

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 Achievement Standards for **Te Ao Haka Level 3**. In January 2027, the NCEA website will be updated with these changes for Level 3 Te Ao Haka, and the pdf versions will be removed as they will no longer be necessary. For external assessment specifications, refer to the NZQA website.

Subject: Te Ao Haka Level 3

Standard	What's changed?
AS3.1 91984	Explanatory Note 2: Achieved: Learning-oriented verbs have been replaced with assessment verbs, and learners must explain how skill development connects to the wider context of Te Ao Haka. Merit: The assessment verb has changed from Evaluate to Analyse, with a focus on skill development over time and its relationship to personal growth. Excellence: The assessment verb has changed from Justify to Evaluate, with a focus on evaluating how and why the learning journey has shaped personal growth. These changes create a clearer progression of assessment expectations across the grades: Reflect → Analyse → Evaluate. Explanatory Note 4: The definition of a personal learning journey has been updated to reflect the changes in EN 2. For AS 3.1, the credit value has been reduced from 5 credits to 4 credits.
AS3.2 92414	AS 3.2 is a new 6 credit standard. <i>Create a Te Ao Haka item</i>, replaces the previous performance-based standard. The standard shifts the focus from performance to the creation and development of an original Te Ao Haka item.
AS3.3 91986	Explanatory Note 2: Achieved: The criteria includes conveying the narrative of each item, and executing discipline-specific skills. Merit: Greater emphasis has been placed on communicating narrative through emotional expression and technical proficiency. Excellence: The criteria have been streamlined to focus on expressing narrative through the integration of <i>ihi</i>, <i>wehi</i>, and <i>wana</i>. Explanatory Note 4: The definition of <i>ihi</i>, <i>wehi</i>, and <i>wana</i> has been updated to reflect the changes in EN 2. For AS 3.3, the credit value has been increased from 5 to 6 credits.
AS3.4 91987	Explanatory Note 2: Achieved: The focus has shifted from understanding a <i>key role</i> to understanding a <i>leadership role</i> within Te Ao Haka. The assessment verbs have changed from <i>describe</i> and <i>discuss</i> to explaining requiring learners to <i>explain</i> the role and how it contributes to a Te Ao Haka context. Merit: The assessment verb of the achievement criteria has changed from <i>Evaluate</i> to <i>Analyse</i>. The criteria now focus on <i>discussing tikanga relevant</i>

	<i>to the leadership role within the context and discussing how the execution of the role reflects tikanga within the context.</i> Excellence: The assessment verb has changed from <i>Analyse</i> to <i>Evaluate</i> to better align with the intended progression of assessment expectations. Learners to evaluate how the execution of the leadership role, including the application of tikanga, impacts the context. These changes strengthen the leadership focus of the standard and create a clearer progression of assessment expectations across the grades: Demonstrate Understanding → Analyse → Evaluate. Explanatory Note 3 <i>A Te Ao Haka leadership role</i> has been defined to reflect the changes in EN 2, and the roles have been broadened. Explanatory Note 4 <i>A Te Ao Haka context</i> has been defined to reflect the changes in EN 2. Explanatory Note 5 <i>Tikanga</i> has been defined to reflect the changes in EN 2. For AS 3.4, the credit value has been reduced from 5 credits to 4 credits.
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Achievement Standard

Subject Reference Te Ao Haka 3.1

Title Reflect on a personal learning journey in a Te Ao Haka discipline

Level 3 **Credits** 4 **Assessment** Internal

Subfield Māori Performing Arts

Domain Te Ao Haka

Status Registered **Status date** December 2026

Planned review date December 2030 **Date version published** January 2027

Students will reflect on a personal learning journey in a Te Ao Haka discipline.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Reflect on a personal learning journey in a Te Ao Haka discipline	Analyse a personal learning journey in a Te Ao Haka discipline	Evaluate a personal learning journey in a Te Ao Haka discipline

Explanatory Notes

- This Achievement Standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and relates to the objectives of the Big Ideas at Level 8 of the *Te Ao Haka Learning Matrix at Curriculum Levels 6, 7 and 8*.
[\[https://ncea.education.govt.nz/arts/te-ao-haka?view=learning\]](https://ncea.education.govt.nz/arts/te-ao-haka?view=learning)
- Reflect on a personal learning journey in a Te Ao Haka discipline* involves:
 - explaining the development of skills in a discipline with reference to how the learning occurred
 - explaining how the development of the skills applies to the wider context of Te Ao Haka.

