



Level 2 Te Ao Haka 2023

91982 Compare a Te Ao Haka performance and one other performance

Whiwhinga: 4

Kairangi	Kaiaka	Paetae
Analyse a Te Ao Haka performance and one other performance.	Discuss a Te Ao Haka performance and one other performance.	Compare a Te Ao Haka performance and one other performance.

EXEMPLAR - TAUAROMAHI

No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.

Ākongā A Response (in English)

Excellence - Analyse a Te Ao Haka performance and one other performance.

Name the key role you will use from the list above:

Tuhia mai te tūranga tāpua i te rārangi tāpua i runga ake nei:

The role / Te Tūranga:

ASSESSMENT TASK / TŪMAHI

(a) What is the purpose of the role you have selected? How will it contribute to the performance at the Polyfest?

He aha te hua o te tūranga tāpua i whiria e koe? Ka pēhea tana hāpai i te whakaaturanga ki te Polyfest?

B I U		☰	☰	↶	↷
<u>Ko te amorangi ki mua, ko te hāpai ō ki muri.</u>					
Ka whakamahia e au te whakataukī rongonui nei kia āta whakamāhuki i ōku whakaaro.					
Ahakoa kāore te kaiwhakarite Kākahu e tū ki runga i te atamira arataki ai i te rōpu he tūranga hirahira tonu tēnei tūranga kia hāpai i bte whakaaturanga. Pērā i te whakataukī nei, ko ngā kaihaka, ko te kapa e tū ana ki runga i te atamira, ko rātou ko ngā amorangi ki mua e tū ana ki te mura o te ahi. Ko ngā Kaiwhakarite Kākahu te hāpai ō ki muri e tino whakapau kaha ana kia tū pakari te rōpu ki runga i te atamira me te ataahua hoki o te tirohanga atu.					
Ko te tino ngako o te tūranga nei kia hanga, kia whakarite, kia ine, kia tuitui, kia whakatika, kia aha rānei i ngā kākahu KapaHaka. I te tirohanga atu o ētahi, kāore tēnei tūranga i te tino hirahira, heoi, ki a au nei ko tēnei tūranga tētahi o ngā tūranga uaua rawa, tētahi o ngā tūranga hirahira rawa atu anō hoki i te mea...					
<i>Ki te tika a muri, ka tika hoki a mua.</i>					
Ānei ētahi tauira o tēnei:					
<ul style="list-style-type: none"> • Ko te tika o te kākahu ki te tinana o te kaihaka 					
Ki te kore ngā kākahu o te kaihaka e noho tika ki runga i tōna tinana, ka kore te kaihaka rā e tū pakari, e tuku i āna pūkenga katoa ki te marea i a ia e tū ana ki te Pononēhia, nā te noho āwangawanga ki ōna kākahu, kei taka ōna kākahu ki te papa, kei tīhae rānei. Ki te whakarite ngā kaiwhakarite kākahu i ngā kākahu o ia kaihaka kia noho tika ki tōna tinana ka kore ngā kaihaka e noho āwangawanga, ā, ka noho hāneanea ia, ka tuku ia i tana katoa ki te whakataetae, ā, ka kaha hikina te ihi, te wehi, me te wana anō hoki nā te mahi a ngā kaiwhakarite kākahu.					
<ul style="list-style-type: none"> • Ko te ōrite o te tirohanga atu 					
Hei whakatauirā atu anō i tana hāpai i te whakaaturanga nei, ki te ōrite te āhua o tērā kaihaka ki tērā kaihaka, ka reka ake te tirohanga atu ki te kapa nei, ka kite anō i te kōtahitanga o te kapa. Ka piki te hiahia o te hunga mātakitaki ki te mātakitaki i te kapa, i te mea i tā rātou eke i te atamira i mua i tā rātou tuku ni te reo waiata, i te reo haka rānei, ka kite tuatahi i te āhuatanga o ngā kākahu nō reira ki te ātaahua te tirohanga tuatahi ka piki te koanga ngākau me te whakaihiihi hinengaro o ngā kaimātakitaki, o ngā kaiwhakawā anō hoki ki te aro atu ki te rōpu nei.					

- (e) What qualities and skills are required for your role? Give examples or personal experiences of these qualities and skills.

He aha ngā momo kounga, pūkenga ka here ki tō tūranga tāpua? Whakatakoto ētahi whakaaro, wheako matawhaiaro rānei e hāngai ana ki aua kounga, pūkenga.

B I U ☰ ☷ ↶ ↷

E maha ngā pūkenga o ngā kaiwhakarite kākahu, ēhara i te mea he tūranga ka taea noa te katoa te mahi. Ko ētahi pūkenga o te kaiwhakarite kākahu, ko te mōhio i te whakapapa o te rōpu kia whakarite i te āhuratanga o te kākahu. Kei a ia rōpu āna ake kōrero, tana ake whakapapa, nō reira he mea nui kia mōhio pū ngā kaiwhakarite kākahu i aua kōrero, i aua whakapapa kia kua ia e hanga noa i tētahi momo pare, momo aha rānei kore tikanga.

