevant to you, your hapū, or your iwi.

Deepen your understanding of this event through research. You could talk to kaiako, members of your whānau, hapū, iwi, or kaumātua as a part of your research.

Brainstorm key words, phrases, and whakataukī that are relevant to your kaupapa. Your mōteatea must reference your historical or contemporary event. Try using different lyrical techniques or language features.

Refine and edit your lyrics to improve clarity and impact.

Part 2 – The Music

Using your completed lyrics, decide how your mōteatea will be presented and delivered through voice.

Shape the phrasing, rhythm, and use of voice to support your kaupapa and strengthen the impact of your mōteatea.

Part 3 – The Movement

Using your completed lyrics and voice, explore how your mōteatea will be expressed through movement, gesture, and body positioning.

Develop the movements such as wiri, actions, postural changes or use of traditional implements (such as mere, rākau, or piupiu) for your mōteatea. These choices should support your chosen event and strengthen the impact of your lyrics and use of voice.

Part 4 – Bringing it Together

Bring together your lyrics, voice, and movement into a complete mōteatea. Consider how you have used different elements in your composition and what effect they create. Test, refine, and strengthen your composition so that it clearly communicates your event.

You may choose to learn and practise your mōteatea independently or teach it to another individual or a small group so that it can be performed. You are not being assessed on the quality of the performance.

Your final mōteatea should be recorded on video with accompanying audio to demonstrate your lyrics, movement, and music (voice).

Part 5 – A Cohesive Composition

As you create your mōteatea, consider how the different elements work together as a cohesive composition. Consider why you have chosen to include different elements and how their combined use helps to communicate your event.

Consider if your justification will be presented verbally or in writing.

Te Ao Haka Student Resource

Activity Title: Ngā Mōteatea (3.2b)

Achievement Standard: 92414

AS 3.2 Create a Te Ao Haka item

The following questions may be useful as you refine your mōteatea to improve clarity and impact. For each part, consider the questions below.

Part 1 – The Lyrics

- What is my historical or contemporary event, and what key message do I want to communicate?
- What category of mōteatea is most appropriate for my composition? How does this affect my lyrics?
- Who is my audience, and what impact do I want my mōteatea to have on them?
- Am I using strong and meaningful kupu (including imagery, metaphor, or symbolism)?
- What lyrical techniques or language features am I using to enhance storytelling (such as repetition, rhythm, or phrasing)?
- Is my mōteatea clearly structured?
- Do my lyrics flow well and support effective delivery?
- Do my lyrics reference the event?

Part 2 – The Music

- How does my phrasing and rhythm support the emphasis of my lyrics?
- How am I using voice and vocal delivery (such as tone or volume) to reflect the event?
- How can I use the voice of the individual or collective to build impact and engage my audience?

Part 3 – The Movement

- What movement choices (such as stance or iwi variations) best express my event?
- How do my actions connect to and support the meaning of my lyrics?
- Are my actions clear and purposeful? Do they flow as a sequence?

Part 4 – Bringing it Together

- How effectively do my lyrics, voice, and actions and/or choreography work together as a complete mōteatea?
- What changes do I need to make after trialling or teaching my mōteatea?
- How can I improve the clarity, flow, and overall impact of my mōteatea?
- How does working with others help me refine my ideas and composition?

Part 5 – A Cohesive Composition

- What elements (such as imagery, metaphor, rhythm, tempo, or dynamics) have I used across my mōteatea?
- How is one element used across my composition?
- How and why do different elements in my mōteatea work together to strengthen my event?
- How and why does the combined use of these elements create the intended effect relevant to my kaupapa?

Teacher Guidance 3.2b – Ngā Mōteatea

AS 3.2 Create a Te Ao Haka item

Mōteatea have long been important vehicles for preserving and expressing mātauranga Māori. Traditionally and in contemporary contexts, mōteatea have been used to remember significant people and events, express emotions, celebrate achievements, maintain whakapapa connections, communicate perspectives, and uphold the histories and experiences of whānau, hapū, and iwi.

Through this activity, ākonga have the opportunity to create an original mōteatea that references a kaupapa. In this context, the kaupapa refers to a historical or contemporary event that is relevant to themselves, their whānau, hapū, or iwi.

Assessment

This assessment should take place after a significant portion of the year's teaching and learning programme has been delivered. Additional support may be needed for ākonga who are still developing confidence in te reo Māori. Where lyrics are used, te reo Māori plays an important role in communicating kaupapa within Te Ao Haka performances.

