



## Level 2 Te Ao Haka 2023

### 91983 Respond to a Te Ao Haka performance

Whiwhinga: 4

Kairangi	Kaiaka	Paetae
Interpret a Te Ao Haka performance.	Reflect on a Te Ao Haka performance.	Respond to a Te Ao Haka 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.

## Ākonga A Response (in English)

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

### ASSESSMENT TASK / TŪMAHI

Choose (✓) any **TWO** elements and **TWO** key features from the lists below to answer **both parts** of the task.

*Tipakohia (✓) ētahi Kaupapa e RUA, ētahi Āhuatanga Tāpua e RUA i te rārangi i raro iho nei, mō ngā wāhanga e rua o tēnei tūmahi.*

#### Elements/ Ngā Kaupapa

- characterisation - *te whakaahua*
- space - *te wāhi*
- phrasing - *te rerekī*
- tone - *te hā*
- energy - *te hiringa*

#### Key Features/ Ngā Āhuatanga Tāpua

- te reo/ hāngū*
- te rere o te poi*
- te takahi*
- te wiri*
- formations*

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Indicate which Te Ao Haka Kiriata you have chosen:

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

Tūhourangi Ngāti Wahiao - Poi ▼

- (a) Using TWO elements and TWO key features from the list, discuss how they were used to effectively communicate the story in your chosen Te Ao Haka performance.

*Tipakona kia RUA ngā Kaupapa, kia RUA anō ngā Āhuatanga Tāpua (i te rārangi Kaupapa/Tāpua), ā, kōrerotia te whakamahinga o ēnei kaupapa/tāpua i mana ai te kaupapa o te Kiriata (nō Te Ao Haka).*

Tuhinga kōrero/ Whakautu

**B** *I* U    

- **Formations.**

So for me the formations were really helpful, for instance, when they were in two lines and i could see both lines of women, that helped me see everything and i really got and understood the idea of what their movement are trying to tell me. Also when they were in the middle, split the group to then seperate to each sides of the stage, i could see the women and men, it showed me that the poi really does move as one with the body, when you are holding a poi you become one and connect with the poi and the poi connects with your body and from that formation thats what i thought they were portraying in that part of the message.

- **Reo.**

I think they did really well with the reo side of the performance, i heard every word of the song very cleary and without the clearness of their words and sound i wouldnt of been able to truly capture the meaning of the song, but i did and i felt like because of the cleanliness i could connect with them the way they are connecting with their poi. And because of that, they were effectively communicating with me through their reo.

- **Phrasing.**

Without their great phrasing i feel like wouldnt of been able to engage with their song as well as i did, they caught my attention not just by the look but from the way they held themselves and connected themselves to the song, became the song and made the phrasing as good as they could. Without good phrasing, you cant properly send the message of your song as clear as you would want it to be. But they did it throughout the whole song, So the story was very clear to me. Their reo and phrasing definitely compliment each other well.

- **Space.**

The women used their whole space when they needed to and to match the sentences, like when they were speaking about the body moving they spread out to each side of the stage and to me that really does portray the body moving and flowing well with the poi.  
They stuck together when they needed to, and they spread out when the times were right to express the meaning of their song, not only that but to also feel the wairua of each other and move swiftly together as one.

400 WORDS

(e) Choose another TWO elements and another TWO key features (from the list) and discuss your perspective on your chosen Te Ao Haka performance. For example, you could comment on the following:

- What you liked about the performance
- How it made you feel
- How the message of the performance are relevant to you, your whānau, or the wider world
- Memories or thoughts that occurred when you were watching the performance
- Whether you see its importance to the people of the region

*Tīpakohia kia RUA ngā Kaupapa, kia RUA anō ngā Āhuatanga Tāpua (i te rārangi Kaupapa/Tāpua), ka kōrerotia ōna whakaawenga i roto i te kiriata nō Te Ao Haka. Hei tauira, ka kōrerotia pea ēnei take:*

- *He aha koa ngā painga o te whakaaturanga nei ki a koe*
- *He pēwhea tā te whakaaturanga whakatākiri i te whatumanawa*
- *Ngā hua o te whakaaturanga ki a koe, ki tō whānau, ki te ao whānui rānei*
- *Ngā maharatanga me ngā whakaaro i pupū ake i te whakaaturanga, i te kaupapa rānei o te whakaaturanga.*
- *Mehemea e whai wāhi mai ana ki te iwi, ki ngā tāngata o te rohe nei.*

