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Mairangi Bay School

BUILDING KOTAHITANGA,
MANAAKITANGA,
WHANAUNGATANGA AND
RANGATIRATANGA

- UNITY
- CARE
- RELATIONSHIPS
- SELF-DETERMINATION

MAIRANGI BAY THE ARTS AND KAPA HAKA HANDBOOK



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Aspiring for excellence and equity

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Our school papeha

Ko Rangitoto te Maunga

Ko Tikapa te Moana

Ko Te Kawerau ā Maki te Iwi

**Ko Te whenua Roa o Kahu te
rohe**

Ko Ōmairangi te whenua

Ko Mairangi Bay taku Kura

MEET THE TEAM



My name is Clare McCormack. I have enjoyed teaching music at MBS for many years. We have built up the music programme so that the children are fully engaged in learning and making music together. They can take advantage of many extension groups on offer. I teach across the whole school here at Mairangi Bay, teach piano privately at home, sing in a choir and also perform in a Ukulele Group. I enjoy composing music and was thrilled to be able to do that in Term 1 2024 while on Sabbatical.

Clare McCormack

Arts Director
clarem@mairangibay.school.nz

Sean Patterson

Arts CRT Teacher

seanp@mairangibay.school.nz

My name is Sean Patterson. I am a passionate and enthusiastic teacher who embraces authentic learning relationships in order to encourage students to discover their potential. My undergraduate degree was a Bachelor of Music (majoring in jazz studies) and drumming is my absolute passion. I have spent the last twenty years performing in various bands across Australia and New Zealand as well as tutoring drums. I can also competently play guitar, piano and bass which I have been incorporating into my practice.



MEET THE TEAM

Kia ora! Our names are Zoe Macready and Megan McIsaac. We are thrilled to serve as the 2025 Kapa Haka and Cultural Leaders at Mairangi Bay School. We are both in our third year of teaching and share a passion for celebrating cultures and fostering a sense of pride and belonging within our school community.

We are excited to celebrate the richness of Te Ao Māori and other cultures alongside our students, staff, and whānau.

Zoe: I hold a Bachelor of Education degree. I believe in the power of cultural experiences to inspire confidence and connection among students. My goal is to create opportunities for all students to feel proud of their unique identities, develop a genuine passion for learning, and thrive through rich cultural experiences.

zoem@mairangibay.school.nz



Zoe Macready

Megan McIsaac

Megan: I hold a Bachelor's degree in Psychology and Sociology and have completed a Postgraduate Diploma in Teaching. I am passionate about supporting students' well-being and encouraging their growth through meaningful cultural experiences.

meganm@mairangibay.school.nz

OUR KAUPAPA

Communicators



Strategic Goal 4 – Alignment

Whāia te iti kahurangi – Provide excellent opportunities for our tamariki to become well rounded individuals

NELPS Objective 2: BARRIER FREE ACCESS – Great education opportunities and outcomes are within reach for every learner

Strategic Goal 4: Sub Goals

4.1 Nurture the whole child by providing a wide range of rich learning opportunities

4.2 Encourage tamariki to contribute, and grow a sense of responsibility

4.3 Motivate tamariki to look after each other and be proud of themselves and their school

4.4 Nurture tamariki to be confident in their own skin and to follow their passions

Our Values

Our school values are:

- Atawhai – Kindness
- Whakaute – Respect
- Manawanui – Resilience



BENEFITS OF THE ARTS

Why should my child participate in the arts?

At Mairangi Bay School we believe the arts provide children with the opportunity to explore and fulfill their creative passions. Along the way, they develop excellent language and communication abilities, as well as the confidence to tackle life's challenges in their own unique way.

Engaging in the arts can:

