

Title	Demonstrate knowledge and skills of performance components		
Level	1	Credits	3

Purpose	People credited with this unit standard are able to demonstrate knowledge of performance components, and the essential skills of performance components.
----------------	--

Classification	Māori Performing Arts > Māori Performance
-----------------------	---

Available grade	Achieved, Merit, and Excellence
------------------------	---------------------------------

Prerequisites	Standards at Level 1 or above from the subfield <i>Reo Māori</i> listed on the Directory of Assessment Standards.
----------------------	---

Criteria for Merit	Demonstrate in-depth knowledge of performance components, and the essential skills of performance components with purpose.
---------------------------	--

Criteria for Excellence	Demonstrate comprehensive knowledge of performance components, and the essential skills of performance components with artistic expression.
--------------------------------	---

Guidance Information

- 1 For outcome 2, the essential skills of performance components must be demonstrated during a performance of an item (or items) and without the use of aids.
- 2 **Assessment**
It is intended that learners will be assessed against this unit standard within a learning situation. However, assessment may take place in a public performance. Assessment of skills may occur in individual or group settings, but each candidate must demonstrate individual competence.
- 3 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 performance component demonstrated in assessment. Other iwi, hapū, or whānau variations may be explored in order to enrich and enhance understanding.

- 4 *Demonstrate in-depth knowledge of performance components, and the essential skills of performance components with purpose* will be evidenced through:
- describing the performance components in depth
 - identifying and describing the historical stories relevant to each performance component
 - describing the tikanga of the features of each performance component
 - demonstrating essential skills with purpose
 - demonstrating deliberate movements and appropriate expressions, which are relevant to the item.
- 5 *Demonstrate comprehensive knowledge of performance components, and the essential skills of performance components with artistic expression* will be evidenced through:
- comprehensively describing the performance components
 - identifying and describing links between the historical stories and performance components unique to iwi, hapū, or whānau
 - describing the significance of the features of each performance component
 - demonstrating essential skills with artistic expression
 - demonstrating deliberate movements and appropriate expressions, which enhance the performance of the item.
- 6 Range
Performance components include – wiri, takahi, whātero or whētero, pūkana or whākana, reo (correct pronunciation, in tune, and appropriate to item), wairua.
- 7 Glossary
history refers to the background of a performance component;
tikanga refers to the meaning, values and Māori world view;
features refer to characteristics or style of a performance component, which may be specific to the category of an item (e.g. haka, waiata ā-ringa, poi) and/or tradition;
item refers to a composed piece which comprises movement, voice, and lyrics;
movement refers to expressions of performance such as mahi ā-ringa, ngā nekeneke, ahei, te tū o te tangata;
essential skills refer to the core features or basic performance competencies of the performance components used in an item;
wairua refers to attitude, feeling, passion, mood, and/or essence.
- 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 performance components.

Performance criteria

- 1.1 Performance components are described in terms of their history and tikanga.

1.2 Performance components are described in terms of their features.

Outcome 2

Demonstrate the essential skills of performance components.

Performance criteria

2.1 Movement and expression are demonstrated in accordance with iwi, hapū, or whānau tradition.

Planned review date	31 December 2021
----------------------------	------------------

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 April 2006	31 December 2014
Rollover and Revision	2	22 October 2010	31 December 2014
Review	3	14 December 2012	31 December 2019
Revision	4	10 December 2015	31 December 2019
Review	5	18 August 2016	N/A
Revision	6	15 June 2017	N/A

Consent and Moderation Requirements (CMR) reference	0226
--	------

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.