Hei tauira; ki taku kura i whakaritea e mātou ngā pare kia kite i te kōrero o te kura, i te whakapapa o te kura anō hoki i runga i ngā tāniko o te kura, i te pepehā o te kura anō hoki. He take ki ia tae o runga i ngā kākahu, he take hoki o ngā tāniko, he take hoki o te āhuratanga o ngā piupiu. Kia whakaatu atu ki te marea ko wai mātou, nō hea mātou.

Me mōhio hoki te kaiwhakarite kākahu ki te ine tika i te tinana o te kaihaka kia mau tika te kākahu ki te tinana, i te mea ina he rahi rawa ngā kākahu, ka taka ki te atamira. Ina he paku rawa te kākahu ka tīhae, ka kore rānei te kaihaka e tino taea ki te neke, ki te mahi i āna mahi ā-ringa.

Ko mātou ko ētahi o ōku pia ngā whakarite kākahu mō tōku kura, ia mātou e whakarite kākahu ana ko tētahi o ngā mea nui ko te whai hononga ki āu tauira, kia noho hāneanea rātou, kia whakapono hoki rātou ki a koe me āu pūkenga.

i a au e whakarite kākahu ana ko tētahi atu mea nui ko te wā, he mahi roa te whakarite kākahu nō reira me whakarite māhere, me whakarite wā kia kua koe e tere tuitui, e tere whakarite kākahu kei tīhae, kei ngaro, kei aha rānei. Ēngari kia āta whai wā koe kia kōrero tahi, kia mahi tahi koutou ko tō rōpu ki te taha o ia kaihaka kia mōhio pū koe ki tana āhua, kia mōhio pū hoki koe ki tana hiahia, kia noho tau rātou, kia noho hāneanea rātou, kia tino whakapono hoki rātou ki a koe.

- (i) What are three challenges your role could come across leading up to the performance? Give an approach to each of these challenges?

He aha ngā momo wero e toru ka tau ki tō tūranga tāpua i ngā whakahaerenga o te wā tae noa ki te whakaaturanga? He aha te tukanga mō ia wero?

B I U ☰ ☷ ↶ ↷

1. Ka tīhae ētahi kākahu

He wero tēnei ka kaha ahu mai ki ngā rōpu Kapa Haka, nō reira ko te mahi ā te kaiwhakarite kākahu kia hanga māhere, kia whai rautaki, kia rite ai rātou ki te whakatika i ēnei momo raru ki te ahu mai

Nō reira ko tētahi o ngā pūkenga me matua mōhio ētahi o ngā kaiwhakarite ko te tuitui kākahu kia tere, kia pai te whakatika i te tīhae o te kākahu, ā, he tohu hoki tērā kia rahi ake te hanga o te kākahu, i te mea ki te tuitui noa koe i te tīhae me te kore whakarahi ake, ka ahu mai anō te raru nei. Me mōhio ngā kaiwhakarite kākahu ki ēnei momo rautaki kia kua ēnei wero e ahu mai anō.

2. Kia rerekē te āhuratanga o ngā kaitātaki

Ko tētahi atu wero nui o te kaiwhakarite kākahu ko te panoni i te āhuratanga o te kaitātaki kia whai mana anō ia, ēngari kia kua e tino rerekē te tirohanga ki te tirohanga o ērā atu kaihaka kia kua e tango i ētahi o te mana o te kapa.

Ko tētahi o ngā rautaki ka kaha whakamahia e ngā kaiwhakarite kākahu ko te mau huruhuru manu kia tino kite ai i te rangatiratanga o te Kaitātaki i te mea i ngā rā o ngā tūpuna ka mau ngā ihorei o ia hapū i ngā raukura manu kia whakaatu atu i tōna mana ki te hapū.

ko ētahi atu rautaki ko te rerekē o te tūnako ki runga i te piupiu kia rerekē taua āhuetanga, ēngari kia rite tonu te nuinga o te tirohanga.

Ko te wero ki ngā kaiwhakarite kākahu kia whakaatu i te mana o te kaitātaki, ēngari kia pupuri tonu i te mana katoa o te rōpu. Kia noho haumaruru hoki te kaitātaki. Nō reira, me whakawhitiwhiti kōrero te kaiwhakarite kākahu ki te kaitātaki kia mōhio hoki i ōna whakaaro.

3. Kua ngaro ētahi piupiu

He wero nui tētahi i te mea he uaua te hanga noa i ētahi piupiu hou mō te rōpu i mua i tā rātou tū ki te Poronēhia...

Ko tētahi o āku rautahi, kia kōrero ki te hāpori, kia pātai atu ki ngā Marae, ki ngā hapū, ki ngā iwi ina he piupiu tā rātou. I te mea ka whakaatu tonu i te mana o te iwi, i te whakapapa o te iwi.

Nō reira, kia pēnei me tino whai hononga ngā kaiwhakarite kākahu ki te hāpori, ki te iwi, ki te hapū, ki ngā marae anō hoki. Ēhara taku toa i te toa takitahi, ēngari he toa takitini. Kaua e pupuri i ngā taumahatanga katoa ki ōu pokohiwihī. ēngari me toro atu i tō rinca ki te hāpori.

- (o) Discuss how the key role would have a positive impact not only on the final performance, but also on the other key roles they are working with.

