

Moderated Samples for 1.1 91912

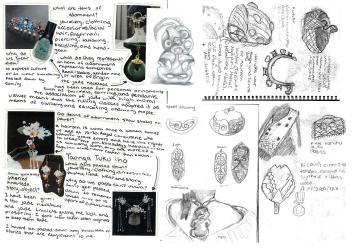
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Number AS91912 Version 4	Page 1 of 2	Number AS91912 Version 4
Achievement Standard		Use practice-based visual inquiny to reflect upon an Aotearoa New Zealand i context and another cultural context involves: • reviewing visual and cultural information and considering the relationship between the contexts.
Subject Reference Visual Arts 1.1		
Title Use practice-based visual inquiry to e Zealand Māori context and another cu		2 An Aotearoa New Zealand Mãori context acknowledges Mãori culture as foundational, a living treasure, indigenous, and unique to Aotearoa New Zea
Level 1 Credits 5 As Subfield Visual Arts	sessment Internal	In a Visual Arts context, our unique Maori foundations can be drawn upon th understanding concepts, kupu, narratives, tikanga, symbols, and patterns in linked to mana whenua and the rich legacy of Maori visual culture.
Domain Art History Status Approved Status date	December 2023	3 Another cultural context could include a student's own ahurea tuakiri, nation: or ethnic identity, and can include the diverse cultural practices therein. For in an ao Maori context, To Rereke could be investigated in relation to To Ti Ti
Planned review date December 2028 Date version pro- Purpose Statement Students are able to engage in practice-based visual inquiry to Zealand Maori context and another cultural context. Achievement Criteria	ublished December 2023	 A practice-based visual inquiry is practical and for the purpose of identifying recording visual material and contextual information, not 'art making'. A prac based visual inquiry uses visual arts processes, materials, and techniques si drawing strategies to explore properties such as shape, texture, mass, and and to record details, alternative views, diagrams, annotations, and selected Refer to the NCEA glossary for Maori, Paclific, and further subject-specific te concepts. This achievement standard is derived from the Arts Learning Area at Level 6
Achievement Achievement with Merit	Achievement with Excellence	New Zealand Curriculum: Learning Media, Ministry of Education, 2007.
Use practice-based visual inquiry to explore an Aotearoa New Zealand Maori context and another	Use practice-based visual inquiry to reflect upon an Actearoa New Zealand Maori context and another	Replacement Information This achievement standard and AS91913-AS91915 replaced AS90913-AS90917.
Labor Context and another cultural context Explanatory Notes 1 Use practice-based visual inquiry to explore an Actearoa and another cultural context involves: • identifying visual and cultural idements of the contexts • recording visual and cultural idements of the contexts	cultural context New Zealand Māori context	Quality Assurance 1 Schools and institutions must have been granted consent to assess by NZQ, they can register credits from assessment against achievement standards. 2 Schools and institutions with consent to assess must engage with the moder system that applies to those achievement standards. Consent and Moderation Requirements (CMR) reference 0233
 recording statistical and outline information book the conprocesses, materials, and techniques. Use practice-based visual inquiry to examine an Actearoc context and another cultural context involves: investigating specific visual and cultural elements of the responding to visual and cultural information and maki contexts. 	a New Zealand Māori ne contexts	
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Excellence Sample 1.1 91912







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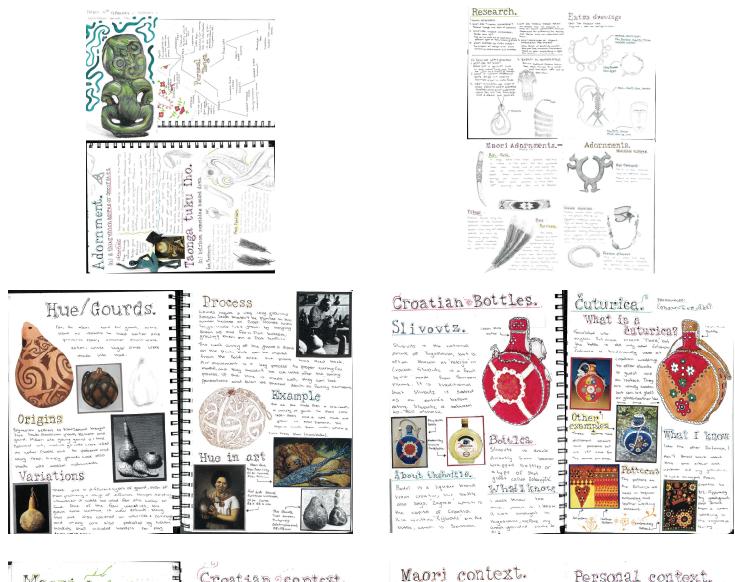
Jade stone Lotose this culture because it's where I am from and who I repr I had owned a frew when I was younger buil never esemed to I tham. They would always get lot at school of home. When i was examing one II for I feel prood to represent my culture. When is set on some one dev avairing one I think of them as strong the stone is strong and highly valued. This was the same jade stone I had when I was y free years in primary school. It was gifted to me w grandma. I lost it in year 4 on a sports day, sady i ind it.



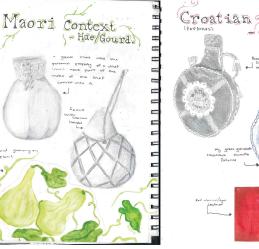


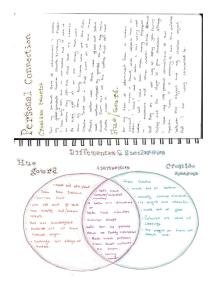
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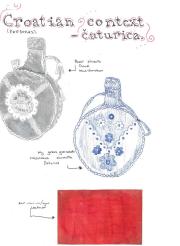




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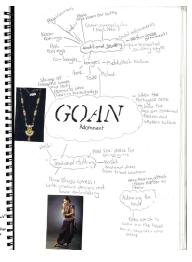
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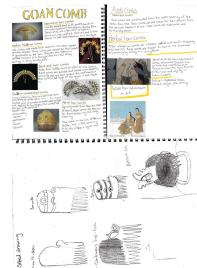


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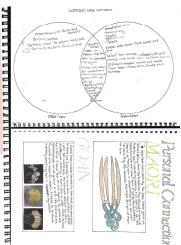
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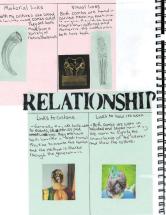
















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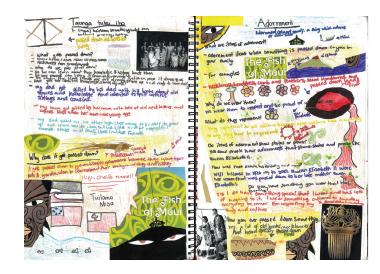




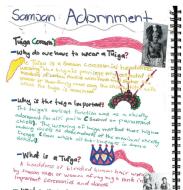


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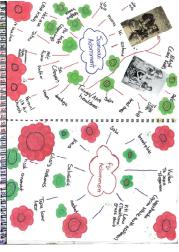


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