

Review of Achievement Standards

General

Matrix Descriptions

The purpose of the Learning Matrix is to identify the Significant Learning in a subject which will generally be grouped under a number of Big Ideas for that subject. The Learning Matrix is a new tool teachers can use to construct a coherent programme that covers all the 'not to be missed' learning in a subject.

There is no prescribed order to the Learning Matrix within each level. A coherent programme of learning might begin with a context that is relevant to the local area of the school, or an idea that students are particularly interested in. This topic or context may relate strongly to one Big Idea but may also link to the other Big Idea. The matrices are designed so that educators have the freedom to create courses that are both flexible and coherent.

When the Teaching, Learning, and Assessment Guide is produced, it will include example contexts that encapsulate the Big Ideas, but it is not a prescriptive or definitive list. Contexts suggested for teaching one Big Idea might also be used successfully to teach other Big Ideas.

The Assessment Matrix identifies the learning that is most important to credential and gives the titles of the four standards that will be used to do this, along with their mode of assessment and credit value. It is important to remember that an external assessment does not necessarily mean an exam; there are a number of different modes of external assessment that may be selected. As with the Learning Matrix, there is no prescribed order to the Assessment Matrix to allow flexibility in accordance with the local curriculum.

How the Matrices were developed

The Matrices were developed by a Subject Expert Group. The suggestions for Big Ideas at the Learning Area level were initially developed by panels of curriculum experts. Significant Learning is the learning that is too important to be left to chance. It differs across each Learning Area due to the different disciplines and bodies of practice they are derived from, but it will include aspects of learning drawn from:

- » Declarative knowledge – typically involving memorisation and recall of facts
- » Conceptual knowledge – understanding ideas and how they can be applied in a range of situations
- » Epistemic knowledge – the processes used to construct and test new knowledge within a discipline, including procedural knowledge and skills.

The matrices were designed to be flexible enough so that educators can construct courses that cater to a wide range of students, taking into account diverse learners.

Māori Performing Arts

Big Ideas and Significant Learning

At Level 6 of the curriculum, students in Māori Performing Arts discover, identify, access, and explore foundational knowledge and ideas in and about Māori Performing Arts.

At Level 7, students explore their own creativity, based on their grounding in Māori Performing Arts, they innovate and experiment, exploring their own role and connections within Māori Performing Arts.

At Level 8, students refine their analysis of Māori Performing Arts and their skills in performance. They are able to effectively express narrative and embody their performance.

The Big Ideas capture the essential knowledge of and about Māori Performing Arts. The Significant Learning captures the ways in which students engage with these Big Ideas at each level of the curriculum.

Big Ideas

Māori Performing Arts is born of its context

It is essential that students understand and engage with the origins and development of Māori Performing Arts as an artform. Concepts of whakapapa and taiao, and of place space and time, are intrinsic to Māori Performing Arts.

Narratives are the catalyst for all composition

Māori Performing Arts is built on, and communicates narratives. Students will require both interpretive and communicative skills to engage with Māori Performing Arts.

He taonga tuku iho

Māori Performing Arts is a treasure and an inheritance. It is rooted in, and elevates Māori culture and language. For many students, it is an access point to engaging with te ao Māori.

Māori Performing Arts is uniquely and recognisably Māori

To engage with Māori Performing Arts, students must engage with tikanga, reo, and Māori culture and identity. Māori Performing Arts' essence and distinctiveness come from its cultural and contextual origins.

Māori Performing Arts can only be truly understood through performance

Performance is an intrinsic component for students in Māori Performing Arts. Through performance, students can explore foundations, skills, creativity, expression and refinement. Performance will form a key part of their learning as they progress on their Māori Performing Arts journey.

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Key Competencies (subject-specific)

- Students of Māori Performing Arts develop a range of skills and dispositions that enable them to become life-long learners and equip them for future success.
- Māori Performing Arts embodies several dispositions, giving ākonga the capability to grow proud, confident, disciplined, resilient, accountable, hardworking, committed, humble leaders who are able to work collaboratively. The skills of manaaki, tiaki, aroha, whakapono, aumangea, time-management and commitment will provide lifelong learning for ākonga.
- For many learners, Māori Performing Arts provides access to Te Reo Māori that they have not previously had. Māori Performing Arts encourages and facilitates learning about reo ā-waha as well as reo ā-tinana, allowing students to expand their skills as communicators.
- Māori Performing Arts offers a variety of opportunities for students to nurture and grow their leadership skills. Māori Performing Arts requires and supports many different types of leadership, both on and off stage. This gives ākonga the chance to explore and exemplify leadership.
- Māori Performing Arts requires self-discipline, hard work and dedication. Students in this subject develop a strong work ethic, resilience, perseverance and problem-solving skills.
- Whanaungatanga is embodied within the work of Māori Performing Arts. Students learn about each other, create important bonds, and learn to co-operate and work together.
- As with any arts practice, Māori Performing Arts fosters creativity and expression. Students will learn and grow as performers as well as fostering their lateral and critical thinking skills.