- Improve attention, focus, and concentration
- Learning to play a musical instrument like the ukulele, marimba, recorder, piano, or drums, or participating in choir, requires sustained concentration, patience, and precision. These skills help children improve their ability to focus and persevere in both academic and personal pursuits.
- Build self-esteem, confidence, and resilience
- Performing in front of an audience, whether singing in a choir, playing an instrument, or acting in a play, boosts self-confidence and teaches students to overcome challenges. Learning new skills and mastering them builds resilience and a sense of accomplishment.
- Develop language and communication skills
- Through drama, music, and singing, children refine their verbal and non-verbal communication. Music teaches rhythm, tempo, and tone, which are key to understanding patterns in language, while performing develops articulation and storytelling abilities.
- Encourage social and emotional development
- Playing in a band, orchestra, or ensemble fosters collaboration and teamwork, while participating in group performances like choir or drama builds strong connections and friendships. These activities teach children the value of shared goals and mutual support.
- Cultivate empathy and emotional intelligence
- Singing in a choir or acting out a story encourages children to express and interpret emotions. Performing music or dramatic pieces allows them to connect with the experiences of others, fostering compassion and emotional awareness.
- Boost learning across the curriculum
- The arts is deeply connected to academic subjects. For example:
 - Playing the recorder or marimba enhances fine motor skills and understanding of mathematical patterns.
 - Drama makes history and literature come alive through reenactments.
 - Singing improves memory and language retention.

Playing an instrument like the ukulele, marimba, piano, or drums teaches discipline and provides a creative outlet for self-expression. Joining a choir or band builds a sense of belonging and teamwork, while solo performances develop confidence and independence.

From their earliest interactions with imaginative play to mastering a musical instrument or stage performance, the arts equip children with the tools to communicate, connect, and thrive. They inspire creativity, build resilience, and provide a platform for children to discover and celebrate their unique talents—all while learning valuable skills that will benefit them for a lifetime.

THE ORFF APPROACH

Orff Schulwerk and Kodály approaches to Music Education

What is the Orff approach?

The Orff approach to music education is based on the work of composers Carl Orff and Gunild Keetman, who worked as collaborators in the 1930s. Orff-inspired teachers enable children to learn through singing, dancing, and playing with musical material drawn from the imaginative and cultural world of the child. Creativity is at the heart of the approach, which is certainly not a method.

Key principles are:

- Inclusive and collaborative experiences for all abilities with opportunities for participants to enjoy success in collaborative music-making
- The centrality of elemental rhythmic experiences
- A unity of language, movement and music
- A nurturing of expressive and creative artistic behaviour
- Opportunities to improvise and compose
- An emphasis on the aesthetic
- Quality materials and resources
- A range of artistic activities through which children discover form and content in natural and creative ways
- A carefully sequenced process in which learning is scaffolded through exploration and imitation in movement, speech and playing.

SING MOVE PLAY

At Mairangi Bay School we sing, we move and we play percussion and melodic instruments.

More information ONZA.NZ



Orff Schulwerk and Kodály approaches to Music Education

What is the Kodaly method?

The philosophy was developed by Hungarian composer, Zoltan Kodály.

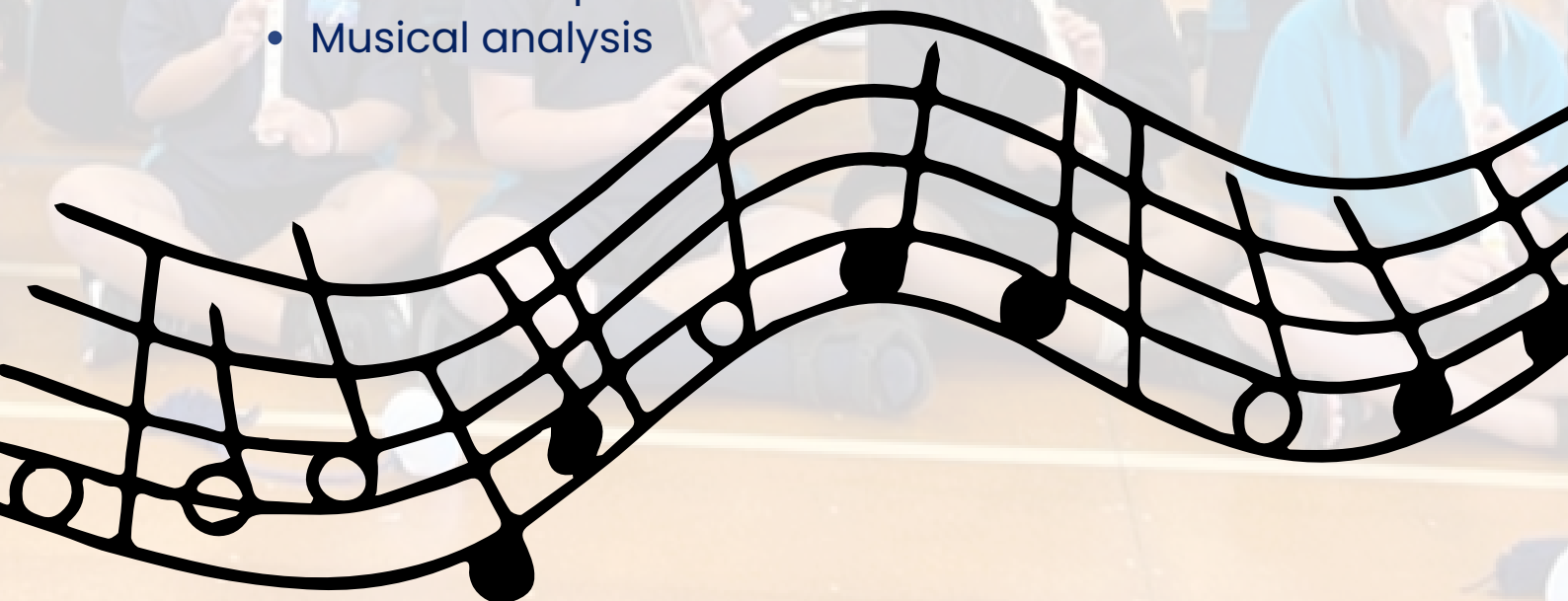
Kodály stated that music education is the right of every child.