Analyse a personal learning journey in a Te Ao Haka discipline involves:

- discussing the development of the skills over time supported with examples of how the learning occurred
- discussing the connection between the development of the skills and personal growth.

Evaluate a personal learning journey in a Te Ao Haka discipline involves:

- evaluating how and why the learning journey has shaped personal growth.

3 *Discipline* refers to a performance branch within Te Ao Haka.

Disciplines include:

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

4 For the purpose of this standard, a *personal learning journey* is an ongoing process of growth and change through the development of skills in a Te Ao Haka discipline. It is unique to each individual, develops over time, and is shaped by experiences, challenges, and the surrounding environment.

Quality Assurance

- 1 Providers must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess who are assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

Paerewa Paetae

Aronga	Te Ao Haka 3.1		
Ingoa	Te huritao i tētahi ara ako whaiaro i tētahi pekanga o Te Ao Haka		
Kaupae	3	Whiwhinga	4 Aromatawai Ā-roto
Marau akoranga	Māori Performing Arts		
Kokonga akoranga	Te Ao Haka		
Mana rēhita	Kua rēhitatia	Te rā i mana ai	Tīhema 2026
Te rā e arotakengia ai	Tīhema 2030	Te rā i puta ai	Hānuere 2027

Ka huritao ngā ākonga i tētahi ara ako whaiaro i tētahi pekanga o Te Ao Haka.

Paearu Paetae

Paetae	Kaiaka	Kairangi
Te huritao i tētahi ara ako whaiaro i tētahi pekanga o Te Ao Haka	Te tātari i tētahi ara ako whaiaro i tētahi pekanga o Te Ao Haka	Te arotake i tētahi ara ako whaiaro i tētahi pekanga o Te Ao Haka

Kōrero Āpiti

- 1 I ahu mai tēnei Paerewa Paetae i te *New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, ā, ka hāngai ki ngā whāinga o ngā Whakaaro Whānui ki Taumata 8 o te *Tukutuku Ako o Te Ao Haka ki ngā Taumata 6, 7, me te 8*.
[<https://ncea.education.govt.nz/arts/te-ao-haka?view=learning>]

- 2 Ka whai wāhi ki te *huritao i tētahi ara ako whaiaro i tētahi pekanga o Te Ao Haka*:
 - te whakamārama i te whakawhanake pūkenga i roto i tētahi pekanga me te aro atu ki te āhua o te ako
 - te whakamārama i te pānga o te whanaketanga o ngā pūkenga ki te horopaki whānui o Te Ao Haka.

Ka whai wāhi ki te *tātari i tētahi ara ako whaiaro i tētahi pekanga o Te Ao Haka*:

- te matapaki i te whanaketanga o ngā pūkenga i roto i te wā, ka taunakihia ki ngā taura e whakaaturia ana te āhua o te ako

Tau AS91984 **Putanga** 3

- te matapaki i te hononga i waenganui i te whanaketanga o ngā pūkenga me te tupu whaiaro.

Ka whai wāhi ki *te arotake i tētahi ara ako whaiaro i tētahi pekanga o Te Ao Haka*:

- te arotake i te āhua me te take i ahuahua ai te ara ako whaiaro i te tupu whaiaro.