*Tuhinga kōrero / Whakautu*

B I U		☰ ☷		↶ ↷	
<ul style="list-style-type: none"> <li>• <b><u>Te rere o te poi.</u></b></li> </ul> <p>I was amazed by their movements with their poi and how their body complimented the movement of which their poi were doing, it made me feel like they were enjoying telling us the story behind the song and helped me connect with them alot better. I think that this is relevant to me because it inspires me to teach my niece and younger cousins about te ao poi. I think that poi in general has importance to every region, but from this performance it really shows me that their region care about the life of poi and the true importance of it.</p> <ul style="list-style-type: none"> <li>• <b><u>Takahi.</u></b></li> </ul> <p>Without takahi there is no beat, no rhythym therefore there is no song. For this particular song you have to keep your takahi strong and never miss a beat otherwise your poi will not be able to connect with your body properly but they did have strong takahi and they never missed a beat, which resulted in a beautiful performance. The men helped the women stay in beat by keeping their takahi on point which is an important role. I liked how their takahi changed throughout the performance which indicated to me that the pace was going faster or slowing down and that kept me wanting to keep watching because of the ups and downs of the song, which was only held by them doing their takahi.</p> <ul style="list-style-type: none"> <li>• <b><u>Energy.</u></b></li> </ul> <p>I liked their energy in the poi, every single one of them kept their energy high even though they were doing alot of movements but no matter what they all stood strong and kept their energy high and maintained it for the whole song. They were consistent with their energy and evenly distributed it from the start to the end of the poi without looking tired, annoyed and bored. They looked like they wanted to be there and i enjoyed and felt their energy. This also reminded me to keep my energy consistent throughout my performances to ensure the best performance is being seen. That is what i think people should see while seeing this poi and it is easy to see because of the way they performed it.</p> <ul style="list-style-type: none"> <li>• <b><u>Characterisation.</u></b></li> </ul> <p>I remember performing a song similar to this, its very hard to stay in the character and not be you, you are not you when you are performing poi, you are the story so i know that it is very hard to become the story by using poi but they stayed in their character and did it easily. They became the poi and the poi became them, i could see that straight away. I loved how they were consistently in their character the whole song aswell.</p>					
452 WORDS					

## Ko tā te Ākonga E mahi (i te reo Māori) Kairangi - Te whakamāori i tētahi whakaaturanga o Te Ao Haka.

### ASSESSMENT TASK/ TŪMAHI

Choose (✓) any **TWO** elements and **TWO** key features from the lists below to answer **both parts** of the task.

*Tipakohia (✓) ētahi kaupapa e RUA, ētahi āhuatanga tāpua e RUA i te rārangi i raro iho nei, mō ngā wāhanga e rua o tēnei tūmahi.*

#### Elements/ Ngā Kaupapa: (Select TWO)

- dynamics - ngā taineke
- harmony - te ōrua
- composition structure - te hanga o te titonga
- imagery - te whakaahua
- energy - te hiringa

#### Key Features/ Ngā Āhuatanga Tāpua: (Select TWO)

- ear/neck ornament (māori taonga) - whakakai
- stare wildly/dilate eyes - pūkana
- the use of language & dialect (ā-iwi) - te reo me te hāngū
- choreography/movement - nekehanga
- stance/posture - te tū

Indicate which Te Ao Haka kiriata you have chosen:

*Tohua te kiriata (nō Te Ao Haka) ka whakamahia e koe.*

Ōpōtiki Mai Tawhiti - Waiata ā-ringa ▼

- (a) Using TWO elements and TWO key features from the list, discuss how they were used to effectively communicate the story in your chosen Te Ao Haka performance.

*Tipakona kia RUA ngā kaupapa, kia RUA anō ngā āhuatanga tāpua (i te rārangi Kaupapa/ āhuatanga tāpua), ā, kōrerotia te whakamahinga o ēnei kaupapa/ āhuatanga tāpua i mana ai te kaupapa o te kiriata (nō Te Ao Haka).*

