



Please note: Unit Standard Credit values may not always match the credit values for each of the Graduate Profile Outcomes.

Graduate Profile outcomes	Unit standard	Titles	Outcomes	Evidence Requirement
Apply understanding of artistic and creative processes to produce project briefs across a range of Toi Māori. (Credits 10) Demonstrate introductory art form practices in artistic and creative processes, tikanga, and project management, across a range of Toi Māori. (Credits 5)	NEW STANDARD 31533 Level 3, Credits 15	Develop project briefs to manage and evaluate toi Māori projects	1. Establish the objectives of a toi Māori project.	1.1 The background and kaupapa of the project are identified. 1.2 Objectives of the project are identified and developed in accordance with the kaupapa of the toi Māori project. Range – objectives include, but are not limited to – purpose.
			2. Establish the scope of a toi Māori project.	2.1 Requirements of the project are identified. Range includes but is not limited to – project specifications, the development process, risks, costs associated with the project, other participant roles and responsibilities, potential limitations or challenges. 2.2 Timelines for the toi Māori project are identified and managed. Range run-sheet, milestones, timeframes, deliverables, changes in design and reflections, risks, contingency plan(s). 2.3 Resources for the development of toi Māori project are identified and described in terms of where to source them, and in accordance with selected Toi Māori requirements. Range may include, but is not limited to – natural materials and synthetic products, tools and/or equipment, cost, location of materials, health and safety requirements, compositions/titonga, visual and audio resources; evidence of at least three is required. 2.4 The physical environment and protocols for the development of toi Māori project are identified. Range may include but is not limited to – location, accessibility, space, lighting, weather, temperature, noise, nearby objects and/or features, hazards; evidence of at least three is required. 2.5 Creative specifications for the toi Māori project are identified and explained in terms of whakapapa and kaupapa. 2.6 Artistic and creative processes are described and recorded. Range may include but is not limited to – the use of visual diary (drawing, sketching, drafting), photographic evidence, notes, digital technologies; evidence of at least three is required.
			3. Establish the organisation of a toi Māori project.	3.1 Roles and responsibilities for each process in the project are described. 3.2 Potential roles and responsibilities of others are described.
			4. Evaluate the outcomes of a toi Māori project.	4.1 Outcomes are evaluated in terms of meeting the objectives of the project brief. 4.2 Outcomes are evaluated in terms of strengths, weaknesses, opportunities and threats for future planning. Range includes but is not limited to – project specifications, timelines, the development process, risks, costs associated with the project, other participant roles and responsibilities, variances to the brief, limitations or challenges encountered.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Explore own Ngā Toi work and the work of others to identify artistic variation and evolution. (Credits 10)</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Achieve the objectives of project briefs to produce art works across a range of Toi Māori. (Credits 35)</p>	<p>22752 (Māori Performing Arts) Level 3, Credits 6</p>	<p>Demonstrate knowledge of influencing factors in the historical development of Māori performing arts</p>	<p>1 Demonstrate knowledge of influencing factors in the historical development of Māori performing arts. Range historical includes the following periods – pre-1950, 1951 to 1999, 2000 to current.</p>	<p>1.1 Two environmental factors are explained in terms of the influences in the development of Māori performing arts. Range environmental factors may include – political, social, economic, technology.</p> <p>1.2 A sociological factor is explained in terms of its influence in the development of Māori performing arts. Range sociological factors may include – media, people, events, religion, organisations.</p>
	<p>22756 (Māori Performing Arts) Level 3, Credits 10</p>	<p>Perform a Māori performing arts bracket</p>	<p>1. Perform a Māori performing arts bracket. Range a bracket must include at least four of the following – whakaeke, mōteatea, waiata ā-ringa, poi, haka, whakamutunga/whakawātea.</p>	<p>1.1 The bracket is performed in accordance with iwi, hapū, or whānau tradition, and/or the pūtake of each item.</p> <p>1.2 The bracket is performed in accordance with the expectations of each item.</p> <p>1.3 Choreography is followed in accordance with the purposes of the performance bracket.</p>
	<p>15020 (Māori Performing Arts) Level 3, Credits 6</p>	<p>Perform Whakaraka</p>	<p>1. Demonstrate knowledge of the tikanga of whakaraka. 2. Perform whakaraka. Range evidence of five whakaraka, covering all three categories, is required.</p>	<p>1.1 Tikanga of whakaraka from different categories are described in accordance with iwi traditions. Range categories of whakaraka may include but are not limited to – hand games – hei tama tū tama, whakaropiropi, materawa, toropiko, hipitoitoi, ana parepare, tahi te parapara, pūkana hī, meke ataata; stick games – tī rākau, tītī tōrea, mauī matau; string games – ngā mahi whai; evidence of five whakaraka, covering all three categories, is required.</p> <p>2.1 Whakaraka is performed in accordance with iwi tradition, and the tikanga of the whakaraka.</p> <p>2.2 Accurate timing, rhythm, and flow are displayed in accordance with the performance style and tikanga of the whakaraka.</p>
	<p>22760 (New Māori Dance) Level 3, Credits 8</p>	<p>Perform New Māori dance</p>	<p>1 Perform New Māori Dance</p>	<p>1.1 New Māori dance is performed in relation to a kaupapa.</p> <p>1.2 Technical skills are evident in the performance. Range technical skills include – stagecraft, choreographic technique, movement; evidence of two examples for each technical skill is required.</p>
	<p>22761 (New Māori Dance) Level 3, Credits 15</p>	<p>Choreograph and present new Māori dance</p>	<p>1. Choreograph a new Māori dance with guidance. 2. Present a new Māori dance choreography with guidance.</p>	<p>1.1 A New Māori dance is choreographed with guidance in relation to a kaupapa.</p> <p>1.2 A portfolio is produced that outlines the new Māori dance choreographic techniques and creative processes.</p> <p>2.1 A New Māori dance choreography, in relation to a kaupapa, is presented with guidance.</p> <p>2.2 The kaupapa of the new Māori dance choreography is communicated within the presentation.</p>
	<p>18715 (New Māori Music) Level 3, Credits 6</p>	<p>Demonstrate knowledge of the development of new Māori music</p>	<p>1. Describe the influences and factors that impacted on Māori music performance and composition styles over an era. 2. Describe the performance and composition styles of Māori artists that contributed to the development of new Māori music.</p>	<p>1.1 Influences are described in terms of their contribution to the development of new Māori music.</p> <p>1.2 Factors that impacted on Māori music performance and composition styles over an era are described in terms of their contribution to the development of new Māori music. Range cultural, economic, political, social.</p> <p>2.1 Performance and composition styles of Māori artists from different eras are described in terms of their contribution to the development of new Māori music. Range evidence of three Māori artists, each from a different era, is required.</p>
	<p>31193 (New Māori Music) Level 3, Credits 8</p>	<p>Perform New Māori Music compositions</p>	<p>1. Perform new Māori music compositions. Range evidence of two compositions is required.</p>	<p>1.1 New Māori music compositions are performed in accordance with their kaupapa.</p> <p>1.2 Compositions are performed displaying technical skills. Range technical skills include – pitch, rhythm, intonation, dynamics, tone, phrasing, articulation; evidence of five is required.</p> <p>1.3 Compositions are performed with fluency and few errors.</p>
	<p>27548 (Mau Rākau) Level 3, Credits 8</p>	<p>Perform tētahi momo rākau whawhai</p>	<p>1 Perform tētahi momo rākau whawhai</p>	<p>1.1 Performance incorporates ngā matua in accordance with iwi tradition. Range evidence of at least five is required.</p> <p>1.2 Performance incorporates ngā poua in accordance with iwi tradition. Range evidence of at least five is required.</p> <p>1.3 Performance incorporates ngā karo in accordance with iwi tradition. Range evidence of at least five is required.</p> <p>1.4 Performance displays evidence of ihi, wehi, wana.</p> <p>1.5 Performance demonstrates awareness of physical and mental skills important to mau rākau. Range includes but is not limited to – endurance, flexibility, posture, agility.</p>

