

Title	Teach whakaraka		
Level	6	Credits	30

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

- For assessment, it is expected that the original version of the whakaraka 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 whakaraka, kupu, sound, stance, movement and/or imagery conveyed. This is intended to preserve the integrity of the whakaraka and the knowledge within it.
- This unit standard is intended for teachers and tutors of whakaraka and, is to be assessed in a teaching and learning situation.
- Those being assessed against this unit standard must teach at least two items from different categories of whakaraka. The categories are – hand games, stick games, string games. May include but is not limited to – hei tama tū tama, whakaropiropi, materawa, toropiko, hipitoitoi, ana parepare, tahi te parapara, pūkana hī, meke ataata.
- Glossary
Āhuatanga tuku refers to the teaching of the style or manner, in which the whakaraka item is performed.
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 whakaraka 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 whakaraka item.

Stick games may include the following forms – tī rākau, tītī torea, mauī matau.

String games may include ngā mahi whai.

Whakapapa in the context of this unit standard refers to the sequential order of events and influencing factors that contributed to the composition of whakaraka.

Whakaraka is used as a term to describe hand, stick, and string games, in, particular to, the dexterity and agility required for these activities.

- 5 All sources of information must be referenced.

Outcomes and performance criteria

Outcome 1

Demonstrate the ability to impart the history and tikanga associated with whakaraka items from different categories

Performance criteria

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

Outcome 2

Demonstrate the performance of whakaraka for teaching purposes.

Performance criteria

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

Outcome 3

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

Performance criteria

3.1 Demonstrate the ability to manage teaching of whakaraka.

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 haka 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.

Planned review date	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	1 September 1998	31 December 2016
Revision	2	13 November 2001	31 December 2016
Revision	3	14 April 2005	31 December 2016
Review	4	9 December 2010	31 December 2019
Rollover and Revision	5	15 October 2015	31 December 2019
Review	6	18 August 2016	31 December 2022
Rollover and Revision	7	24 February 2022	31 December 2027
Review	8	27 October 2022	N/A

Consent and Moderation Requirements (CMR) reference	0149
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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.