

<b>Title</b>	<b>Create a Māori Performing Arts sequence for a given brief</b>		
<b>Level</b>	<b>2</b>	<b>Credits</b>	<b>6</b>

<b>Purpose</b>	People credited with this unit standard are able to create and demonstrate a Māori Performing Arts sequence of movement for a given brief.
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<b>Classification</b>	Māori Performing Arts > Māori Performing Arts Creation
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<b>Available grade</b>	Achieved
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<b>Entry information</b>	
<b>Recommended skills and knowledge</b>	Standards at Level 2 or above from the subfield <i>Reo Māori</i> listed on the Directory of Assessment Standards. Unit 22752, <i>Demonstrate knowledge and skills of performance components</i> .

### Explanatory notes

- 1 Māori Performing Arts sequences must be between 30 seconds and one minute in duration.
- 2 It is expected that initiatives in this unit standard will be learner generated and not teacher directed.
- 3 Iwi, hapū, or whānau variation (uniqueness) is incorporated into the assessment of this unit standard, and refers to the sound, stance, movement, and/or imagery conveyed.
- 4 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.
- 5 Those being assessed against this unit standard must present three sequences covering two of the three disciplines from – whakaraka, poi, ā-ringa. Candidates will perform their own sequences.
- 6 Glossary  
*Māori Performing Arts sequence* is a series of movements within a discipline of Māori Performing Arts that work together to communicate a brief. A sequence is not a complete item.  
*Given brief* is the kaupapa, idea, or framework provided for the creation task.  
*Ā-ringā* includes both waiata ā-ringā and haka.

*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.

## Outcomes and evidence requirements

### Outcome 1

Create a Māori Performing Arts sequence of movement for a given brief.

#### Evidence requirements

1.1 Sequence is created to meet requirements of the brief, using performance components relevant to a particular Māori Performing Arts discipline.

Range performance components may include but are not limited to – wiri, takahi, whātero or whētero, pūkana or whākana, reo (correct pronunciation, in tune, and appropriate to item), wairua.

1.2 Accompaniment is selected to enhance performance of sequence, and which is reflective of the brief.

Range accompaniment may include but is not limited to – recorded music, recorded sounds, taonga puoro, instrumentation.

### Outcome 2

Demonstrate a Māori Performing Arts sequence of movement for a given brief.

#### Evidence requirements

2.1 Sequence is performed demonstrating the essential skills of performance components relevant to a particular Māori Performing Arts discipline.

2.2 Sequence is performed which reflects the brief.

<b>Planned review date</b>	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	18 August 2016	N/A

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

**Please note**

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

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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.