

Title	Demonstrate knowledge and skills of haka		
Level	2	Credits	6

Purpose	People credited with this unit standard are able to demonstrate knowledge of haka, and the essential skills of haka.
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Classification	Māori Performing Arts > Māori Performance
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Available grade	Achieved, Merit, and Excellence
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Prerequisites	Standards at Level 2 or above from the subfield <i>Reo Māori</i> listed on the Directory of Assessment Standards.
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Criteria for Merit	Demonstrate in-depth knowledge of haka, and the essential skills of haka with purpose.
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Criteria for Excellence	Demonstrate comprehensive knowledge of haka, and the essential skills of haka with artistic expression.
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Guidance Information

- 1 For assessment, it is expected that the original version of the haka is used. The *original version* refers to the composer's original work; however, a variant of the original work may be acceptable where it accords with iwi, hapū, or whānau tradition. This is intended to preserve the integrity of the haka and the knowledge within it.
- 2 For outcome 2, the essential skills of haka are to be demonstrated without the use of aids.
- 3 **Assessment**
This unit standard is intended for learners of haka. Assessment of skills may occur within a learning situation or a public performance, and in individual or group settings. However, each candidate must demonstrate individual competence.
- 4 Iwi, hapū, or whānau tradition is incorporated in assessment against this unit standard. Iwi, hapū, or whānau tradition refers to performance features and/or styles unique to an iwi, hapū, or whānau, and may include such things as movement, body movement, posture, stance, and/or lyrics. It is expected that candidates follow the iwi, hapū, or whānau traditions of each haka item used in assessment. Other iwi, hapū, or whānau variations may be explored in order to enrich and enhance understanding.

- 5 *Demonstrate in-depth knowledge of haka, and the essential skills of haka with purpose* will be evidenced through:
- describing the categories of haka in-depth
 - giving an example of a haka from each category described
 - describing haka in-depth
 - identifying the performance and composition style specific to each haka
 - demonstrating essential skills with purpose
 - *kia mau ki te tangi me te wairua o te rangi* (maintaining the tone and the essence of the haka items)
 - *kia hāngai te kori o te tinana ki te wairua me ngā kupu o te haka, ā, kia tika te tū* (performing with deliberate movements and appropriate actions, which are relevant to the haka items).
- 6 *Demonstrate comprehensive knowledge of haka, and the essential skills of haka with artistic expression* will be evidenced through:
- comprehensively describing the categories of haka
 - linking the purpose and context of a haka from each category described
 - comprehensively describing haka
 - identifying any personal (to the composer), social, or historical influences that led to the development of the haka composition
 - demonstrating essential skills with artistic expression
 - *kia tika te whakaputa i te wairua o te rangi, mai i te tīmatanga ki te whakamutunga* (sustaining the delivery of the essence of the haka from start to finish)
 - *kia tika te whakaputa i te wairua o te tinana me ngā kupu o te haka, mai i te tīmatanga ki te whakamutunga* (sustaining the haka with deliberate movements and appropriate expression from start to finish).
- 7 Glossary
- composer* refers to the author of the lyrics for an item;
- context* refers to appropriate use (right time, right place, right occasion) of haka
- essential skills* refer to the core features or basic performance competencies of an item;
- item* refers to a composed piece which comprises movement, voice, and lyrics;
- movement* refers to expressions of performance such as *wiri*, *takahi*, *whātero* or *whētero*, *mahi ā-ringa*, *korikori tinana*, *pūkana* or *whākana*, *te tū* (*i te wā tika*);
- performance* refers to the vocal and visual presentation of haka;
- pūtaka* refers to the composer, their *iwi*, when and why the haka was composed, and their intended performance style for the haka;
- tikanga* refers to the meaning, values, and Maori world view.
- 8 It is encouraged that the concepts of *ihi*, *wehi*, and *wana* are explored to provide learners with a meaningful understanding of the essential skills when performed at a higher level.
- 9 All sources of information must be referenced.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of haka.

Performance criteria

1.1 Haka are described in terms of their categories.

Range categories of haka may include but are not limited to – kaioaraora, pōkeka, manawa wera, ngeri, taparahi, tūtū ngārahu, peruperu, whakatū waewae; evidence of three categories is required.

1.2 Haka are described in terms of tikanga and pūtake.

Range evidence of two haka, each from different categories, is required.

Outcome 2

Demonstrate the essential skills of haka.

Range evidence of two haka, each from different categories, is required.

Performance criteria

2.1 Appropriate body movement and voice, and correct pronunciation are demonstrated in accordance with iwi, hapū, or whānau tradition, and/or the pūtake of the haka.

Planned review date	31 December 2021
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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 2013
Review	2	21 November 2001	31 December 2013
Review	3	24 September 2003	31 December 2013
Review	4	21 June 2012	31 December 2014
Revision	5	21 November 2013	31 December 2019
Revision	6	19 March 2015	31 December 2019
Revision	7	10 December 2015	31 December 2019
Review	8	18 August 2016	N/A
Revision	9	15 June 2017	N/A

Consent and Moderation Requirements (CMR) reference	0226
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

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