3 Ko te tikanga o te *pekanga*, he momo whakaatu kei Te Ao Haka.

Ka whai wāhi ki ngā pekanga:

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

4 I roto i te horopaki o tēnei paerewa, ko te *ara ako whaiaro* he tukanga moroki o te tupu me te panoni mā te whakawhanake pūkenga i tētahi pekanga o Te Ao Haka. He mea motuhake ki ia tangata, ka whanake i roto i te wā, ā, ka ahuahuria ki ngā wheako, ki ngā wero, ki te horopaki hoki.

Tātari Kounga

- 1 Me mātua whakaae ngā kura me ngā whare mātauranga e te Mana Tohu Mātauranga o Aotearoa kia whakahaere aromatawai i mua i tā rātou rēhita i ngā whiwhinga i ngā aromatawai e hāngai ana ki ngā paerewa paetae.
- 2 Me pāhekoheko rawa ngā kura me ngā whare mātauranga, kua whakaaetia tā rātou aromatawai, ki te pūnaha mātairua e hāngai ana ki aua paerewa paetae.

Te tohutoro mō ngā Here o te Tuku Whakaaetanga me te Mātairuatanga (CMR)
0233

Achievement Standard

Subject Reference Te Ao Haka 3.2

Title Create a Te Ao Haka item

Level 3 **Credits** 6 **Assessment** Internal

Subfield Māori Performing Arts

Domain Te Ao Haka

Status Registered **Status date** December 2026

Planned review date December 2030 **Date version published** January 2027

Students will create a Te Ao Haka item.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Create a Te Ao Haka item	Create an integrated Te Ao Haka item	Create a cohesive Te Ao Haka item

Explanatory Notes

- 1 This Achievement Standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and relates to the objectives of the Big Ideas at Level 8 of the *Te Ao Haka Learning Matrix at Curriculum Levels 6, 7 and 8*.
[\[https://ncea.education.govt.nz/arts/te-ao-haka?view=learning\]](https://ncea.education.govt.nz/arts/te-ao-haka?view=learning)

- 2 *Create a Te Ao Haka item* involves:
- creating an original Te Ao Haka item that includes different elements, with reference to a kaupapa
 - explaining how an element is used across the item.

Create an integrated Te Ao Haka item involves:

- creating an original Te Ao Haka item that combines different elements to convey a kaupapa
- discussing how the use of elements across the item relates to the kaupapa.

Create a cohesive Te Ao Haka item involves:

- justifying how and why the combined use of the elements across the item creates an intended effect relevant to the kaupapa.

- 3 An *original Te Ao Haka item* refers to a student's own composition that includes key features of Te Ao Haka in its lyrics, music, and movement.
- 4 *Elements* are aspects of a composition or performance that are present in but not unique to Te Ao Haka.

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>.

- 5 For the purpose of this standard, a *kaupapa* is one that has direct relevance for the learner. This may involve connections to whakapapa, rohe, or iwi. The kaupapa may also have particular meaning or significance for that learner.

Quality Assurance

- 1 Providers must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess who are assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

Paerewa Paetae

Aronga	Te Ao Haka 3.2		
Ingoa	Te auaha tūmomo ki Te Ao Haka		
Kaupae	3	Whiwhinga	6
Marau akoranga	Māori Performing Arts		
Kokonga akoranga	Te Ao Haka		
Mana rēhita	Kua rēhitatia	Te rā i mana ai	Tihema 2026
Te rā e arotakengia ai	Tihema 2030	Te rā i puta ai	Hānuere 2027

Ka auaha ngā ākonga i tētahi tūmomo ki Te Ao Haka.

Paearu Paetae

Paetae	Kaiaka	Kairangi
Te auaha i tētahi tūmomo ki Te Ao Haka	Te auaha i tētahi tūmomo kōtui ki Te Ao Haka	Te auaha i tētahi tūmomo paheko ki Te Ao Haka

Kōrero Āpiti

- I ahu mai tēnei Paerewa Paetae i te *New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, ā, ka hāngai ki ngā whāinga o ngā Whakaaro Whānui ki Taumata 8 o te *Tukutuku Ako o Te Ao Haka ki ngā Taumata 6, 7, me te 8*.
[<https://ncea.education.govt.nz/arts/te-ao-haka?view=learning>]

- Ka whai wāhi ki *te auaha i tētahi tūmomo ki Te Ao Haka*:
 - te auaha i tētahi tūmomo hou ki Te Ao Haka ka whai wāhi ko ētahi huānga rerekē, e kōrero ana hoki mō tētahi kaupapa
 - te whakamārama i te whakamahinga o tētahi huānga puta noa i te tūmomo.