Kōrero mai i ngā whakaawenga pai mo te tūranga tāpua, ki te whakaaturanga whakamutunga, ā, ka pēhea hoki tana mahitahi ki te taha o ērā atu o ngā tūranga.

B I U ☰ ☷ ↶ ↷

Ka hoki au ki te whakataukī i whakamahia e au i te pātai tuatahi

Ko te amorangi ki mua, ko te hāpai ō ki muri

Nā te kaha whakaheke werawera, nā te kaha whakapito ngoi a ngā kaiwhakarite kākahu kia tika rawa ngā kākahu o ngā kaihaka, i tū māia, i tū hāneanea, i tū kaha, i tū pakari ngā kaihaka ki te whakataetae nei me tō rātou ātaahua, me tō rātou rite rawa, me tō rātou rerehua.

I tika a muri, nō reira i tika hoki a mua

Nā te tika o te whakarite kākahu kāore tētahi kākahu i taka ki te papa, kāore tētahi kākahu i tīhae, kāore tētahi kaihaka i tū āwangawanga ki te atamira, kāore hoki ngā kaihaka i kaha pā, i kaha kukume rānei ki ngā kākahu. Ēngari i noho tika ngā kākahu ki te tinana, i whai wāhi ngā kaihaka ki te neke, i ōrite rawa te tirohanga atu ki te rōpu i a rātou e tū ana ki te atamira, i kite te marea i ngā kōrero, i te whakapapa o te rōpu i te tirohanga atu ki te momo o te kākahu. I tū pakari, i tū rangatira ngā kaihaka hei raukura mō te iwi, nā te pukumahi a ngā kaiwhakarite kākahu. Ko koe ki tēnā, ko ahau ki tēnei kiwai o te kete. Nā tā rātou pukumahi, me te pukumahi a ngā kaihaka i tutuki pai i te whainga kia tū ki te atamira o te Poronēhia whakaatu ai i te kaha o te rōpu nei.

Ko tētahi atu whakaawenga pai i puta mai i te mahitahi ki te taha o ērā atu o ngā tūranga ko te mahitahi ki ngā kaitāmoko kia mōhio hoki i te kōrero o ngā tāmoko kia whai hononga ki ngā kōrero o ngā kākahu.

Ko te mahitahi ki te taha a ngā kaiārahi kia whakarite wā, kia whakarite wāhi kia mahitahi ki te rōpu. Ko te whakapono hoki o te kaiārahi ki a koe kia whakarite mahi i āu mahi i a ia e mahi i āna mahi kia rite ai te rōpu ki te tū.

Kei a ia tūranga tāpua āna ake mahi, āna ake pūkenga kia whakarite i ngā āhuetanga rerekē o te whakaaturanga. Heoi me whakawhitiwhiti kōrero, me mahitahi, me whakapono ia tūranga tāpua ki ērā atu tūranga tāpua i te mea he waka eke noa tēnei, ā, ki te rangirua te hāpai o tētahi hoe ka kore te waka e ū ki uta. ki te kore ia tūranga e tutuki pai i tana tūranga ka kore te kapa e eke i te Puhitaioreore, i te taumata kounga o te whakataetae.

Nō reira he mea nui tērā te hāpai, te poipoi, te akiaki i ōu pia.

Ngā kōrero ki tā Ākonga E mahi (i te reo Māori)

Kairangi - Te tātari i tētahi whakaaturanga o Te Ao Haka me tētahi atu whakaaturanga.

ASSESSMENT TASK / TŪMAHI

Indicate which Te Ao Haka Kiriata you have chosen / *Tohua te Kiriata (nō Te Ao Haka) ka whakamahia e koe:*

Te Ao Haka:

Indicate which OTHER kiriata you have chosen / *Tohua te Kiriata (nō Ao kē atu) ka whakamahia e koe:*

Other / *tētahi atu:*

Now choose any FOUR elements from the list below to answer both parts of the task.

Nā, tīpakohia ētahi kaupapa e WHĀ i te rārangi kaupapa i raro iho nei, mō ngā wāhanga e rua o tēnei tūmahi

- | | |
|---|---|
| <input checked="" type="checkbox"/> dynamics / <i>ngā taineke</i> | <input checked="" type="checkbox"/> point of view / <i>te tirohanga</i> |
| <input type="checkbox"/> harmony / <i>te ōrua</i> | <input type="checkbox"/> shape / <i>te hanga</i> |
| <input checked="" type="checkbox"/> imagery / <i>te whakaahua</i> | <input checked="" type="checkbox"/> voice / <i>te reo</i> |

- (a) Using the TWO elements from the list, discuss the similarities and differences between ONE of the Te Ao Haka Kiriata and ONE of the Other Kiriata. Explain how you would have utilised these elements to further enhance the two Kiriata.

Tīpakona kia RUA ngā Kaupapa (i te rārangi Kaupapa), ka kōrerotia ngā ritenga me ngā rerekētanga o TĒTAHI o ngā Kiriata o Te Ao Haka, me TĒTAHI o ngā Kiriata o Ao kē atu.

