

# Internal Assessment Activity 1.1c

**Subject** Visual Arts

**Activity name** Waka Huia

<b>Achievement Standard</b>	<b>1.1 Apply Visual Arts knowledge and methods related to Aotearoa New Zealand's Māori foundations and another cultural context.</b>
<b>Credits</b>	<b>5</b>
<b>Assessment Method</b>	<b>Internal – Workbook of investigative material</b>
<b>Teaching and Learning time</b>	<b>50 hours</b>

## Curriculum Key Concepts/Content

Strands:

- Understanding the arts in context
- Developing ideas in the arts
- Communicating and interpreting in the arts.

Significant Learning:

- Demonstrate an understanding of connections that can exist between people, places, and objects
- Investigate and develop outcomes that reflect on and respond to Aotearoa New Zealand's unique history
- Demonstrate understanding of the role of art through research, authentic experience, and art making.

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## Kupu Māori

Taonga: treasure

Waka huia: treasure box

Whakairo: carving

Whare whakairo: carved house

## Student Instructions

### Student Activity

In this activity you will:

- begin with a practice-based inquiry into a traditional Māori waka huia.
- expand the inquiry to include contexts of up to three other containers for things that you know and value.
- communicate the following in your workbook:
  - What you know and think about these vessels.

### Assessment Timeline

- Task 1: Waka huia – ‘Then’ –12 hours approx.
- Task 2: Waka huia ‘in changing times and now’
- Task 3: Other contexts – student – 26 hours approx.

### What the student will need to think about before they begin this assessment

- What you have learned about traditional Māori art forms
- The significance of different aspects of waka huia
- Global contexts of containers and vessels around the world
- Other types of containers and vessels, large and small scale, archives of information, human and humanitarian aspects
- How they relate to your own social or cultural environment.

### What the student needs to do

#### Record all your research and investigations in your workbook

##### Task 1

Investigate traditional waka huia, including the Māori cultural concepts related to waka huia.

- Label images (diagrams, photographs or your drawings) of a traditional waka huia with the correct names for the parts
- Investigate and record the whakairo elements

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- Label and describe the location of art forms within and upon a whare whakairo including waka huia
- Identify the different contexts, media and techniques of waka huia by studying artists such as Todd Couper and Wi Taepa.

*Your teacher will provide you with checkpoint task sheets to help you develop and show your understanding of traditional Māori art forms at this point.*

### Task 2

Investigate forms of containers and vessels for up to three treasured items:

- Use the form, function, taonga or adornment aspects of your chosen waka huia as a starting point
- Examine and reflect on the visual and cultural elements of your chosen waka huia. This includes their form and function in relation to their cultural context
- Record your observations by making drawings, taking photographs, annotations and writing
- Label diagrams with the correct names for the form, functions, and contexts of your chosen containers or vessels, to identify and describe the visual art elements.

*Produce a range of gathered imagery, drawings, and notes with contextual annotations in your workbook.*

### Task 3

Repeat tasks 1 and 2 for up to three precious vessels from your own and/or other cultural contexts.

*Produce a range of gathered imagery, drawings, and notes with contextual annotations in your workbook.*

#### What evidence the student will provide

Workbook of investigative material, gathered documentation, annotations, drawings, and related recorded evidence. [See above for specifics broken down by task] 5-10 A3 pages, or 10-20 A4 pages.

#### How student work will be assessed

Workbook of investigative material, gathered range of imagery, drawing notes, annotations, and related recorded evidence.

#### How student work will be assessed

At Achieved, student workbook contains evidence of:

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- their own practical, visual inquiry into a traditional waka huia and up to three vessels/containers from another social or cultural environment.
- identified information about a traditional waka huia and up to three vessels/containers from another social or cultural environment.

At Merit, student workbook contains evidence for Achieved and:

- a range of gathered imagery, drawings, notes, recordings.
- drawings and contextual annotations have been used to examine visual and cultural elements of Māori and other waka huia and explain their relationships with the contexts within which they were made.

At Excellence, student workbook contains evidence for Achieved, Merit, and:

- drawings and contextual annotations have been used to :
  - analyse visual and cultural elements of Māori and other waka huia; and
  - reflect upon their relationships with the contexts within which they were made.