Ka whai wāhi ki *te auaha i tētahi tūmomo kōtui ki Te Ao Haka*:

- te auaha i tētahi tūmomo hou ki Te Ao Haka ka whakakotahi ai i ngā huānga rerekē hei kawē i tētahi kaupapa.
- te matapaki i te pānga ki te kaupapa o te whakamahinga o ngā huānga puta noa i te tūmomo.

Ka whai wāhi ki *te auaha i tētahi tūmomo paheko ki Te Ao Haka*:

- te parahau ka pēhea, he aha ai hoki, e puta ai i te whakamahinga ngātahi i ngā huānga puta noa i te tūmomo tētahi pānga ka hiahia, e hāngai ana hoki ki te kaupapa.

3 Ko *tētahi tūmomo hou ki Te Ao Haka* e kōrero ana mō tētahi titonga ake a te ākonga e whai wāhi atu ai ngā āhuatanga tāpua o Te Ao Haka ki ōna kupu, ki ōna puoro, ki ōna nekehanga hoki.

4 Ko *ngā huānga* he āhuatanga nō tētahi titonga rānei, nō tētahi whakaaturanga rānei ka kitea i Te Ao Haka engari kāore e kitea ana ki reira anake.

Ko ētahi tauira o ngā huānga ko:

- te tere
- ngā taineke
- te whakatau
- te reo
- te tirohanga.

Ka kitea tētahi rārangi tōtōpū o ngā huānga ki te Kuputaka o Te Ao Haka:

<https://ncea.education.govt.nz/arts/te-ao-haka?view=subject-glossary>.

5 I roto i te horopaki o tēnei paerewa, ko te *kaupapa* he mea e hāngai pū ana ki te ākonga. Ka whai wāhi atu pea ko te whakapapa, te rohe, te iwi rānei. Kei roto pea i te kaupapa he tikanga motuhake, he hiranga motuhake rānei mō taua ākonga.

Tātari Kounga

- 1 Me mātua whakaae ngā kura me ngā whare mātauranga e te Mana Tohu Mātauranga o Aotearoa kia whakahaere aromatawai i mua i tā rātou rēhita i ngā whiwhinga i ngā aromatawai e hāngai ana ki ngā paerewa paetae.
- 2 Me pāhekoheko rawa ngā kura me ngā whare mātauranga, kua whakaaetia tā rātou aromatawai, ki te pūnaha mātairua e hāngai ana ki aua paerewa paetae.

Te tohutoro mō ngā Here o te Tuku Whakaaetanga me te Mātairuatanga (CMR)

0233

Achievement Standard

Subject Reference Te Ao Haka 3.3

Title Perform different Te Ao Haka disciplines

Level 3 **Credits** 6 **Assessment** External

Subfield Māori Performing Arts

Domain Te Ao Haka

Status Registered **Status date** December 2026

Planned review date December 2030 **Date version published** January 2027

Students will perform different Te Ao Haka disciplines.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Perform different Te Ao Haka disciplines	Perform to communicate different Te Ao Haka disciplines	Perform to express different Te Ao Haka disciplines

Explanatory Notes

- 1 This Achievement Standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and relates to the objectives of the Big Ideas at Level 8 of the *Te Ao Haka Learning Matrix at Curriculum Levels 6, 7 and 8*.
[<https://ncea.education.govt.nz/arts/te-ao-haka?view=learning>]

- 2 *Perform different Te Ao Haka disciplines* involves:
- demonstrating different disciplines by performing items
 - performing each item to convey the narrative
 - executing skills appropriate to the discipline for each item.