B I U

Ngā taineke: I ngā kiriata e rua e tino kite ana i te rerekē o te whakamahi o te ngā taineke. I te waiata poi o Te Pou o Mangatāwhiri e kite ana i te nui o ngā taineke. Ko te momo o to rātou waiata poi he waiata kia whakaharihari i te kaimātaki. Ko te nuinga o ngā waiata poi e kitea ana e maha ngā taineke kia whakahihiko i te tirohanga o te waiata poi, ko ngā taineke e whakataunaki ana i te waiata poi rā. I te kiriata NBC WORLD OF DANCE e kite ana i te rerekētanga o ngā rōpū e rua, otirā he ahurei rerekē he ao rerekē kei te rōpū kanikani. He maha ngā taineke o te rōpū kanikani nei, ko ngā nekehanga o te kanikani me te waiata he mea kia whakaharihari i te kaimātaki, he mea kia whakataunaki i te tū o te rōpū. He kiriata tēnei e ahu atu ana ki te ao kanikani. Kei roto i tēnei momo kanikani ngā āhuatanga o te nekehanga, o te whakamahi taonga, o te whakarite ringa anō e taea ai te whakahāngai ki te ao Kapa Haka. Nā te whakamahi o ngā taineke ki ngā rōpū e rua e kite ana i te ihi, wehi, wana o ngā tū.

Whakaahua:

Ko te rōpū kanikani e whakamahi ana i ngā tauemi o te kura kia taunaki i tō rātou kanikani. E kite ana he tēpu o te kura, he pepa, ko ngā kakahū e mau ana e te rōpū he kakahū o te kura. Ko ēnei momo whakaahua o te rōpū kanikani kia whakaatu kia ngā kaimatakitaki i te ngako o to rātou tū. I te rōpū kapa haka o Te Pou o Mangatāwhiri ka kite te whakaahua rerekē ki te rōpū kanikani. Tuatahi mai ko te tū o te rōpū kapa haka he tū Māori kē, tapai ake ki ōku kōrero kei runga ake, he ahurei rerekē. E kite ana e whakamahi ana ngā wahine i te taonga poi, ka kite hoki i te whakahahinga o ngā wahine i ngā korowai kia taunaki hoki ki ngā mahi poi me te kaupapa o te waiata rā. Kia whakaōrite i ngā rōpū e rua, e kite ana e tū ana ngā rōpū e rua ki te mura o te ahi, te atamira tapu, ara, e tū ana ngā rōpū e rua ki mua i te marea kia whakatatae atu ki te ao.

(e) Choose another TWO elements (from the list) and discuss the impact of the similarities and differences they share in the two performances. For example, you could consider how they:

- Affected how you felt when watching the performances.
- Helped communicate the messages in the performances.
- Enhanced the performances.

Tipakohia kia RUA anō ngā Kaupapa (i te rārangi Kaupapa), ka kōrerotia ōna ritenga, ōna rerekētanga, me ōna whakaawenga i roto i ngā kiriata e rua. Hei tauira, ka kōrerotia pea ēnei take:

- *Te whai pānga o te whakaaturanga ki a koe, ki tō whatumanawa i a koe e mātaki ana.*
- *Te mau ki te tikanga, ki te ia hoki o te whakaaturanga mā ngā kaupapa nei.*
- *Ngā āhuatanga whakaniko, whakarākei i te whakaaturanga*

B I U [List Icons] [Undo] [Redo]

Te Tirohanga: Ka kōrerotia ngā ritenga, ngā rerekētanga, me ngā whakaawenga i roto i ngā kiriata e rua, ko te kaupapa ko te tirohanga. Nā te kite o te whakamahi o ngā rōpū e rua i te kaupapa o te tirohanga ka rongu i te kareāroto hari. E kite ana i tētahi oritenga ki ngā rōpū e rua, ara, ko te ōritenga, e tū ana ngā rōpū e rua ki te papawhatarangi whakatatae. I ahau e mātaki ana i te rōpū kanikani ka rongu i te kaitangata, ka rongu i te wairua o te te hiakai o te rōpū kanikani kia toa. I tino mīharo katoa ahau ki te tirohanga i te kiriata rā, I rongu ki te wairua hakoakoa, te wairua o te hihiko anōhoki. Ko ngā tino rerekētanga nā i kite ana i ngā rōpū e rua, ko ngā ao rerekē. e noho marika ana te rōpū kapa haka ki te ao Māori. Ko tētahi mea mīharo i te tirohanga ki ahau ko te pakeketanga o ngā rōpū e rua. E kite ana he rōpū wharekura te rōpū kanikani, ā, he rōpū pakeke te rōpū haka. He mīharo ki ahau te kite i te pitomata mō ngā tauira i te wharekura, kei reira pea he pitomata mai mō tātou ngā tauira kia whai.

Te Reo: Ko ngā reo e rangona ana i te rōpū haka o Te Pou o Mangatāwhiri he reo tātaki, he reo whetero, he reo tāne, he reo wahine, he reo kapa, he reo waiata anōhoki. Ka kite i te rerekē o ngā reo e rongu ana ki ngā kiriata, i te mea ko tā te rōpū kanikani kaore e rongu ana i te rōpū e waiata ana, ka rongu kē i tētahi waiata e tākoro ana, nā ko rātou ka tū ki te kanikani ki taua waiata. Ko ngā reo ka rongu i te rōpū kanikani he reo tataki i te rōpū, he reo o te waiata o Rihanna (Lemon) anōhoki. Ko ngā karearoto i puta mai i te kitenga o te whakamahinga o te reo ki ngā whakaaturanga he harikoa, he hihiko, he ihi, he wana. Ko ngā reo e taunaki ana i ngā tū o ngā rōpū e rua.

