

Unit Standard 13368

Version 6

**Perform poi**

Level 4 Credits 17

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| **Ākonga Assessment Booklet** |

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| **Name** |  |
| **Year** (of assessment) |  |
| **Teacher** |  |
| **Assessor** (if not the teacher) |  |

**Tēnā koe**

This is your assessment booklet for Māori Performance unit standard 13368 – Perform poi.

This standard is about Māori performance so you’ll be expected to do a performance, either individually or in a group. Your kaiako will tell you more about this.

**Assessment criteria**

| **Paetae/Achievement** | **Achievement with Kaiaka/Merit** | **Achievement with Kairangi/Excellence** |
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| Demonstrate knowledge of the pūtake and tikanga of poi, and perform poi. | Demonstrate in-depth knowledge of the pūtake and tikanga of poi, and perform poi with expression and projection. | Demonstrate comprehensive knowledge of the pūtake and tikanga of poi, and perform poi with artistic proficiency. |

There are TWO (2) assessment tasks for this standard that you must correctly complete. The grades for this assessment include Paetae/Achieved, Kaiaka/Merit, or Kairangi/Excellence. Your grade will depend on how well you research and answer the questions, and how well you perform.

The tasks are:

1 Describe/explain the tikanga and pūtake of FOUR poi, each from different categories in accordance with iwi traditions.

2 Perform FIVE poi items, covering all four categories. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each poi.

The categories of poi are – **single short poi, double short poi, single long poi, double long poi.**

Your kaiako will discuss the length of time you have to complete this.

PLEASE remember to reference where you get your information from for tasks one and two. Your kaiako will discuss this with you.

If you have any pātai, or unsure about anything, kōrero ki tō kaiako.

Kia kaha!

**Authenticity**

As per NZQA requirements:

* all work submitted for assessment must be produced by you
* the Assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book or downloaded from the internet.

It is okay for you to work with and learn from others to gather information from a variety of sources. However, the Assessor must be clear that the work to be assessed has been processed and produced by you.

To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

Your kaiako will discuss this with you.

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| **Ākonga assessment task sheet** |

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| **Outcome 1** | **Demonstrate knowledge of the pūtake and tikanga of poi** |

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| **Assessment Task 1 – Pūtake and tikanga** |
| Describe/explain the tikanga and pūtake of FOUR poi, each from different categories in accordance with iwi traditions.  The categories of poi are - **single short poi, double short poi, single long poi, double long poi.** |
| The information must be in your own words.  Provide references for your information. |

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| --- | --- |
| Poi one | |
| Name |  |
| Category |  |
| Composer name |  |
| Composer iwi |  |
| Date poi was composed |  |
| Why poi was composed. | |
|  | |
| *Poi one continued* | |
| Lyrics and translation *(add additional pages if you need).* | |
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| *Poi one continued* |
| What messages, or values, do you think the composer was trying to convey, or tell people, when the poi was composed? How do they relate to te ao Māori? |
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| Poi two | |
| Name |  |
| Category |  |
| Composer name |  |
| Composer iwi |  |
| Date poi was composed |  |
| Why poi was composed. | |
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| *Poi two continued* |
| Lyrics and translation *(add additional pages if you need).* |
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| *Poi two continued* |
| What messages, or values, do you think the composer was trying to convey, or tell people, when the poi was composed? How do they relate to te ao Māori? |
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| Poi three | |
| Name |  |
| Category |  |
| Composer name |  |
| Composer iwi |  |
| Date poi was composed |  |
| Why poi was composed. | |
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| *Poi three continued* |
| Lyrics and translation *(add additional pages if you need).* |
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| *Poi three continued* |
| What messages, or values, do you think the composer was trying to convey, or tell people, when the poi was composed? How do they relate to te ao Māori? |
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| Poi four | |
| Name |  |
| Category |  |
| Composer name |  |
| Composer iwi |  |
| Date poi was composed |  |
| Why poi was composed. | |
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| *Poi four continued* |
| Lyrics and translation *(add additional pages if you need).* |
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| *Poi four continued* |
| What messages, or values, do you think the composer was trying to convey, or tell people, when the poi was composed? How do they relate to te ao Māori? |
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| Reference/s |
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*Kaiako (please tick)*

ER 1.1 N A M E

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| **Outcome 2** | **Perform poi** |

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| **Assessment Task 2 – Performance** |
| Perform FIVE poi items, covering all four categories. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each poi.  The categories of poi are – **single short poi, double short poi, single long poi, double long poi** |

A few things for you to think about.

mō **Paetae/Achieved**, me:

* matatau koe ki ngā kupu
* tika te mita o tō reo, tō whakahua i ngā kupu, me te hā
* tika tō whai i te rangi
* hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki te/ngā tikanga me te pūtake o te poi.

mō **Kaiaka/Merit**, me:

* pūmau koe ki te tangi me te wairua o te rangi
* hāngai pū te kori o tō tinana ki te wairua me ngā kupu o te poi, ā, kia tika te tū

mō **Kairangi/Excellence**, me:

* pakari tō tū me te korikori o tō tinana, ā, puta ana ngā mahi auaha
* ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga
* puta pū te wairua o te kupu, ā, me tō tinana hoki, mai i te tīmatanga ki te whakamutunga
* tika te mahi tahi o ōu ringa me te kori o tō tinana
* eke koe ki te tihi o te poi, rangona ai te hā o kui mā, o koro mā

The FIVE poi should be performed:

* the way your iwi performs poi, and/or
* the way the composer/s would expect you to perform the poi.

You will be recorded performing the FIVE poi – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

Kia kaha!

*Kaiako (please tick)*

ER 2.1 / 2.2 N A M E