

Review of Achievement Standards

Internal Assessment Activity 3.1c

Subject Māori Performing Arts

Activity name Express yourself

Achievement Standard	3.1 Perform a sustained item from a Māori Performing Arts discipline
Credits	4
Assessment Method	Performance

Curriculum Key Concepts/Content

- In this activity, students will perform a piece which shows their understanding of the unique tikanga and reo features of Māori Performing Arts.
- Students will learn that meaningful performance is an expression of context.
- Students will develop their performance skills through a distinctly Māori artform.

Student Instructions

Activity Overview

Students will perform a Māori Performing Arts discipline in class. They will demonstrate the skills, knowledge, and narratives in the discipline, and any iwi variations where applicable.

Assessment Timeline

To be included by the kaiako.

Review of Achievement Standards

Setting the scene

Explore a Māori Performing Arts discipline.

What is a Māori Performing Arts discipline?

Examples of disciplines include:

- Waiata tira
- mōteatea
- waiata ā-ringa
- poi
- haka, haka wahine
- whakaeke
- whakawātea.

You will study all aspects of this discipline to prepare for the performance. As you will be performing this discipline as sustained and accomplished piece of work, you should consider:

- what narratives could be applied to this discipline.
- how the audience should respond to your performance.
- how the discipline has developed over time.
- what significant features and elements must be executed flawlessly.
- how those skills can be showcased to an audience that is new to Māori Performing Arts.

What you need to do

This Assessment Activity will capture some of the teaching and learning which sits behind the assessment. You will not be assessed for any of the preparation, research, or rehearsals before the assessment itself. The evidence for this Achievement Standard is purely your performance.

Part 1

You will need to select one discipline to perform. This will be done in your class and you may choose to work in groups.

Consider what their key features are and how they may vary over time, whether iwi variations exist, and whether you want to include them in your performance.

Review of Achievement Standards

Think about the reasons why you have chosen this discipline and begin to analyse the possible narratives of the discipline. Watch and discuss different performance of the discipline to help you develop a more profound understanding of why a performance has certain components.

Consider why it has been portrayed as it has been and bring appropriate expression to your own performance. Develop how your expression conveys the narrative and work on perfecting the technical aspects of your performance.

Part 2

Rehearse your performance experimenting with ways to polish your performance. Record or have your rehearsals observed for feedback on how to improve your performance.

Think about how a potential audience would receive your performance, and create moments which would enable them to access and respond to the narrative.

Practise performing the discipline in different ways and consider each time whether the style of the performance is appropriate to the discipline. For your performance, use the style which you think is most appropriate and consider how that would affect an audience's response.

Does it show that you:

- have understood the discipline, its origins, history, and culture?
- have understood that your discipline has been developed with an audience in mind?
- can perform the disciplines without making mistakes, with confidence, and with appropriate energy?

Assessment Activity – Performance

Perform in front of your teacher.

Your performance will last for at least three minutes, but does not have to be a complete discipline. This time requirement is a minimum and you may choose to perform for longer.

What evidence you will provide

A performance of at least three minutes. This will be recorded for moderation purposes.

Review of Achievement Standards

Māori Performing Arts Assessment Activity 3.1C – Teacher Guidance

Preparation:

In order for ākonga to access this Assessment Activity, giving them the opportunity to explore different Māori Performing Arts disciplines is essential. Taking time to explore the key elements of different disciplines, showing example performances, and creating safety around the different disciplines is also essential.

You may like to discuss with your students examples of iwi variation, their personal connection to disciplines, and how each of these can lead to further expression of the discipline.

Assessment

Ākonga are assessed with the teacher or examiner present. Assess the performance according to the criteria in the Assessment Schedule.

Review of Achievement Standards

Assessment Schedule: Assessment Activity 3.1c

3.1 Perform a Māori Performing Arts discipline

	Achievement	Achievement with Merit	Achievement with Excellence
Achievement Criteria	Perform a Māori Performing Arts discipline	Communicate a Māori Performing Arts discipline	Express a Māori Performing Arts discipline
Indicators	A performance of a Māori Performing Arts discipline in a classroom setting. This includes showing the key features and elements of the disciplines in the performance of a full bracket.	Showing how narratives affect performance and how storytelling can contribute to further understanding of the art form. Students make few mistakes, and recover from them, and are able to express each discipline appropriately. Consideration of hypothetical audience.	Near flawless execution of the skills in each discipline, including iwi variations if applicable. Engagement with an audience could be achieved through technical proficiency or storytelling. Accuracy, confidence, conviction, and intensity are throughout the performance.
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			

Review of Achievement Standards

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**