Perform to communicate different Te Ao Haka disciplines involves:

- performing each item to convey the narrative through appropriate control of emotional expression
- executing skills appropriate to the discipline with technical proficiency for each item.

Perform to express different Te Ao Haka disciplines involves:

- performing each item with ihi, wehi, and wana to enhance the narrative.

3 *Discipline* refers to a performance branch within Te Ao Haka.

Different disciplines include more than one of:

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

4 *Ihi, wehi, and wana.*

- Ihi refers to the projection of a performer's personal magnetism and passion, which elicits in the beholder a response of awe or respect.
- Wehi refers to the awe in which charismatic performers or performances are held.
- Wana refers to the excitement generated by a performer or performance.

Together, they embody and extend storytelling artistry, articulate voice expression and technical proficiency. Having ihi, wehi, and wana allows the performer to emotionally express a performance to others.

Quality Assurance

- 1 Providers must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess who are assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

Paerewa Paetae

Aronga	Te Ao Haka 3.3		
Ingoa	Te whakaatu i ngā pekanga rerekē o Te Ao Haka		
Kaupae	3	Whiwhinga	6 Aromatawai Ā-waho
Marau akoranga	Māori Performing Arts		
Kokonga akoranga	Te Ao Haka		
Mana rēhita	Kua rēhitatia	Te rā i mana ai	Tīhema 2026
Te rā e arotakengia ai	Tīhema 2030	Te rā i puta ai	Hānuere 2027

Ka whakaatu ngā ākonga i ngā pekanga rerekē o Te Ao Haka.

Paearu Paetae

Paetae	Kaiaka	Kairangi
Te whakaatu i ngā pekanga rerekē o Te Ao Haka	Te whakaatu hei whakaari i ngā pekanga rerekē o Te Ao Haka	Te whakaatu hei whakapuaki i ngā pekanga rerekē o Te Ao Haka

Kōrero Āpiti

- 1 I ahu mai tēnei Paerewa Paetae i te *New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, ā, ka hāngai ki ngā whāinga o ngā Whakaaro Whānui ki Taumata 8 o te *Tukutuku Ako o Te Ao Haka ki ngā Taumata 6, 7, me te 8*.
[<https://ncea.education.govt.nz/arts/te-ao-haka?view=learning>]
- 2 Ka whai wāhi ki *te whakaatu i ngā pekanga rerekē o Te Ao Haka*:
 - te whakakite i ngā pekanga rerekē mā te whakaatu tūmomo
 - te whakaatu i ia tūmomo e kawea ai te tāhū
 - te whakamahi i ngā pūkenga e tika ana ki te pekanga mō tēnā tūmomo me tēnā.

Ka whai wāhi ki *te whakaatu hei whakaari i ngā pekanga rerekē o Te Ao Haka*:

- te whakaatu i ia tūmomo e kawea ai i te tāhū mā te whakahaere tika i te whakapuaki kare ā-roto
- te whakamahi i ngā pūkenga e tika ana ki te pekanga me te matatau ā-kaupapa whāiti mō tēnā tūmomo me tēnā.

Ka whai wāhi ki *te whakaatu hei whakapuaki i ngā pekanga rerekē o Te Ao Haka:*

- te whakaatu i ia tūmomo i runga i te ihi, te wehi me te wana hei hāpai i te tāhū.

3 Ko te tikanga o te *pekanga*, he momo whakaatu kei Te Ao Haka.

Ka whai wāhi ki ngā pekanga:

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

4 Ko *te ihi*, *te wehi*, me *te wana*.

- Ko te ihi e kōrero ana mō te whakaatu i te aukume me te ngākaunui o te kaihaka, e whakaoho ana i te mīharo, i te whakaute rānei i roto i te kaimātakitaki.
- Ko te wehi e kōrero ana mō te mīharo ka pā ki te tangata mō ngā kaihaka whakamanea me ngā whakaaturanga whakamanea.
- Ko te wana e kōrero ana mō te ihiihi ka puta mai i te kaihaka, i te whakaaturanga rānei.