**Tuhinga kōrero/ Whakautu**

<p>He waiata a ringa tēnei e whakatairanga ana i te kīngitanga, ā, ko tā Opotiki he whakamahi whakatauki, kīanga nō Tainui waka, pēra i te whakatauki "Kotahi te kōhao o te ngira e kuhuna ai te miro mā, te miro whero me te miro pango." " Whai kororia hōnore harerua." "Taku mana Māori motuhake." Ko te whaingā o te kaitito he rangitamiro i ngā kīanga maha e mārama kehokeho ai ki te kaupapa e waiata ana me te tutuki pai hoki o taua whaingā. Ahakoa te ngāwari o ngā kupu i whakamahia ki te titonga he māramatanga nui, he pānga nui ki a tātau te iwi Māori, ā, e mārama ana au ki ngā pūkenga o te whakamahinga o tēnei momo reo titonga. Kua whakamahia hoki i ngā taineke a reo e whakakaha ai te tuku o ngā kupu. E mohio hoki ana ahau ki te uauatanga o ēnei āhuatanga mai i te tirohanga o tētehi kaihaka ake. Ahakoa te maha o te whakaharatau me mahia me te uaua o te mahinga he taineke whakamīharo e taketake tiketike ai te kōunga o te tū, o te whakarongo ake o te hunga mātaki. Mā ēnei rangi, kai waiata takitahi/takitoru e hīkina i te hiringa o te tū, e kapakapa ai te manawa o ngā hunga mātaki. I a au e whakarongo ana ki te kaunga o te waiata mīharo marika au kī tēnei taineke, ā, ki a au nei koia tētehi o ngā take i kounga ai te tū, te whakaatu o te wahanga nei o te kapa o Opotiki. I titoa kounga nei te waiata, ā, ko te whakamahinga o ngā taineke a reo nei tērā i kounga ake ai. Nā ēnei kaupapa e rua ahau i rongō ai i te hiringa, te wairua whakamana me te wairua pohokereru he Māori au. Ko te āhuatanga tāpua o te pukana i whakamahia kia whakaatu hoki mai i te hīkaka te whakamanamana me te pohokererutanga, kāore i whakamahia hei āhuatanga whakamataku. Koia nei hoki tētehi āhuatanga ka kī mai i te horopaki o te waiata, ā, he aha hoki ngā kaupapa matua o te waiata. Nā te tū hoki tēnei i whakaatu mai. He tū pakari, he tū teitei te āhua o te tū. E mōhio ana ahau i te wā ka whakamahia i ngā ā-ringa nui te hanga he kaupapa whakahirahira te kaupapa o te wahanga. Nā ēnei āhuatanga tāpua au i mārama hoki ai ki te wairua, te hiringa o te waiata-a-ringa. He wahanga whakatairanga, whakamana, pohokereru anō hoki.</p>
418 WORDS

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(e) Choose another TWO elements and another TWO key features (from the list) and discuss your perspective on your chosen Te Ao Haka performance. For example, you could comment on the following:

- What you liked about the performance.
- How it made you feel.
- How the message of the performance are relevant to you, your whānau, or the wider world.
- Memories or thoughts that occurred when you were watching the performance.
- Whether you see its importance to the people of the region.

*Tīpakohia kia RUA ngā kaupapa, kia RUA anō ngā āhuatanga tāpua (i te rārangi kaupapa/ āhuatanga tāpua), ka kōrerotia ōna whakaawenga i roto i te kiriata nō Te Ao Haka. Hei tauira, ka kōrerotia pea ēnei take:*

- He aha ngā painga o te whakaaturanga nei ki a koe.
- He pēwhea tā te whakaaturanga whakatākiri i te whatumanawa.
- Ngā hua o te whakaaturanga ki a koe, ki tō whānau, ki te ao whānui rānei.
- Ngā maharatanga me ngā whakaaro i pupū ake i te whakaaturanga, i te kaupapa rānei o te whakaaturanga.
- Mehemea e whai wāhi mai ana ki te iwi, ki ngā tāngata o te rohe nei.

- *He aha ngā painga o te whakaaturanga nei ki a koe.*
- *He pēwhea tā te whakaaturanga whakatākiri i te whatumanawa.*
- *Ngā hua o te whakaaturanga ki a koe, ki tō whānau, ki te ao whānui rānei.*
- *Ngā maharatanga me ngā whakaaro i pupū ake i te whakaaturanga, i te kaupapa rānei o te whakaaturanga.*
- *Mehemea e whai wāhi mai ana ki te iwi, ki ngā tāngata o te rohe nei.*