Excellence | Kairangi

The Subject: Te Ao Haka

The Standard: 91982

The Total Score: 08/08

Question No.	Commentary
One	<p>Ākonga who received Kairangi made secure comparisons of how the similarities and differences impact.</p> <p>Ākonga supports the response with well-chosen evidence from both performances.</p>

Ākongā H Response (in English)

Merit - Discuss a Te Ao Haka performance and one other performance.

ASSESSMENT TASK/ TŪMAHI

Choose (✓) any **FOUR** elements from the lists below to answer **both parts** of the task.

Tīpakohia (✓) ētahi kaupapa e **WHĀ** i te rārangi kaupapa i raro iho nei, mō ngā **wāhanga e rua** o tēnei tūmahi.

Elements/ Ngā Kaupapa

- dynamics - ngā taineke
- tempo - te rere
- setting - te horopaki
- shape - te hanga
- energy - te hiringa
- characterisation - te whakataua

Indicate which **Te Ao Haka Kiriata** you have chosen /

Tohua te Kiriata (nō **Te Ao Haka**) ka whakamahia e koe:

Te Waka Huia 2007 ▼

Indicate which **OTHER** Kiriata you have chosen /

Tohua te Kiriata (nō **kanikani kē atu**) ka whakamahia e koe:

The Royal Family World Finals 2019 ▼

- (a) Applying **TWO** elements from the list, discuss the similarities and differences between ONE of the Te Ao Haka Kiriata and ONE of the Other Kiriata. Explain how you would have utilised these elements to further enhance.

*Tīpakohia kia **RUA** ngā kaupapa (i te rārangi kaupapa), kōrerotia ngā ritenga me ngā rerekētanga o TĒTAHI o ngā kiriata o Te Ao Haka, me TĒTAHI atu o ngā kiriata o kanikani kē.*

Tuhinga kōrero/ Whakautu

<p>B <i>I</i> <u>U</u> ☰ - ☷ - ↶ ↷</p>
<p>Te hiringa and Te hanga</p> <p>Te waka huia and the royal family deliver very high energy through out their performance yet being in two different worlds of pakeha and te ao maori the enegry in both items is very similar and catch on to as they both have love for the things they do and for them both to have that strong passion allows their energy to be imaculaten yet both groups have their own definition of energy which Te waka huia has sad yet so powerful energy though ouy their performance the display this by facial expression the volume in their voice and the way they posture them selfs as their whakaeke is a farewell to those prominent figures within te ao maori who have passed,so te waka huia deilevred the highest of expectaions to those that are important to them as being maori,and in this whakaeke i found there enegry through their pukana and the way they came together as a roopu to stand storgng for those who have moved on and that was very high energy.</p> <p>The royal family bringing the enegry to the table ate and no crumbs left their energy fits with their dance with their movement and allows their audience to feel that energy within them selfs the way they put them selfs out their to come together and create such high energy is feeling the enegry in the songs they allow them selfs to create that high powered enegry and sassy enegry once they step on stage the audience already knows who they are because of their enegry they bring and carry out and that is very important</p> <p>Te waka huia spacing them self to allow shape in their item the audience will get a large understanding to their future actions and movements to portait their waiata one of their shapes they did was a tihangia which is a trinagle this shapes allows you to form with your roopu to create and move together so you can cleary display to your auidnce what it may mean The royal family also shows a trinagle throught out their performance,also hase multiple shapes in such a short period of their item and having these shapes catches your audiences eyes and as te waka huia your auidnce will having that larger understandingig to future actions and movemnets that could get bigger and better.</p>
<p>396 WORDS</p>

(e) Choose another TWO elements (from the list) and discuss the impact of the similarities and differences they share in the two performances. For example, you could consider how they:

- affected how you felt when watching the performances.
- helped communicate the messages in the performances.
- enhanced the performances.

Tīpakohia kia RUA anō ngā kaupapa (i te rārangi kaupapa), ā, kōrerotia ōna ritenga, ōna rerekētanga, me ōna whakaawenga i roto i ngā kiriata e rua. Hei tauria, ka kōrerotia pea ēnei take:

- *te whai pānga o te whakaaturanga ki a koe, ki tō whatumanawa i a koe e mātaki ana.*
- *te mau ki te tikanga, ki te ia hoki o te whakaaturanga mā ngā kaupapa nei.*
- *ngā āhuatanga whakaniko, whakarākei i te whakaaturanga.*

Tuhinga kōrero/ Whakautu

<p>B <i>I</i> <u>U</u> ☰ - ☷ - ↶ ↷</p>
<p>Te whakataau and Te horopaki</p> <p>The royal family and Te waka huiua displaying charectersation by putting them self into the right shoes to allow a understanding of their items the diplay the royal family putting them self in to high standeds charcter shoes as they took it to the world finals putting the first foot forward will define how they portait the rest of their item it affected me in such a high standed way which they carry through out their entire item all there hard work long nights payed of and there setting was a high approval they molded them self in to the song the way the held their heads alowed thier setting to be outstanding to me and the audience</p> <p>Te waka huiua connecting with te ao maori wich allowed their output to display their whakaeke in a powerful way they put them self in the shoes to give back to our people who have stood before them they did this by comming thtogether to potrait somehitng for their pepople for them and their whanau this affected me to see the higher points and to take care of your preciuos ones their charecterisatin was carryed through out their item</p> <p>Te waka huiuas setting was at the level to understand what they are trying to explain and give detail to tell their story to their audience the setting was high and was held through out it affected me from start to end andn i felt that sad vet powerful setting around and within them.</p>
<p>256 WORDS</p>

Ko tā te Ākongā I mahi (i te reo Māori)

Kaiaka - Te matapaki i tētahi whakaaturanga o Te Ao Haka me tētahi atu whakaaturanga.