Hui tahi, ka whakatinana, ka whakawhānui ēnei mea i te toi o te kōrero pūrākau, te whakapuaki reo wahapū me te matatau ā-kaupapa whāiti. Mā te kawē i te ihi, te wehi, me te wana ka taea e te kaihaka te whakapuaki ā-ngākau i tētahi whakaaturanga ki tāngata kē.

Tātari Kouna

- 1 Me mātua whakaae ngā kura me ngā whare mātauranga e te Mana Tohu Mātauranga o Aotearoa kia whakahaere aromatawai i mua i tā rātou rēhita i ngā whiwhinga i ngā aromatawai e hāngai ana ki ngā paerewa paetae.
- 2 Me pāhekoheko rawa ngā kura me ngā whare mātauranga, kua whakaaetia tā rātou aromatawai, ki te pūnaha mātairua e hāngai ana ki aua paerewa paetae.

Te tohutoro mō ngā Here o te Tuku Whakaaetanga me te Mātairuatanga (CMR)

0233

Achievement Standard

Subject Reference Te Ao Haka 3.4

Title Demonstrate understanding of a Te Ao Haka leadership role

Level 3 **Credits** 4 **Assessment** External

Subfield Māori Performing Arts

Domain Te Ao Haka

Status Registered **Status date** December 2026

Planned review date December 2030 **Date version published** January 2027

Students will demonstrate understanding of a Te Ao Haka leadership role.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a Te Ao Haka leadership role	Analyse a Te Ao Haka leadership role	Evaluate a Te Ao Haka leadership role

Explanatory Notes

- 1 This Achievement Standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and relates to the objectives of the Big Ideas at Level 8 of the *Te Ao Haka Learning Matrix at Curriculum Levels 6, 7 and 8*.
[<https://ncea.education.govt.nz/arts/te-ao-haka?view=learning>].

- 2 *Demonstrate understanding of a Te Ao Haka leadership role* involves:
- explaining a Te Ao Haka leadership role with supporting evidence
 - explaining how the role contributes to a Te Ao Haka context.

Analyse a Te Ao Haka leadership role involves:

- discussing tikanga relevant to the role within the context
- discussing how the execution of the role reflects tikanga within the context.

Evaluate a Te Ao Haka leadership role involves:

- evaluating how the leadership role, through its execution and use of tikanga, impacts the context.

- 3 A *Te Ao Haka leadership role* is a position of responsibility where the participant leads others towards enhancing the quality and the effectiveness of a Te Ao Haka performance or rōpū.

Examples of Te Ao Haka leadership roles include:

- being a kapa haka tutor or kaiako
- being the kaitātaki wahine or kaitātaki tāne
- performing a solo or duet
- being a mentor to others
- playing a musical instrument for a performance
- being a tā-moko artist for the rōpū
- being in charge of costumes
- creating taonga (ie, poi) for the performance
- composing lyrics, or music, or choreography.

- 4 For the purpose of this standard, a *Te Ao Haka context* is any situation where Te Ao Haka is carried out, practiced, rehearsed, or performed.
- 5 For the purpose of this standard, *tikanga* describes a system of values and practices in Te Ao Haka, informed by Te Ao Māori. Tikanga are developed over time and are deeply embedded in social contexts.
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Quality Assurance

- 1 Providers must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess who are assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

Paerewa Paetae

Aronga Te Ao Haka 3.4

Ingoa Te whakaatu māramatanga ki tētahi tūranga arataki kei Te Ao Haka

Kaupae 3 **Whiwhinga** 4 **Aromatawai** Ā-waho

Marau akoranga Māori Performing Arts

Kokonga akoranga Te Ao Haka

Mana rēhita Kua rēhitatia **Te rā i mana ai** Tīhema 2026

Te rā e arotakengia ai Tīhema 2030 **Te rā i puta ai** Hānuere 2027

Ka whakaatu māramatanga ngā ākonga ki tētahi tūranga arataki kei Te Ao Haka.