Learning Pathway

Māori Performing Arts provides ākonga with opportunities outside of the subject. The development of Māori Performing Arts skills provides lifelong learning, and creates viable career pathways that lead on to further studies, in areas such as theatre, TV and film, the tourism industry, or government.

Māori Performing Arts provides opportunities for all ākonga to develop as global citizens and promote te ao Māori on a global stage, through performances both to visitors to Aotearoa New Zealand, and abroad. This provides the opportunity for Māori culture to present a model for indigenous cultures across the world, giving not only relevance and value to itself, but giving that to others, too.

Unpacking the Standards

Level 1

1.1 Describe key features of Māori Performing Arts disciplines

This standard begins to explore the contexts of Māori Performing Arts. It also assesses student's learning that Māori Performing Arts is uniquely and recognisably Māori. This standard also encourages students to engage with the idea of Māori Performing Arts having local dialects.

1.2 Perform two Māori Performing Arts disciplines

For this standard, students will need to demonstrate their learning about the key skills of performance. Requiring the performance of mōteatea in particular helps to assess students' engagement with the foundations and origins of Māori Performing Arts.

1.3 Demonstrate understanding of elements within a Māori Performing Arts discipline

This standard assesses the Big Idea 'He taonga tuku iho' and the narratives of Māori Performing Arts. Students will demonstrate their understanding of different Māori Performing Arts elements and how they relate to to ao Māori. They will also explore the tikanga and reo features of Māori Performing Arts.

1.4 Describe categories within a Māori Performing Arts discipline

Students will demonstrate knowledge of tikanga through this standard, and that Māori Performing Arts categories require correct expression, built upon culture and identity. They will also show that Māori Performing Arts is a vehicle to understanding Māori culture and practices.

Level 2

Students at Level 2 should be experimenting and innovating. This is reflected in the higher credit values for internals than externals to provide room for creativity and a safe space to develop through taking creative risks. Six credits have been allocated to both internal Achievement Standards - this has given more weight to the creative nature of those standards, and is aimed at bringing out the best in all ākonga in a 'safe' space.

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

For this standard, students will explore their creativity through performance. Students will demonstrate the knowledge they have gained about Māori Performing Arts and its unique features and tikanga.

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

Students will demonstrate their learning about the influences on Māori Performing Arts. Students will need to explore their own connections and perspectives within Māori Performing Arts.

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2.3 Describe a Māori Performing Arts composition

Students will demonstrate their understanding of narrative in Māori Performing Arts and how it is influenced and communicated. They will be encouraged to explore the development and evolution of Māori Performing Arts.

2.4 Respond to a Māori Performing Arts performance

Students will explore their own role in the promotion and preservation of te ao Māori. Students will explore creativity of a Māori Performing Arts performance as an audience member. They will also give a point of view on a performance, by analysing the features, elements, and aspects of it.

Level 3

At Level 3, students will refine their performance skills and deepening their understanding of their own experience within Māori Performing Arts. This is reflected in the high number of performance standards and the 6 credit, self-reflective external assessment.

3.1 Perform a sustained item from a Māori Performing Arts discipline

Students will further explore and refine their understanding of Māori Performing Arts relationship with culture and identity through performance. Students will show their developed understanding of te ao Māori and the connections between language, culture, and identity and their own performance.

3.2 Perform a Māori Performing Arts repertoire

Students will refine their performance skills in a distinctly Māori art form. Students will also show their understanding of narrative and how they can express themselves through profound understanding of context and narrative to tell an emotive story.

3.3 Perform a solo or duet from a Māori Performing Arts composition

Students will show how they have developed their key competencies and dispositions which progress towards understanding roles within Māori Performing Arts, including leadership. Students will use time and space to add to a narrative in a context.

3.4 Evaluate your own learning journey in Māori Performing Arts

Students will understand their perspective as an observer of performance and contribute their own knowledge and whakaaro, which has developed over time, to the art form. Students also have the opportunity to reflect upon their journey and advocate for te ao Māori through Māori Performing Arts, in understanding how tikanga makes Māori Performing Arts uniquely Māori.