### Tuhinga kōrero/ Whakautu

B I U		☰ ☷		↶ ↷	
<p>He hiringa kakapa i te manawa tā tēnei waiata, ā, ko te manawataki tēra i whakatauirā mai ki a au. He manawataki tere te āhua he hiringa kaha i a rātau e waiata ana nā te ōrau tērā i whakatauirā mai. E maha ngā wāhanga waiata kua tāpirihihia te ōrau. Ki ōku whakaaro ake he takirua te haere o ēnei kaupapa e rua, te hiringa me te ōrau. Ki a au nei ko te whainga o ngā kaitito he whakamahia tēnei kaupapa e reka ai tē rongo ki te taringa, e kīkī ai ngā tauwharewharenga o te ngākau. E mōhio ana ahau i tēnei nā te mea ka whakamahia whānuitia i a au e tū ana ki ngā whakataetae kapa haka, heoi, ehara tēnei i te āhuatanga ka rāngona noa i te Māori. He kaupapa nui ka whakamahia e ngā momo kahui waiata maha, mei kore ake i te ōrau ka noho papatahi, ka noho takeō te reo waiata ki te rangi kotahi. Mā te whakamahi i te ōrau ka whakapiki i te hiringa. I a au e whakarongo ana ki te waiata nei he hokinga mahara ki ōku whānau nō roto i ngā takahanga o Tainui, he whakamaumahara hoki i a au i taku hirahiratanga, i te hirahiratanga hoki o taku tuakiritanga. Kaore e kore he pānga manawa ki a tātau katoa o te iwi Māori. He kīkī i ngā tōmina o te ngākau, he whakatairanga i te mana māori motuhake, he noho pohokereru mō te ataahua o te ahurea māori. Ka tāheia te whakakai o ngā tūpuna ki te kakī hei whakamanamana i a rātau i tō tū, he wāhanga matua te whakakai ki a au i au e tū ana, ā, e mōhio ana au kua tākiri mai he awhē nuku, he awhē rangi ki runga ake i a au i au e tū ana, ā, e mōhio ana au kua tau mai ngā mānakitanga ki runga i a au. Ki a au koia nei te hirahiratanga o te mau whakakai, ehara noa i te whakaniko tirohanga, engari he pohokererutanga o taku tuakiritanga Māori. Otira, ahakoa nō rohe kē a Opotiki i a Tainui ka whakamahia i ngā mita reo e rua e taurite ai te mana e whakatāngata ai te tū he kōtua hoki i te iwi o Tainui. Ki a ai nei ko tēnei te whakatīnanatanga o te kōrero ehara taku tū i te tū takitahi he tū taki tini kē. Ki ōku whakaaro he kōunga rawa te whakamahinga o ngā āhuatanga tāpua, o ngā kauapapa katoa i roto i tēnei wahanga haka. Ka pā mai ko ngā karearoto hikaka, autaea, miharo hoki. E maha ngā hua kōrero o roto i te tū e whakamaumahara ana i a au mō tōku Ao Māori nō roto i ngā hua o Tānerore me Hinerēhia. Otira, i rarata marika au ki te katoa o te wahanga waiata ā Rīnga nei o te kapa Opotiki Mai Tawhiti waiata mai, ā-rīnga mai, kaupapa, āhuatanga tāpua mai hoki!</p>					
					497 WORDS

## Excellence | Kairangi

**The Subject:** Te Ao Haka

**The Standard:** 91983

**The Total Score:** 08/08

Question No.	Commentary
One	<p>Ākonga who were awarded Kairangi have explained in-depth, and clearly elaborated on three key features/ elements that effectively communicate ideas that are enhanced within the performance.</p> <p>Ākonga also discusses the connections between their response as an audience member.</p>



## Ākongā H Response (in English) Merit - Reflect on a Te Ao Haka performance.

### ASSESSMENT TASK/ TŪMAHI

Choose (✓) any **TWO** elements and **TWO** key features from the lists below to answer **both parts** of the task.

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

#### Elements/ Ngā Kaupapa: (Select TWO)

- dynamics - ngā taineke
- harmony - te ōrua
- composition structure - te hanga o te titonga
- imagery - te whakaahua
- energy - te hiringa

#### Key Features/ Ngā Āhuatanga Tāpua: (Select TWO)

- ear/neck ornament (māori taonga) - whakakai
- stare wildly/dilate eyes - pūkana
- the use of language & dialect (ā-iwi) - te reo me te hāngū
- choreography/movement - nekehanga
- stance/posture - te tū

Indicate which Te Ao Haka kiriata you have chosen:

*Tohua te kiriata (nō Te Ao Haka) ka whakamahia e koe.*

Ōpōtiki Mai Tawhiti - Waiata ā-ringa ▼

- (a) Using TWO elements and TWO key features from the list, discuss how they were used to effectively communicate the story in your chosen Te Ao Haka performance.

