

Review of Achievement Standards

Internal Assessment Activity 2.2a

Subject Māori Performing Arts

Activity name MPA Two Ways

Achievement Standard	2.2 Describe the similarities and differences between Māori Performing Arts and one other performance
Credits	6
Assessment Method	Visual Presentation

Curriculum Key Concepts/Content

In this activity, students will identify elements of Māori Performing Arts through observation of performance.

They will explore their understanding of how context impacts on performance.

They will develop their skills of analysis by comparing and contrasting how elements are expressed in two Māori Performing Arts performances.

They will communicate their observations and knowledge of Māori Performing Arts elements through a presentation.

Student Instructions

Activity Overview

In this activity, you will seek out two Māori Performing Arts performances.

You will experience those performances, identify the similarities and differences between their elements, and create a visual presentation based on your observations.

Assessment Timeline

Teacher to provide.

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Setting the scene

What are the **elements** of performing arts, and how can these be identified in a performance?

Elements are aspects of a composition or performance that are present in but not unique to Māori Performing Arts.

- tempo
- rhythm
- dynamics
- melody
- phrasing
- harmony
- shape
- space
- energy
- characterisation
- voice
- imagery
- metaphor
- point of view
- setting
- tone
- composition structure

How do elements shape a performance?

How are the expression of elements shaped by context, including place, identity and history?

What performances do you have access to?

Kupu Māori

kaumātua - an adult, elder, elderly man, elderly woman, old man - a person of status within the whānau.

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What you need to do

Part 1

You will select two different Māori Performing Arts performances to watch, either in person or on video.

As you watch, pay close attention to the elements on display. After the performance, write notes about as many elements as you can, thinking about the way in which they were expressed. Make some connections between the elements you have identified, challenging yourself to think creatively about what is shared and what differs between the performances.

Using your notes as a guide, select at least two elements that are similar between the two performances and three elements that are expressed differently. Your description of these elements will be the focus of your presentation.

Part 2

Your visual presentation will need to show your selected elements and describe how they are similar or different. To do this, you might create:

- a poster board
- a PowerPoint
- a diagram
- a booklet
- a collage
- a comic strip

As you make your decision, consider what information your presentation will need to communicate. You should discuss which of the elements you have identified are most important or central to the performance you observed, and why.

Your presentation should also describe how your identified elements fit into the wider landscape of Māori Performing Arts. Are the similarities common across Māori Performing Arts? Are the differences due to tribal variance, performance setting, discipline, or some other factor?

Part 3

Begin to put together your visual presentation. Your visual presentation will also need to be supported by text. You can choose whether you would like to include written text as part of your visual presentation, or if you would like to present it orally to your class.

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Craft a draft version of your presentation, incorporating appropriate visual, textual and/or oral components. Reflect on how well you have communicated your thinking from Part Two. You might choose to ask for feedback from your classmates, or from your whānau or kaumātua.

Consider any feedback you have received as well as your own reflections, and refine your presentation.

Assessment Activity

Finalise your visual presentation, and either submit it to your teacher or present to your class (for oral text).

What evidence you will provide

A visual presentation using images and annotations, which may be textual or verbal. The information should describe the similar and different elements and be equivalent to a 500 word report.

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Assessment Schedule: Assessment Activity 2.2a

2.2 Describe the similarities and differences between a Māori Performing Arts performance and one other performance

	Achievement	Achievement with Merit	Achievement with Excellence
Achievement Criteria	Describe the similarities and differences between a Māori Performing Arts performance and one other performance	Explain the similarities and differences between a Māori Performing Arts performance and one other performance	Analyse the similarities and differences between a Māori Performing Arts performance and one other performance
Indicators	<p>A visual presentation that describes at least two similarly and three differently expressed elements between two MPA performances, and in what ways they are similar and different.</p> <p>The presentation should include supporting text, which can be included as part of the visual presentation, or spoken to in a presentation.</p>	<p>The presentation is engaging, and showcases creativity in how the elements are discussed visually.</p> <p>Students explore which of the similar or different elements are most important to each performance, and why</p>	<p>The presentation is innovative in how it presents the student's chosen elements.</p> <p>Students are able to place their selected elements in a wider performing arts context and identify which elements are most important for each performance.</p>
Example evidence/ assessor observations, extract only	<i>Extract of exemplar evidence for Achievement to follow.</i>	<i>Extract of exemplar evidence for Merit to follow.</i>	<i>Extract of exemplar evidence for Excellence to follow.</i>
Comments on evidence supplied			

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Holistic judgement on performance				
Holistic level of achievement:	Not Achieved	Achieved	Merit	Excellence

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

For an assessment that has not achieved the standard, does the evidence supplied meet the criteria for a resubmission opportunity: **Yes** **No**