

<b>Title</b>	<b>Teach mōteatea</b>		
<b>Level</b>	<b>6</b>	<b>Credits</b>	<b>30</b>

<b>Purpose</b>	People credited with this unit standard are, able to: demonstrate the ability to impart the history and tikanga associated with mōteatea from different categories; demonstrate the performance of mōteatea for teaching purposes; manage teaching mōteatea in an environment that is all-inclusive, safe, and enhances teaching practice and fosters engagement; manage mōteatea teaching processes to enhance teaching practice.
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<b>Classification</b>	Māori Performing Arts > Māori Performing Arts Teaching
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<b>Available grade</b>	Achieved
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### Guidance Information

- For assessment, it is expected that the original version of the mōteatea is used. The *original version* refers to the composer's original work. Iwi, hapū, or whānau variation (uniqueness) is incorporated into assessment against this unit standard, and refers to the origins of the mōteatea, kupu, sound, stance, movement and/or imagery conveyed. This is intended to preserve the integrity of the mōteatea and the knowledge within it.
- This unit standard is intended for teachers and tutors of mōteatea and is to be assessed in a teaching and learning situation.
- Those being assessed against this unit standard must teach two mōteatea, each from different categories. Categories of mōteatea may include but are not limited to – oriori, pao, pātere, waiata aroha, waiata tangi.
- Glossary  
*Āhuatanga tuku* refers to the teaching style or manner, in which the mōteatea is performed.  
*History* refers to the kaupapa of, and the reason for, a composition; the composer, and when it was composed.  
*Instructional language* refers to appropriate use of oral, physical, visual and/or written language, which ensures equal learning opportunities regardless of culture, gender, age, physical and learning impairment.  
*Learners* in the context of this unit standard refer to those who have been taught mōteatea by the candidate undertaking assessment against this unit standard.  
*Physical interpretation* in the context of this unit standard refers to the appropriate body movements that portray the essential message of the kupu and kaupapa of the mōteatea.

*Whakapapa* in the context of this unit standard refers to the sequential order of events that led to the *mōteatea* being composed.

- 5 *Waiata categories* are described in:  
Ngata, A.T. (2004). *Ngā Mōteatea: He maramara rere nō ngā waka maha Part 1*.  
Auckland: Auckland University Press.
- 6 All sources of information must be referenced.

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## Outcomes and performance criteria

### Outcome 1

Demonstrate the ability to impart the history and tikanga associated with *mōteatea* from different categories.

#### Performance criteria

- 1.1 The history, whakapapa and āhuatanga of the selected *mōteatea* are communicated to learners according to iwi, hapū, or whānau variation.  
  
Range āhuatanga tuku may include but is not limited to the teaching of – stance, kupu, beat, tempo, facial expression, actions, te reo.
- 1.2 Kupu and language features used within the *mōteatea* are explained and communicated according to the iwi, hapū, or whānau variation attributed to the item.
- 1.3 The instructional language used in the demonstration is appropriate for the *mōteatea* and the teaching situation and purpose.  
  
Range may include but is not limited to – oral, physical, visual and/or written.  
evidence of at least one is required.

### Outcome 2

Demonstrate the performance of *mōteatea* for teaching purposes.

#### Performance criteria

- 2.1 Features of physical interpretation appropriate to *mōteatea* are demonstrated and explained for the purposes of teaching.
- 2.2 Demonstration displays facilitation skills suited to the teaching situation.

### Outcome 3

Manage teaching *mōteatea* in an environment that is all-inclusive, safe, and enhances teaching practice and fosters engagement.

**Performance criteria**

3.1 Demonstrate the ability to manage the teaching of the mōteatea.

Range may include but is not limited to – splitting into smaller groups and/or working with an individual within a group.

3.2 Teaching practices demonstrate safe practice.

Range recognises skill level and identified individual needs of learners culture, gender, age, physical and learning impairment.

**Outcome 4**

Manage mōteatea teaching processes to enhance teaching practice.

**Performance criteria**

4.1 Teaching processes are suited to the teaching situation

4.2 Teaching practice is all-inclusive, safe, and fosters engagement

Range includes but is not limited to – planning, preparation, and evaluation documentation.

<b>Planned review date</b>	31 December 2027
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**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	23 January 1998	31 December 2016
Review	2	21 November 2001	31 December 2016
Review	3	9 December 2010	31 December 2019
Rollover and Revision	4	15 October 2015	31 December 2019
Review	5	18 August 2016	31 December 2022
Rollover and Revision	6	24 February 2022	31 December 2024
Review	7	27 October 2022	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0149
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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**Comments on this unit standard**

Please contact NZQA Māori Qualifications Services [mqs@nzqa.govt.nz](mailto:mqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.