*Tīpakona kia **RUA** ngā kaupapa, kia **RUA** anō ngā āhuatanga tāpua (i te rārangi Kaupapa/ āhuatanga tāpua), ā, kōrerotia te whakamahinga o ēnei kaupapa/ āhuatanga tāpua i mana ai te kaupapa o te kiriata (nō Te Ao Haka).*

**Tuhinga kōrero/ Whakautu**

<b>B</b>	<i>I</i>	<u>U</u>	☰ - ☷ - ☱ - ☲	↶ ↷
<p>Harmonies are notes that merge together to create one homogenous sound. Opotiki Mai Tawhiti uses harmonies in their waiata to help elevate and enhance the quality of it. The harmonies from the men are strong and stable, whilst the harmonies from the women are poised and full of grace. Together they create a harmonious sound which helps to make this waiata more memorable. The use of energy is also prominent in this waiata. Energy is the use of power in a performers actions in a performance and can dictate how a performance is perceived by the audience. I have identified that the performers in this performance use so much energy, not only in the way they project their voices but how they move. The high energy helps to enhance the performance in a way that it doesn't look lack luster. The choreography of the waiata include wide movements, this includes where their takahi and their arms. I noticed that in some parts of the waiata the energy would change, from high amounts of energy to a lesser amount of energy. I feel like the moments where there was little energy I felt like it gave the audience some time to breathe, like taking a break. I also think that these moments Energy also helps assist with the harmonies, as without energy the harmonies wouldn't be projected as well making the song less memorable and important. The two elements paired together are able to communicate the importance of what this waiata is trying to tell through their performance, which is to honour the Maori king. The choreography and stance/posture are also important for this waiata. The choreography is full of big and wide movements, which is key to impacting the audience in a way that makes them feel like the performance itself is of importance. The way the performers stand proud of their actions, paired with the dynamic flow of the choreography not only makes this song more memorable, but is effective in how the performers honour the importance of the waiata</p>				
341 WORDS				

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(e) Choose another TWO elements and another TWO key features (from the list) and discuss your perspective on your chosen Te Ao Haka performance. For example, you could comment on the following:

- What you liked about the performance.
- How it made you feel.
- How the message of the performance are relevant to you, your whānau, or the wider world.
- Memories or thoughts that occurred when you were watching the performance.
- Whether you see its importance to the people of the region.

**Tuhinga kōrero/ Whakautu**

<b>B</b>	<i>I</i>	<u>U</u>	☰ - ☷ - ☱ - ☲	↶ ↷
<p>In my opinion, I loved how the harmonies complimented the choreography and how the performers stood strong throughout the performance. I also liked the energy projected through this performance as it didn't make the waiata sound boring. The harmonies helped the choreography feel big and special, which I think helped make the song memorable and effective in terms of how it is able to communicate the importance of the meaning to the audience. I could feel their high energy in their way they moved, sang and stood tall. This made me feel proud. I think the message of the performance is relevant to not only me, but as well as my whanau and Maori entirely. The reason I say this is because the meaning of the song is to honour the Maori king, who is someone that represents all of Maori as well as myself. I feel like although the waiata is meant to honour the Maori king, I feel this song honours all of Maori. I also feel like this song can bring people together, to watch this performance people are able to feel proud, maybe to those who aren't even Maori can feel happy watching it. A few thoughts that went through my head as I watched this performance was how I would want to perform up there with them. Watching them gave me a sense of importance, confidence and eagerness to perform with them.</p>				
237 WORDS				

## Ko tā te Ākonga I mahi (i te reo Māori)

### Kaiaka - Te huritao i tētahi whakaaturanga o Te Ao Haka.

#### ASSESSMENT TASK / TŪMAHI

Choose (✓) any **TWO** elements and **TWO** key features from the lists below to answer **both parts** of the task.

*Tīpakohia (✓) ētahi Kaupapa e RUA, ētahi Āhuatanga Tāpua e RUA i te rārangi i raro iho nei, mō ngā wāhanga e rua o tēnei tūmahi.*

#### Elements/ Ngā Kaupapa

- characterisation - *te whakaahua*
- space - *te wāhi*
- phrasing - *te rerekī*
- tone - *te hā*
- energy - *te hiringa*

#### Key Features/ Ngā Āhuatanga Tāpua

- te reo/ hāngū*
- te rere o te poi*
- te takahi*
- te wiri*
- formations*

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Indicate which Te Ao Haka Kiriata you have chosen:

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

Tūhourangi Ngāti Wahiao - Poi ▼

- (a) Using TWO elements and TWO key features from the list, discuss how they were used to effectively communicate the story in your chosen Te Ao Haka performance.

