

Achievement Standard

Subject Reference Visual Arts 1.1

Title Demonstrate understanding of art works from a Māori and another cultural context using art terminology

Level 1 **Credits** 4 **Assessment** Internal

Subfield Visual Arts

Domain Practical Art

Status Registered **Status date** 30 November 2010

Planned review date 31 December 2019 **Date version published** 20 November 2014

This achievement standard requires students to demonstrate understanding of art works from a Māori and another cultural context using art terminology.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of art works from a Māori and another cultural context using art terminology. 	<ul style="list-style-type: none"> Demonstrate in-depth understanding of art works from a Māori and another cultural context using art terminology. 	<ul style="list-style-type: none"> Demonstrate comprehensive understanding of art works from a Māori and another cultural context using art terminology.

Explanatory Notes

- 1 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and relates to the following strands in Visual Arts, Level 6:
- Understanding the Arts in Context
 - Developing Practical Knowledge
 - Developing Ideas
 - Communicating and Interpreting
- and is related to the material in the *Teaching and Learning Guide for Visual Arts*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- 2 This achievement standard aims to acknowledge the principles of the Treaty of Waitangi and the bicultural foundation and cultural diversity of Aotearoa New Zealand

by using aspects of terminology most applicable, relevant or fitting to the cultural conventions of the art and art works. (*The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Pg 9). Other cultural contexts may include, but are not limited to, European, Pacific Island and Asian.

3 Definitions:

Demonstrate understanding refers to identifying and describing art works from a Māori and another cultural context in the student's own words and art terminology.

Demonstrate in-depth understanding refers to identifying particular information and explaining this using the student's own words and art terminology. For example; evidence moves beyond descriptions of art works to identify the relationships between methods and ideas. Responses identify the cause/effect of relationships between art works and their contexts.

Demonstrate comprehensive understanding refers to identifying particular information through the analysis of art works using the student's own words and art terminology. For example; evidence explains specific methods that are used to communicate ideas. Responses explain the cause/effect of relationships between art works and their contexts.

Cultural contexts refer to the background, situation or milieu of a particular social or ethnic group.

Art terminology refers to a choice of words or vocabulary used to describe the conventions, processes, procedures, materials and techniques used in the production of art and art works.

4 Contexts may include gallery or museum; marae; public or private collections; urban and/or natural environment; and studio or workshop situations.

5 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

Quality Assurance

1 Providers and Industry Training Organisations 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 and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.