Internal Assessment Activity 2.1c

Subject Māori Performing Arts

Activity name Changing Contexts

Achievement Standard	2.1 Use key features of Māori Performing Arts to communicate a kaupapa through performance
Credits	6
Assessment Method	Performance

Curriculum Key Concepts/Content

- In this Assessment Activity, students will explore how creativity and innovation can be used to link the past and the present through narratives.
- Students will learn to explore their connection to Māori culture, language, and practice through Māori Performing Arts.
- Students will explore their role as a member of a Māori Performing Arts community.

Student Instructions

Activity Overview

A performance that communicates a narrative from a context outside of kaupapa Māori, and uses at least three key features of Māori Performing Arts.

Assessment Timeline

Teacher to decide.

Setting the scene

In this Assessment Activity, you will express your creativity to tell a chosen story using at least three key features.

Examples of key features include:

- wiri
- takahi
- stance
- reo/ hāngū
- pūkana
- whakakai
- tūwaewae
- mau rākau
- formations.

What are some stories or issues from outside a kaupapa Māori context that interest you that you would like to communicate in your performance?

What key features of Māori Performing Arts would effectively communicate this kaupapa?

How could you best use these key features?

What you need to do

Part 1

Select a story or issue from outside of a kaupapa Māori context. You may work in groups or individually. The narrative does not have to be complicated, and your focus should be on communicating the kaupapa well. Therefore, you may want to select a well known, or relatively straightforward narrative.

Consider:

- what the most important moments within the narrative are, and what you want your audience to understand about your chosen kaupapa

- how you will communicate those moments and that understanding using key features of Māori Performing Arts

- what is different about communicating a narrative from outside of a kaupapa Māori context through Māori Performing Arts

- which key features would be appropriate to use, and whether they can give the right tone through performance.

Part 2

Choose at least three key features which you will use to communicate your kaupapa. Rehearse your performance, experimenting with your creativity and storytelling. Reflect on your experience of performing a non-Māori narrative through a uniquely Māori artform. You might want to check with your teacher that your choices are culturally appropriate.

Record or have your rehearsals observed for feedback on how to improve your performance. Although the key features should be clear and executed well, the focus of this activity is communication.

Practise performing in different ways and consider each time whether the style of the performance is appropriate. Ask yourself if your chosen performance style will show that you:

- have thought about the kaupapa and are able to communicate it?

- have selected your key features appropriately and given thought into how they work together well in your performance

- can perform the key features with confidence, and with appropriate energy?

Assessment Activity - Performance

Perform your key features in a classroom setting.
Your teacher will know what your story or issue is in advance. They should be able to understand what you are trying to communicate from your performance.

What evidence you will provide

Students will give a performance containing at least three key features.

The performance will be recorded for moderation purposes.

Māori Performing Arts Assessment Activity 2.1A – Teacher Guidance

Preparation:

Ākonga accessing this Assessment Activity will need to select a story or issue from a kaupapa Māori context to communicate through performance. They have been guided toward selecting a relatively well-known and/or straightforward story or issue to explore. You may want to provide additional guidance regarding their narrative selection.

Assessment

In order to assess the ākonga, you should be familiar with the kaupapa they have selected before they perform.

Assessment Schedule: Assessment Activity 2.1a

2.1 Use key features of Māori Performing Arts to communicate a kaupapa through performance involves

	Achievement	Achievement with Merit	Achievement with Excellence
Achievement Criteria	Use key features of Māori Performing Arts to communicate a kaupapa through performance	Combine key features of Māori Performing Arts to communicate a kaupapa through performance	Curate key features of Māori Performing Arts to communicate a kaupapa through performance
Indicators	A performance of Māori Performing Arts containing at least three key features that communicate a narrative from a kaupapa Māori context. This includes showing the key features of Māori Performing Arts in that context. The kaupapa is identifiable with explanation.	A performance of Māori Performing Arts containing at least three key features which shows the student has thought carefully about why they have selected the features they have. The features are brought together in a coherent manner. The kaupapa is identifiable with some explanation.	A performance that brings together the key features in a coherent way, showing that they have control over them, and has understood them well. The kaupapa is easily identifiable with minimal explanation. The essence of the kaupapa has been communicated with purpose.
Example evidence/ assessor observations, extract only	*Extract of exemplar evidence for Achievement to follow.*	*Extract of exemplar evidence for Merit to follow.*	*Extract of exemplar evidence for Excellence to follow.*

Review of Achievement Standards

Comments on evidence supplied			
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**