Ākonga must:

- ensure individual submissions meet the evidence requirements, including creating their own original Te Ao Haka item
- present an audio-visual recording of the full composition
- provide a written or oral recording of their justification for the creative decisions made within their composition.

Ākonga must not:

- use any digital language tools other than dictionaries to write their lyrics.

Ākonga are permitted to:

- refer to class notes, study materials, and dictionaries in the creation of their item
- gather evidence as they develop and refine their composition, with opportunities for exploration, drafting, reflection, and refinement
- teach their item to another individual or group to perform the item for submission.

Kaiako must:

- provide access to the assessment activity and Achievement Standard requirements prior to the assessment
- provide and explain information about authenticity requirements, submission procedures, and assessment timeframes
- use their professional judgement to determine an appropriate timeframe. This may vary depending on the needs and prior experiences of the ākonga.

Kaiako must not:

- make compositional decisions on behalf of ākonga, including the composition of lyrics, music, movement, or justification of content for ākonga
- give detailed or specific feedback to ākonga related to their item that will be submitted for assessment.

Kaiako are permitted to:

- provide guidance on the selection of a kaupapa and discipline
- provide exemplars and language resources.

Note: An original composition may draw inspiration from an existing item, structures, or other source material. These must be meaningfully adapted, transformed, and integrated into a new composition that demonstrates the creative input and decision-making of the ākonga. Any existing items used as source material must be appropriately referenced.

Teaching and learning

Learning and assessment can be woven together throughout the programme.

Preparation for assessment should include opportunities for ākonga to:

- explore a range of mōteatea categories, such as aroha, tangi, pao, pātere, karakia, apakura, ngeri
- explore compositional approaches
- investigate how existing mōteatea communicate meaning and intended impact
- investigate the use of Te Ao Haka elements, such as imagery, metaphor, voice, tempo, dynamics, rhythm, characterisation, and point of view in compositions
- develop their understanding of the relationship between kaupapa, discipline, and category
- engage in an iterative creative process that includes drafting, trialling, reflection, refinement, and decision-making.

Kaiako should provide opportunities for ākonga to extend their learning through a range of contexts and examples.

They may provide formative feedback as a part of the teaching and learning programme before ākonga are evaluated against evidence submitted for the Achievement Standard.

Making Assessment Judgements

Assessment judgements should focus on the criteria of the Achievement Standard, not the quality of the performance itself.

Te Ao Haka — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 3.2b

Te Ingoa o te Ngohe | Activity Title: Ngā Mōteatea

Paerewa Paetae | Achievement Standard: 92414 Create a Te Ao Haka item

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Create a Te Ao Haka item	Create an integrated Te Ao Haka item	Create a cohesive Te Ao Haka item
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: - create an original Te Ao Haka item that includes different elements, with reference to a kaupapa - explain how an element is used across the item.	At the Merit Level, the ākonga is able to: - create an original Te Ao Haka item that combines different elements to convey a kaupapa - discuss how the use of elements across the item relates to the kaupapa.	At the Excellence level, the ākonga is able to: justify how and why the combined use of the elements across the item creates an intended effect relevant to the kaupapa.

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 Planning 2027		

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:	Tōku Ao - Student Activity
Subject:	Te Ao Haka
Achievement Standard:	3.2 Create a Te Ao Haka Item
Credits:	6
Assessment Activity Version:	1
Code:	3.2 Activity C

What to do

You will create an original Te Ao Haka item that references a kaupapa. For this task, the kaupapa will be a personal experience that is relevant to you, your whānau, hapū, or iwi. You may choose to create your item from any discipline, including whakaeke, mōteatea, waiata ā-ringā, poi, haka, or whakawātea. Your item must include different elements.

Your item should be recorded on video with accompanying audio.

You will also provide a written response or oral recording on how and why your item works as a cohesive composition.

Examples of a personal experience include:

- an achievement, challenge, or milestone in your life
- a significant moment for whānau, friends, hapū, or iwi
- an experience that has shaped your identity, values, or aspirations
- a journey of learning, growth, or self-discovery
- an experience of loss, celebration, resilience, belonging, or connection
- an event that has influenced your understanding of te ao Māori.

There are two parts to this assessment:

You will create an original composition from your discipline of choice that includes different elements.