*Tīpakona kia RUA ngā Kaupapa, kia RUA anō ngā Āhuatanga Tāpua (i te rārangi Kaupapa/Tāpua), ā, kōrerotia te whakamahinga o ēnei kaupapa/tāpua i mana ai te kaupapa o te Kiriata (nō Te Ao Haka).*

Tuhinga kōrero/ Whakautu

<span style="font-weight: bold;">B</span> <span style="font-style: italic;">I</span> <span style="border-bottom: 1px solid black;">U</span> <span style="font-size: small;">☰ ☰ ☰</span> <span style="font-size: small;">↶ ↷</span>
<p>Ko te horopaki o teenei poi ko te whakahokia mai i te mana o te poi me toona paanga ki te ao Maaori, wheoti ki ngaa waahine Maaori.</p> <p>Pena koe he kaimaatakitaki, e rongu ai koe teenei waiata, maa te hiringa me te rere o ngaa poi e whakaatu mai i te karere matua e hia ana teenei kapa te tukua.</p> <p>E rongu ana i te kapa katoa e whakamaanawatia ana i te whakamahinga me te aahuatanga o te poi.</p> <p>E hana mai ana te hiringa. He kaha, he poho kereruu, he aroha, ka mutu, he mana.</p> <p>Ko taa te rere o te poi ko te whakatinana mai i ngaa koorero, i te hiringa me ngaa kare-aa-roto.</p>
117 WORDS





(e) Choose another TWO elements and another TWO key features (from the list) and discuss your perspective on your chosen Te Ao Haka performance. For example, you could comment on the following:

- What you liked about the performance
- How it made you feel
- How the message of the performance are relevant to you, your whānau, or the wider world
- Memories or thoughts that occurred when you were watching the performance
- Whether you see its importance to the people of the region

*Tīpakohia kia RUA ngā Kaupapa, kia RUA anō ngā Āhuatanga Tāpua (i te rārangi Kaupapa/Tāpua), ka kōrerotia ōna whakaawenga i roto i te kiriata nō Te Ao Haka. Hei taurira, ka kōrerotia pea ēnei take:*

- *He aha koa ngā painga o te whakaaturanga nei ki a koe*
- *He pēwhea tā te whakaaturanga whakatākiriri i te whatumanawa*
- *Ngā hua o te whakaaturanga ki a koe, ki tō whānau, ki te ao whānui rānei*
- *Ngā maharatanga me ngā whakaaro i pupū ake i te whakaaturanga, i te kaupapa rānei o te whakaaturanga.*
- *Mehemea e whai wāhi mai ana ki te iwi, ki ngā tāngata o te rohe nei.*

*Tuhinga kōrero / Whakautu*

<p><b>B</b> <i>I</i> <u>U</u>    </p> <p>Ko te whakamahinga rerekii, me te whakamahinga 'formations' i teenei, tee taea te whakahee i toona kaupapa naa te kerewa o eenei whakamahinga!</p> <p>Ki taaku e rangona ai i te timatanga, me te mutunga o te poi ko teetahi rerekii,  <i>"He tohu mana waahine kua waihotia</i>  <i>Kia mau, pupuritia te mauri o te poi"</i>              Anaa teetahi koorero me uua ka whakahee, nee?</p> <p>Peenei hoki ki ngaa 'formations' o te poi. Ki au nei ko te rautaki o raatou kia whakatairangahia i te mana nui o te poi ki te wahine, ko taa raatu whakamahi i te poi me te ataamira me ngaa formations i whakamahia i te ataamira. Te kurutau, te whakawhiti raarangi, te whakawehe, te mea te mea.</p> <p>He rawe me te kerewa hoki teenei poi. aa. me uua te whai take kia kua teetahi e rata ana!</p>	139 WORDS
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**Merit | Kaiaka****The Subject:** Te Ao Haka**The Standard:** 91983**The Total Score:** 06/08

Question No.	Commentary
One	<p>Ākonga enhanced their responses with descriptions of their own personal experiences and knowledge on the key features/elements in the performance that they watched and chose. Ākonga also gave a personal response as an audience member to their selected performance.</p>

## Ākongā K Response (in English)

### Achieved - Respond to a Te Ao Haka performance.

#### ASSESSMENT TASK/ TŪMAHI

Choose (✓) any **TWO** elements and **TWO** key features from the lists below to answer **both parts** of the task.

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

#### Elements/ Ngā Kaupapa: (Select TWO)

- dynamics - ngā taineke
- harmony - te ōrua
- composition structure - te hanga o te titonga
- imagery - te whakaahua
- energy - te hiringa

#### Key Features/ Ngā Āhuatanga Tāpua: (Select TWO)

- ear/neck ornament (māori taonga) - whakakai
- stare wildly/dilate eyes - pūkana
- the use of language & dialect (ā-iwi) - te reo me te hāngū
- choreography/movement - nekehanga
- stance/posture - te tū

Indicate which Te Ao Haka kiriata you have chosen:

*Tohua te kiriata (nō Te Ao Haka) ka whakamahia e koe.*

NZ Choir - Waiata ā-ringa ▼

- (a) Using TWO elements and TWO key features from the list, discuss how they were used to effectively communicate the story in your chosen Te Ao Haka performance.