ASSESSMENT TASK/ TŪMAHI

Choose (✓) any **FOUR** elements from the lists below to answer **both parts** of the task.

*Tīpakohia (✓) ētahi kaupapa e **WHĀ** i te rārangi kaupapa i raro iho nei, mō ngā **wāhanga e rua** o tēnei tūmahi.*

Elements/ Ngā Kaupapa

- dynamics - ngā taineke
- tempo - te rere
- setting - te horopaki
- shape - te hanga
- energy - te hiringa
- characterisation - te whakatau

Indicate which **Te Ao Haka Kiriata** you have chosen /

*Tohua te Kiriata (nō **Te Ao Haka**) ka whakamahia e koe:*

Te Whānau a Apanui 2011 ▼

Indicate which **OTHER** Kiriata you have chosen /

*Tohua te Kiriata (nō **kanikani kē atu**) ka whakamahia e koe:*

The Royal Family World Finals 2019 ▼

- (a) Applying **TWO** elements from the list, discuss the similarities and differences between **ONE** of the Te Ao Haka Kiriata and **ONE** of the Other Kiriata. Explain how you would have utilised these elements to further enhance.

Tīpakohia kia **RUA** ngā kaupapa (i te rārangi kaupapa), kōrerotia ngā ritenga me ngā rerekētanga o TĒTAHI o ngā kiriata o Te Ao Haka, me TĒTAHI atu o ngā kiriata o kanikani kē.

Tuhinga kōrero/ Whakautu

<p>B <i>I</i> <u>U</u> </p> <p><i>Ngā Taineke -</i> Ko ngā mea e hirahira nei au i te Whakaeke o Te Whānau a Apanui 2011, he tino iti te kaitātaki wahine engari kei te pana ia i tōna kapa kia haere tōnu ratōu, ko tōna ihi kei te haere tonu, ko tōna manawataki kei te haere tonu. Ahakoa he tino pōturi tēnei Whakaeke he ihi tonu kei roto i te whakaeke. I te wā e Whakaeke mai ana a Apanui kei ngā rarangi totika ngā kohine me ngā tane. Heoi anō ngā kōrero o roto, he rahi tonu.</p> <p><i>Te Rere -</i> Ko te rere o waiata ki ōkū whakaaro kei te pere me te kaitātaki wahine te rere o te waiata, he rawe ki au te rere me te tangi o te pere. He pōturi te rere o te waiata engari e koke tonu ana te kapa ki ngā taumata tiketike.</p> <p><i>Ritenga nō te Royal Family -</i> He paku noa te ritenga ki ōkū whatu. Ko te ūtanga o ngā kapa e rua ki te tere o ta rātou tū. Ta rātou ihi ano hoki he orite. Ko ētahi ritenga o ngā taineke ko tā te kapa haka me te kapa kanikani whakamahi i ō rātou tinana katoa ki te whakaatu i ngā kōrero o ngā waiata. Ahakoa he rerekē te āhua, ko te whakamahinga o te tinana katoa he rite.</p> <p><i>Rereke nō te Royal Family -</i> Ko te rere o te waiata nō enei kapa e rua he rerekē. He pōturi te kapa o Te Whānau a Apanui, engari he rereke te tūnga o te Royal Family, He maha ngā tūmomo rere o te waiata ki te tū o te Royal family. Ngā pukenga o te Royal Family kei taumata kē. He rerekē ngā taineke o te kapa kanikani Royal Family i te mea he nui ngā nekehanga. Ka kitea ngā tangata ki ngā taha, he kōkiri i ētahi wā aha noa atu.</p>	314 WORDS
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(e) Choose another TWO elements (from the list) and discuss the impact of the similarities and differences they share in the two performances. For example, you could consider how they:

- affected how you felt when watching the performances.
- helped communicate the messages in the performances.
- enhanced the performances.

Tīpakohia kia RUA anō ngā kaupapa (i te rārangi kaupapa), ā, kōrerotia ōna ritenga, ōna rerekētanga, me ōna whakaawenga i roto i ngā kiriata e rua. Hei tauira, ka kōrerotia pea ēnei take:

- te whai pānga o te whakaaturanga ki a koe, ki tō whatumanawa i a koe e mātaki ana.
- te mau ki te tikanga, ki te ia hoki o te whakaaturanga mā ngā kaupapa nei.
- ngā āhuatanga whakaniko, whakarākei i te whakaaturanga.