Your composition will have:

- lyrics that reference your personal experience
- movement (such as actions or choreography)
- music (such as voice).

You will show your thinking by providing an explanation outlining:

- how you have used different elements across the item
- why the combined use of the elements across the item creates an intended effect
- how the intended effect is relevant to the kaupapa.

You can use the Student Resources to guide you through this task.

How to present your learning

You must create your own item, but it can be performed by an individual or a group for your recording.

Your evidence will include:

- an audio-visual recording of your item, approximately 1-2 minutes in duration
- a written response or oral recording of your explanation.

You will need to:

- ensure that the audio-visual recording clearly captures the full composition
- ensure that lyrics can be heard clearly in your recording
- submit your audio-visual file to your kaiako by the due date.

Timeframe

Kaiako to provide.

Getting started

Before you begin your assessment, you are encouraged to:

- watch a range of disciplines such as whakaeke, mōteatea, waiata ā-ringā, poi, haka, and whakawātea
- consider the kaupapa in these examples and reflect on why they are important
- identify elements of the different disciplines that you find effective, such as dynamics, metaphor, energy, point of view, and tempo.

See the Student Resource for questions that may be useful to ask yourself as you plan and refine your item.

Part 1 – The Lyrics

Choose a personal experience that is relevant to you, your hapū, or your iwi.

Deepen your understanding of this personal experience through research. You could talk to kaiako, members of your whānau, hapū, iwi, or kaumātua as a part of your research.

Brainstorm key words, phrases, and whakataukī that are relevant to your kaupapa. Your item must reference your personal experience. Try using different lyrical techniques or language features.

Refine and edit your lyrics to improve clarity and impact.

Part 2 – The Music

Using your completed lyrics, decide how your item will be presented and delivered through music. You may choose to complement voice with musical instruments such as the guitar.

Shape the phrasing, rhythm, and use of music to support your kaupapa and strengthen the impact of your item.

Part 3 – The Movement

Using your completed lyrics and voice, explore how your item will be expressed through movement, actions, and positioning, and where appropriate choreography.

Develop the actions and/or choreography for your item to support your personal experience and strengthen the impact of your lyrics and use of voice.

Part 4 – Bringing it Together

Bring together your lyrics, voice, and actions and/or choreography into a complete item. Consider how you have used different elements in your composition and what effect they create. Test, refine, and strengthen your composition so that it clearly communicates your personal experience.

You may choose to learn and practise your item independently or teach it to another individual or a small group so that it can be performed. You are not being assessed on the quality of the performance.

Your final item should be recorded on video with accompanying audio to demonstrate your lyrics, movement, and music.

Part 5 – A Cohesive Composition

As you create your item, consider how the different elements work together as a cohesive composition. Consider why you have chosen to include different elements and how their combined use helps to communicate your personal experience.

Consider if your justification will be presented verbally or in writing.

Te Ao Haka Student Resource

Activity Title: Tōku Ao (3.2c)

Achievement Standard: 92414

AS 3.2 Create a Te Ao Haka item

The following questions may be useful as you refine your item to improve clarity and impact. For each part, consider the questions below.

Part 1 – The Lyrics

- What is my personal experience, and what key message do I want to communicate?
- What category is most appropriate for my composition? How does this affect my lyrics?
- Who is my audience, and what impact do I want my item to have on them?
- Am I using strong and meaningful kupu (including imagery, metaphor, symbolism)?
- What lyrical techniques or language features am I using to enhance storytelling (such as repetition, rhythm, or phrasing)?
- Is my item clearly structured?
- Do my lyrics flow well and support effective delivery?
- Do my lyrics reference the personal experience?

Part 2 – The Music

- How does my phrasing and rhythm support the emphasis of my lyrics?
- How am I using voice, vocal delivery (such as tone or volume) or musical instruments to reflect the personal experience?
- How can I use the voice of the individual or collective to build impact and engage my audience?

Part 3 – The Movement

- What movement choices (such as stance or iwi variations) best express my personal experience?
- How do my actions connect to and support the meaning of my lyrics?
- Are my actions clear and purposeful? Do they flow as a sequence?

Part 4 – Bringing it Together

- How effectively do my lyrics, voice, and actions and/or choreography work together as a complete item?
- What changes do I need to make after trialling or teaching my item?
- How can I improve the clarity, flow, and overall impact of my item?
- How does working with others help me refine my ideas and composition?