*Tīpakona kia RUA ngā kaupapa, kia RUA anō ngā āhuatanga tāpua (i te rārangi Kaupapa/ āhuatanga tāpua), ā, kōrerotia te whakamahinga o ēnei kaupapa/ āhuatanga tāpua i mana ai te kaupapa o te kiriata (nō Te Ao Haka).*

#### Tuhinga kōrero/ Whakautu

<span style="font-weight: bold;">B</span> <span style="font-style: italic;">I</span> <span style="border-bottom: 1px solid black; border: none;">U</span> <span style="font-size: 0.8em;">☰ ☲ ☱ ☴</span> <span style="font-size: 0.8em;">↶ ↷</span>
<p>Using the elements of energy and harmony in this waiata provide a great impact on this performance, helping elevate its communication of the story. Through the use of energy, this song is upbeat and engaging with the audience causing interactions between the performers and audience, further helping the communication of the waiata's story and with the assistance of harmonies the waiata is even more engaging with the use of notes such as tenor, sop, second sop, alto and baritone, these are used in a way to help portray the story to the audience by helping elevate certain parts of the waiata making it easier to understand. The use of key features choreography/movement and stance/posture assist in providing a easy explanation of the waiata. Using choreography the waiata is explained through actions just as much as the words, usually due to the actions being portrayed as the words in a visual image making the explanation relatively easier to understand, and the stance/posture is used to help provide what kind of setting the song has and it's energy levels, further helping in the explanation help, due to being able portray emotions can be felt during the waiata a lot easier than with just the words and actions.</p>
204 WORDS





(e) Choose another TWO elements and another TWO key features (from the list) and discuss your perspective on your chosen Te Ao Haka performance. For example, you could comment on the following:

- What you liked about the performance.
- How it made you feel.
- How the message of the performance are relevant to you, your whānau, or the wider world.
- Memories or thoughts that occurred when you were watching the performance.
- Whether you see its importance to the people of the region.

*Tīpakohia kia RUA ngā kaupapa, kia RUA anō ngā āhuatanga tāpua (i te rārangi kaupapa/ āhuatanga tāpua), ka kōrerotia ōna whakaawenga i roto i te kiriata nō Te Ao Haka. Hei tauira, ka kōrerotia pea ēnei take:*

- *He aha ngā painga o te whakaaturanga nei ki a koe.*
- *He pēwhea tā te whakaaturanga whakatākiriri i te whatumanawa.*
- *Ngā hua o te whakaaturanga ki a koe, ki tō whānau, ki te ao whānui rānei.*
- *Ngā maharatanga me ngā whakaaro i pupū ake i te whakaaturanga, i te kaupapa rānei o te whakaaturanga.*
- *Mehemea e whai wāhi mai ana ki te iwi, ki ngā tāngata o te rohe nei.*

**Tuhinga kōrero/ Whakautu**

<p><b>B</b> <i>I</i> <u>U</u>    </p>
<p>The use of the elements imagery and dynamics in this performance from my perspective help elevate this performance a lot, through the use of imagery the performers make it a lot easier to understand the meaning behind the waiata, making it more enjoyable. While also making use of dynamics, this waiata is improved by making the use of facials, synchronisation and levels. This makes it a lot easier to understand the energy levels, emotions portrayed, meaning behind the waiata and improves the interactions between the audience and performers from my point of view. They also make use of ear/neck ornaments which helps provide a connection between the culture and performers while also provide distinct looks to each performer, but also making them all look the same which in turn makes the performers look as like there performing as a whole. The use of language/dialect helps tell the story of the waiata be portrayed more through the culture, while also being able to connect it to my heritage through the language making it have a big impact on the performance for me.</p>
<p>181 WORDS</p>

# Ko tā te Ākonga M mahi (i te reo Māori)

## Paetae - Te urupare ki tētahi whakaaturanga o Te Ao Haka.

### ASSESSMENT TASK/ TŪMAHI

Choose (✓) any **TWO** elements and **TWO** key features from the lists below to answer **both parts** of the task.