Tuhinga kōrero/ Whakautu

<p>B <i>I</i> <u>U</u> ☰ - ☰ - ↶ ↷</p>
<p><i>Te Hanga -</i> Ko te hanga o te Royal Family kei te hora rātou i a rātou. He mea hirariha ki a au mai i te hanga o te Royal Family ko ngā whakawhitinga a te roopu/kapa. He rawe ki au te kotahitanga o te kapa, ki au nei e tino tau ana te kapa.</p> <p><i>Te Hiringa -</i> Ko te hiringa e kite nei au mai te roopu Royal Family kei whakahoahoa rātou i te ihi me te whakapauwera o ia o rātou, i te mea i mātaki au i tenei kiriata nei mā runga ipurangi ka kite au i te ihi me te hiringa o te kapa ka whakaihiihi rātou i au mā te korikori o ōkū waewae me ōkū ringa.</p> <p><i>Ritenga nō Te Whānau a Apanui -</i> Ko ngā whakawhitinga he rerekē paku nei engari he ritenga. Ko te āhua ki te whakapaungawerawera tā ia kaihaka o ngā roopu. Te oritetanga o te hiringa o ngā kapa e rua.</p> <p><i>Rereke nō Te Whānau a Apanui -</i> Te āhua noho a rarangi, he rereke te ahua o te Royal Family me Te Whānau a Apanui. Ko tā a Apanui ko te noho a rarangi engari ko tā Royal Family ko ngā whakawhitinga ki tetahi kanikani ki tetahi kanikani Te rereketanga o te hirianga i ngā wā</p>
213 WORDS

Merit | Kaiaka

The Subject: Te Ao Haka

The Standard: 91982

The Total Score: 06/08

Question No.	Commentary
One	Ākonga awarded Merit demonstrated understanding of the elements, making comparisons between performances. Ākonga also supported their responses with evidence from the performances.

Ākonga K Response (in English)

Achieved - Compare a Te Ao Haka performance and one other performance.

ASSESSMENT TASK/ TŪMAHI

Choose (✓) any **FOUR** elements from the lists below to answer **both parts** of the task.

*Tīpakohia (✓) ētahi kaupapa e **WHĀ** i te rārangi kaupapa i raro iho nei, mō ngā **wāhanga e rua** o tēnei tūmahi.*

Elements/ Ngā Kaupapa

- dynamics - *ngā taineke*
- tempo - *te rere*
- setting - *te horopaki*
- shape - *te hanga*
- energy - *te hiringa*
- characterisation - *te whakatau*

Indicate which **Te Ao Haka Kiriata** you have chosen /

*Tohua te Kiriata (nō **Te Ao Haka**) ka whakamahia e koe:*

Te Waka Huia 2007 ▼

Indicate which **OTHER** Kiriata you have chosen /

*Tohua te Kiriata (nō **kanikani kē atu**) ka whakamahia e koe:*

The Royal Family World Finals 2019 ▼

- (a) Applying **TWO** elements from the list, discuss the similarities and differences between **ONE** of the Te Ao Haka Kiriata and **ONE** of the Other Kiriata. Explain how you would have utilised these elements to further enhance.

*Tīpakohia kia **RUA** ngā kaupapa (i te rārangi kaupapa), kōrerotia ngā ritenga me ngā rerekētanga o **TĒTAHI** o ngā kiriata o Te Ao Haka, me **TĒTAHI** atu o ngā kiriata o kanikani kē.*

Tuhinga kōrero/ Whakautu

B I U ☰ ☷ ↶ ↷

the element i choose for te waka huia's performnace is characterisation because it was used in many ways and how they tell there story by being characteristict it shows form the video on how they do that by being sad, happy, grateful, as well as proud in there body language which is shown to us which benefits them for us as the audience to not only look and understand what story te waka huia is trying to tell us but to feel what te waka huia are feeling and to understand the meaning more deeply. The other element that i chose was energy to be able to keep up with the gutairist and change to different energy on the kaia or the gutairist when going from soft singing to powerful singing can make a differenece for the audience and watchers it can tell us what the story is about and how it relates to different beats or tempo and midway at the end te waka huia change up on their enegy from being a grateful and kind sorrowful way to pumpind out their kupu with the kaia leading of with the chant to scare the audience.

196 WORDS





(e) Choose another TWO elements (from the list) and discuss the impact of the similarities and differences they share in the two performances. For example, you could consider how they:

- affected how you felt when watching the performances.
- helped communicate the messages in the performances.
- enhanced the performances.

Tīpakohia kia RUA anō ngā kaupapa (i te rārangi kaupapa), ā, kōrerotia ōna ritenga, ōna rerekētanga, me ōna whakaawenga i roto i ngā kiriata e rua. Hei tauira, ka kōrerotia pea ēnei take:

- *te whai pānga o te whakaaturanga ki a koe, ki tō whatumanawa i a koe e mātaki ana.*
- *te mau ki te tikanga, ki te ia hoki o te whakaaturanga mā ngā kaupapa nei.*
- *ngā āhuatanga whakaniko, whakarākei i te whakaaturanga.*