Part 5 – A Cohesive Composition

- What elements (such as imagery, metaphor, rhythm, tempo, or dynamics) have I used across my item?
- How is one element used across my composition?
- How and why do different elements in my item work together to strengthen my personal experience?

- How and why does the combined use of these elements create the intended effect relevant to my kaupapa?

For Planning 2027

Teacher Guidance 3.2c – Tōku Ao

AS 3.2 Create a Te Ao Haka item

Te Ao Haka provides opportunities for individuals and communities to express experiences, perspectives, identities, and aspirations through a wide range of disciplines. Traditionally and in contemporary contexts, Te Ao Haka compositions have been used to celebrate achievements, respond to challenges, acknowledge significant moments, express whakaaro and emotions, strengthen relationships, and communicate personal and collective narratives.

Through this activity, ākonga have the opportunity to create an original Te Ao Haka item from a discipline that references a kaupapa. In this context, the kaupapa refers to a personal experience that is relevant to themselves, their whānau, hapū, or iwi.

Assessment

This assessment should take place after a significant portion of the year's teaching and learning programme has been delivered. Additional support may be needed for ākonga who are still developing confidence in te reo Māori. Where lyrics are used, te reo Māori plays an important role in communicating kaupapa within Te Ao Haka performances.

Ākonga must:

- ensure individual submissions meet the evidence requirements, including creating their own original Te Ao Haka item
- present an audio-visual recording of the full composition
- provide a written or oral recording of their justification for the creative decisions made within their composition.

Ākonga must not:

- use any digital language tools other than dictionaries to write their lyrics.

Ākonga are permitted to:

- refer to class notes, study materials, and dictionaries in the creation of their item
- gather evidence as they develop and refine their composition, with opportunities for exploration, drafting, reflection, and refinement
- teach their item to another individual or group to perform the item for submission.

Kaiako must:

- provide access to the assessment activity and Achievement Standard requirements prior to the assessment
- provide and explain information about authenticity requirements, submission procedures, and assessment timeframes
- use their professional judgement to determine an appropriate timeframe. This may vary depending on the needs and prior experiences of the ākonga.

Kaiako must not:

- make compositional decisions on behalf of ākonga, including the composition of lyrics, music, movement, or justification of content for ākonga
- give detailed or specific feedback to ākonga related to their item that will be submitted for assessment.

Kaiako are permitted to:

- provide guidance on the selection of a kaupapa and discipline
- provide exemplars and language resources.

Note: An original composition may draw inspiration from an existing item, structures, or other source material. These must be meaningfully adapted, transformed, and integrated into a new composition that demonstrates the creative input and decision-making of the ākonga. Any existing items used as source material must be appropriately referenced.

Teaching and learning

Learning and assessment can be woven together throughout the programme.

Preparation for assessment should include opportunities for ākonga to:

- explore a range of disciplines, such as whakaeke, mōteatea, waiata ā-ringa, poi, haka, and whakawātea
- explore compositional approaches
- investigate how existing items from various disciplines communicate meaning and intended impact
- investigate the use of Te Ao Haka elements, such as imagery, metaphor, voice, tempo, dynamics, rhythm, characterisation, and point of view in compositions
- develop their understanding of the relationship between kaupapa, discipline, and category
- engage in an iterative creative process that includes drafting, trialling, reflection, refinement, and decision-making.

Kaiako should provide opportunities for ākonga to extend their learning through a range of contexts and examples.

They may provide formative feedback as a part of the teaching and learning programme before ākonga are evaluated against evidence submitted for the Achievement Standard.

Making Assessment Judgements

Assessment judgements should focus on the criteria of the Achievement Standard, not the quality of the performance itself.

Te Ao Haka — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 3.2c

Te Ingoa o te Ngohe | Activity Title: Tōku Ao

Paerewa Paetae | Achievement Standard: 92414 Create a Te Ao Haka item

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Create a Te Ao Haka item	Create an integrated Te Ao Haka item	Create a cohesive Te Ao Haka item
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: - create an original Te Ao Haka item that includes different elements, with reference to a kaupapa - explain how an element is used across the item.	At the Merit level, the ākonga is able to: - create an original Te Ao Haka item that combines different elements to convey a kaupapa - discuss how the use of elements across the item relates to the kaupapa.	At the Excellence level, the ākonga is able to: justify how and why the combined use of the elements across the item creates an intended effect relevant to the kaupapa.

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 Planning 2027		

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