	<p>27552 (Mau Rākau) Level 3, Credits 10</p>	<p>Demonstrate knowledge of the relationship between mana atua and mau rākau, and incorporate it into mau rākau performance</p>	<p>1. Demonstrate knowledge of the relationship between mana atua and mau rākau.</p> <p>2. Incorporate tikanga influences that acknowledge mana atua into mau rākau performance.</p> <p>Range evidence of at least one atua is required.</p>	<p>1.1 The relationship between mana atua and mau rākau is described in terms of tikanga influences. Range influences may include but is not limited to – karakia, takutaku, ngeri, ngā momo haka, mōteatea, whakataukī, whakatauākī, karanga kai, pao, manaakitanga, ngā rākau atua; evidence of at least five is required.</p> <p>2.1 Performance incorporates tikanga influences that acknowledge mana atua in accordance with iwi tradition. Range performance may include but is not limited to – karakia, takutaku, ngeri, haka, mōteatea, whakataukī, whakatauākī, karanga, pao, manaakitanga, ngā rākau atua; evidence of at least five is required.</p> <p>2.2 Performance generates ihi, wehi, and wana.</p>
	<p>27549 (Mau Rākau) Level 3, Credits 10</p>	<p>Demonstrate knowledge of te taki</p>	<p>1 Demonstrate knowledge of te taki</p>	<p>1.1 Demonstration includes an explanation of ngā wāhanga o te taki. Range introduction, challenging manuhiri, offering of taki, exit.</p> <p>1.2 Demonstration includes an explanation of ngā momo taki. Range momo taki may include but are not limited to – rākau whakaara, rākau tapu, rākau whakawaha, rākau kāwhaki, rākau whakaoho, rākau humārie; evidence of at least three is required.</p> <p>1.3 Demonstration includes an explanation of the tikanga associated with ngā momo taki. Range tikanga associated with at least three momo taki is required; one tikanga for each momo taki selected in evidence requirement 1.2.</p>