Tuhinga kōrero/ Whakautu

B <i>I</i> <u>U</u>    
shape was used in royal familys performance. by being able to make different shapes at certain times makes an impact form going out andn in, front n back, left to right gives the audience a show to come watch and for the royal family to put in the effort and the energy at certain and specific times means that they had parts where certain and specific beats dropped. in their performance they made a massive impact for the audience to watch because of the shape of their body and placement to where they put it. the show came out in manys ways, exciting, catchy, fun, sassy and more but not if it wasnt for the music. the music was the royal familys tempo being fast, being slow, being well paced, they had to alter their movements and placements of the body right from their head to their toes to match the beat. it wasnt just the music it was their body, placement of actions, feet, and others aorund them to keep the beat up and to keep the flow going they all had to do specific things as a groupn to match the music and to create a catchind perfromance.
200 WORDS

Ko tā te Ākongā M mahi (i te reo Māori)

Paetae - Te whakataurite i tētahi whakaaturanga o Te Ao Haka me tētahi atu whakaaturanga.

ASSESSMENT TASK / TŪMAHI

Indicate which Te Ao Haka Kiriata you have chosen / *Tohua te Kiriata (nō Te Ao Haka) ka whakamahia e koe:*

Te Ao Haka:

Indicate which OTHER kiriata you have chosen / *Tohua te Kiriata (nō Ao kē atu) ka whakamahia e koe:*

Other / *tētahi atu:*

Now choose any FOUR elements from the list below to answer both parts of the task.

Nā, tīpakohia ētahi kaupapa e WHĀ i te rārangi kaupapa i raro iho nei, mō ngā wāhanga e rua o tēnei tūmahi

- | | |
|---|--|
| <input type="checkbox"/> dynamics / <i>ngā taineke</i> | <input type="checkbox"/> point of view / <i>te tirohanga</i> |
| <input checked="" type="checkbox"/> harmony / <i>te ōrua</i> | <input checked="" type="checkbox"/> shape / <i>te hanga</i> |
| <input checked="" type="checkbox"/> imagery / <i>te whakaahua</i> | <input checked="" type="checkbox"/> voice / <i>te reo</i> |

- (a) Using the TWO elements from the list, discuss the similarities and differences between ONE of the Te Ao Haka Kiriata and ONE of the Other Kiriata. Explain how you would have utilised these elements to further enhance the two Kiriata.

Tipakona kia RUA ngā Kaupapa (i te rārangi Kaupapa), ka kōrerotia ngā ritenga me ngā rerekētanga o TĒTAHI o ngā Kiriata o Te Ao Haka, me TĒTAHI o ngā Kiriata o Ao kē atu.

B *I* U

i ki te ahau i te whakahua i ngā kiriata e rua i kite i pērangī rātou te whakaahua i o rātou reo to rātou waiata to rātou iwi ki te ao. ko te hanga i tino rerekē i ahua porowhita te kiriata Te Ao Haka i whakapiri ngā tangata o te kiriata Lion King.

ki ahau nei pai ēnei kiriata e rua ēngari me me whakamahi i te hanga kia pai ake ngā waiata. mo te taha whakaahua he pai i ki te i te wairua koare he mea kia hikina ngā kiriata e rua.

(e) Choose another TWO elements (from the list) and discuss the impact of the similarities and differences they share in the two performances. For example, you could consider how they:

- Affected how you felt when watching the performances.
- Helped communicate the messages in the performances.
- Enhanced the performances.

Tīpakohia kia RUA anō ngā Kaupapa (i te rārangi Kaupapa), ka kōrerotia ōna ritenga, ōna rerekētanga, me ōna whakaawenga i roto i ngā kiriata e rua. Hei tauira, ka kōrerotia pea ēnei take:

- *Te whai pānga o te whakaaturanga ki a koe, ki tō whatumanawa i a koe e mātaki ana.*
- *Te mau ki te tikanga, ki te ia hoki o te whakaaturanga mā ngā kaupapa nei.*
- *Ngā āhuatanga whakaniko, whakarākei i te whakaaturanga*

B *I* U    

ko ngā ritenga o ēnei kiriata e rua mo te kaupapa reo me te kaupapa ōrua. ki ahau nei he orite te wairua o ngā kiriata e rua te kite i te tangi i roto io rātou reo te harikoa hoki kia taea rātou te waiata i to rātou reo kia tūwhera ki te āo.

ko ngā rerekētanga o ngā kiriata te taha tū ki roto o te waiata tira i tū maia rātou tu kaha kaore rātou i neke hoki. ki te kiriata Lion king i nekeneke haere ngā kaiwaiata i pakipaki hoki rātou kia whai manawataki, i kanikani rātou na te tino rōngo rātou i te wairua pai.

ki ahau nei he pai te taha ōrua ki ngā kiriata e rua ēngari ki te timatanga o te waiata tira i kore tino rōngo au i te tāne i te ōrua ia, he orite i te taha reo me rōngo ahau i te wairua. ki te kiriata Lion king i tino ki te i te wairua i tangi hoki o ngā kai whakarōngo kaore enei mahi ka kitea i ngā kiriata o ao kā.

Achieved | Paetae

The Subject: Te Ao Haka

The Standard: 91982

The Total Score: 04/08

Question No.	Commentary
One	<p>Ākonga described three elements and how they were expressed in both performances.</p> <p>Ākonga had provided simple identification of similarities and differences. They also needed to support their response with references to the performances.</p>