Paearu Paetae

Paetae	Kaiaka	Kairangi
Te whakaatu māramatanga ki tētahi tūranga arataki kei Te Ao Haka	Te tātari i tētahi tūranga arataki kei Te Ao Haka	Te arotake i tētahi tūranga arataki kei Te Ao Haka

Kōrero Āpiti

- 1 I ahu mai tēnei Paerewa Paetae i te *New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, ā, ka hāngai ki ngā whāinga o ngā Whakaaro Whānui ki Taumata 8 o te *Tukutuku Ako o Te Ao Haka ki ngā Taumata 6, 7, me te 8*.
[<https://ncea.education.govt.nz/arts/te-ao-haka?view=learning>]

- 2 Ka whai wāhi ki te *whakaatu māramatanga ki tētahi tūranga arataki kei Te Ao Haka*:
 - te whakamārama i tētahi tūranga arataki kei Te Ao Haka, ka taunaki ai
 - te whakamārama ka pēhea e hāpai ai te tūranga i tētahi horopaki o Te Ao Haka.

Ka whai wāhi ki te *tātari i tētahi tūranga arataki kei Te Ao Haka*:

- te matapaki i ngā tikanga e hāngai ana ki te tūranga i roto i te horopaki
- te matapaki ka pēhea te whakatutuki i te tūranga e whakaata ai i te tikanga i roto i te horopaki.

Ka whai wāhi ki te *arotake i tētahi tūranga arataki kei Te Ao Haka*:

- te arotake ka pēhea te kawhe i te tūranga me te whakamahi tikanga e pāpā ai ki te horopaki.

- 3 Ko te *tūranga arataki kei Te Ao Haka* he haepapa hautū ka ārahi te ākonga i ētahi atu ki te hāpai i te kouna me te whaihua o tētahi whakaaturanga, o tētahi rōpū rānei, ki Te Ao Haka.

Hei tauira o ngā *tūranga arataki kei Te Ao Haka* ko:

- te mahi hei kaiako kapa haka
- te mahi hei kaitātaki wahine, hei kaitātaki tāne rānei
- te kawē tōtahi, tōrua rānei
- te noho hei pou ki ētahi atu
- te whakatangitangi taonga puoro mō tētahi whakaaturanga
- te mahi hei ringa tā moko mō te rōpū
- te kaiwhakarite kahu
- te auaha taonga (hei tauira, ngā poi) mō tētahi whakaaturanga
- te tito kupu, puoro, nekehanga rānei.

- 4 I roto i te horopaki o tēnei paerewa, ko *tētahi horopaki o Te Ao Haka* ko ngā āhuatanga katoa e whakahaerehia ana, e whakawaia ana, e whakaharatauhia ana, e whakaaturia ana rānei Te Ao Haka.

- 5 I roto i te horopaki o tēnei paerewa, e whakaahua ana te *tikanga* i te pūnaha uara me ritenga ki Te Ao Haka, e ahu mai ana i Te Ao Māori. Ka whakawhanakehia ngā tikanga i roto i te wā, ka takea mai hoki i ngā horopaki pāpori.

Tātari Kouna

- 1 Me mātua whakaae ngā kura me ngā whare mātauranga e te Mana Tohu Mātauranga o Aotearoa kia whakahaere aromatawai i mua i tā rātou rēhita i ngā whiwhinga i ngā aromatawai e hāngai ana ki ngā paerewa paetae.
- 2 Me pāhekoheko rawa ngā kura me ngā whare mātauranga, kua whakaaetia tā rātou aromatawai, ki te pūnaha mātairua e hāngai ana ki aua paerewa paetae.

Te tohutoro mō ngā Here o te Tuku Whakaaetanga me te Mātairuatanga (CMR)

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