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

#### Elements/ Ngā Kaupapa: (Select TWO)

- dynamics - *ngā taineke*
- harmony - *te ōrua*
- composition structure - *te hanga o te titonga*
- imagery - *te whakaahua*
- energy - *te hiringa*

#### Key Features/ Ngā Āhuatanga Tāpua: (Select TWO)

- ear/neck ornament (māori taonga) - *whakakai*
- stare wildly/dilate eyes - *pūkana*
- the use of language & dialect (ā-iwi) - *te reo me te hāngū*
- choreography/movement - *nekehanga*
- stance/posture - *te tū*

Indicate which Te Ao Haka kiriata you have chosen:

*Tohua te kiriata (nō Te Ao Haka) ka whakamahia e koe.*

Ōpōtiki Mai Tawhiti - Waiata ā-ringa ▼

- (a) Using TWO elements and TWO key features from the list, discuss how they were used to effectively communicate the story in your chosen Te Ao Haka performance.

*Tīpakona kia RUA ngā kaupapa, kia RUA anō ngā āhuatanga tāpua (i te rārangi Kaupapa/ āhuatanga tāpua), ā, kōrerotia te whakamahinga o ēnei kaupapa/ āhuatanga tāpua i mana ai te kaupapa o te kiriata (nō Te Ao Haka).*

#### Tuhinga kōrero/ Whakautu

B I U		☰ ☷		↶ ↷	
<p>Ko tā te ōrua i tino kaha, e rongo ana i te katoa o te rōpu. He pai te rongo atu i ngā note rerekē, nā te mea i te wā ka whakakōtahi te oro o ngā tāne me ngā wāhine he pai te haere o ngā oro e rua. Ko tā te hiringa i tino tautoko i te waiata-ā-ringa rā i te mea mena kei te whakamana i a Kingi Tūheitia kāre i te tika kia waiata pōuri aha rānei, he tika kia tuku i te hiringa i runga i te mōhio he kaupapa harikoa. Ko tā te reo me te hāngū e taunaki hoki ana i te kaupapa nei i te mea ko ngā kupu kai te whakamahia pēra i te "mana motuhake" ka tino whakamana i te kingi. He pai ki te kite i ngā whakakai hoki mana pea kāre e tino hono ki te mana motuhake ki te Kingi rānei engari e whakamana tonu i wā rātau tūpuna, ā, tēra pea ko Kingi Tūheitia.</p>					
					167 WORDS







(e) Choose another TWO elements and another TWO key features (from the list) and discuss your perspective on your chosen Te Ao Haka performance. For example, you could comment on the following:

- What you liked about the performance.
- How it made you feel.
- How the message of the performance are relevant to you, your whānau, or the wider world.
- Memories or thoughts that occurred when you were watching the performance.
- Whether you see its importance to the people of the region.

*Tīpakohia kia RUA ngā kaupapa, kia RUA anō ngā āhuatanga tāpua (i te rārangi kaupapa/ āhuatanga tāpua), ka kōrerotia ōna whakaawenga i roto i te kiriata nō Te Ao Haka. Hei tauira, ka kōrerotia pea ēnei take:*

- *He aha ngā painga o te whakaaturanga nei ki a koe.*
- *He pēwhea tā te whakaaturanga whakatākiriri i te whatumanawa.*
- *Ngā hua o te whakaaturanga ki a koe, ki tō whānau, ki te ao whānui rānei.*
- *Ngā maharatanga me ngā whakaaro i pupū ake i te whakaaturanga, i te kaupapa rānei o te whakaaturanga.*
- *Mehemea e whai wāhi mai ana ki te iwi, ki ngā tāngata o te rohe nei.*

#### Tuhinga kōrero/ Whakautu

<p>B I U    </p> <p>E rata ana ahau ki te waiata-ā-ringa o Opōtiki Mai Tawhiti i te mea i tino uru kaha ā reo ā nekehanga ā Ihirangaranga hoki. Ko te nuinga o ngā nekehanga i whakamahia kai te whakatinana i te mana monutake, a Kingi Tūheitia hoki. Waihoki kāre ngā nekehanga i te koretake, kai te whakaahua kē i te aroha me te tino rangatiratanga o te Kingi. Ko te whakaahua o te whakaaturanga nei i tino rata ahau i te mea i tino whakaatu i te mana nui o te kingi ki a rātau me tā rātau kapa, iwi, hapu, whānau hoki. Te āhua nei e rua e rua mō te hanga o te titonga, ko te tino kaupapa o te waiata-ā-ringa ko te kingi, nā reira ko te momo he whakaahua i ngā āhuatanga o te mana motuhake. Ko te tū i tino kaha i tino puta te ihi me te wehi.</p>
151 WORDS

**Achieved | Paetae****The Subject:** Te Ao Haka**The Standard:** 91983**The Total Score:** 03/04

Question No.	Commentary
One	<p>Ākonga described three key features/elements used in the performance that they watched and chose.</p> <p>Ākonga described a simple and personal response, as an audience member.</p>