He established that a sequential, cumulative and developmental program, based on an aural-vocal approach, is the most inclusive and effective way to develop musical literacy for people of all age groups.

The skills promoted include:

- In-tune singing
- Singing in Solfege with hand-signs
- Sight reading rhythm
- Music audition - hearing the written music in your head
- Memory development
- Aural development
- Musical analysis

THE KODALY METHOD



REFLECTION 2024



MBS Ukulele Club

This is an opt-in lunchtime club available for Year 3-6 children. Each year MBS organise a North Shore Kiwileles Jam with some other local schools. This year we held the Jam at Milford School on Thursday 24 October with other participating ukulele schools - Mairangi Bay, Milford, Kristin, Wairau Intermediate School, Pinehill. We are supported by the NZ Ukulele Trust. 47 children attended this event.

Marimba Festival.

The highlight of our year is the **Marimba Festival**. A huge number of MBS senior students take advantage of being part of this extension musical group. This year we had 46 Year 6 children enrolled in this group. This has been the biggest group ever we have taken on for marimba. They were always focused and attentive. Year 5 Marimba children were 31 in total.

The group caters for all different abilities in the group. The children get to choose which part they play - bass, harmony or melody and they gravitate to the instruments that suit them eg: Bass Marimba, Glockenspiel, Xylophone or Marimba. Some parts are easier, some are more challenging. Each year we have 10 pieces to prepare for the Festival and the Year 6 students do a solo item. Ensemble playing helps to develop their listening skills and memory. MBS receive great support from parents in the school with transporting instruments and children to the event.

Kids Sing Choir Festival

Since the APPA Music Festival in the Auckland Town Hall was stopped a few years ago, MBS have been on the lookout for an opportunity for the Senior Choir to perform somewhere. The Kids Sing Choir Festival has filled that gap for us over the last few years. The Kids Sing Festival is for Primary and Intermediate Schools. This is a younger version of the Big Sing for Secondary Schools, both run by the Choral Federation. 2024 has seen us perform three songs on our own in the Holy Trinity Cathedral. 50 children have been a member of the Kids Sing Choir this year. There have been a good number of boys participating this year. For many of the children this has been the first time they have performed on a large stage with a choir. It was a non auditioned choir, as we wanted to give all children the opportunity to sing. The children had to learn good self control, confidence and listening skills. We have also taken part in the Sing Up Day and featured in their video.

The children enjoy performing and we have enjoyed sharing our musical talents at Music Assemblies for the school.

Classroom Music Programme

The classroom music programme, being offered as CRT release for teachers, has been working well. This year we held two open days for the Junior Year 1 and 2 classes for parents and grandparents to come and see what happens in the music classroom. We move, we play and we sing. This was well attended and appreciated by parents.

Resources

The music room is well resourced with many percussion instruments, marimbas and xylophones, ukuleles, recorders for Year 3-6, djembe drums etc. The music programme is able to support the Literacy and Numeracy programmes in the school.

Vision for 2025

Our vision is for all children at MBS to feel safe in the music room, to try new things, to listen to others, to explore, to create, to feel the love of music and share this with others.

ARTS OPPORTUNITIES 2025



**Senior Choir Year 5/6: Thursdays 1.30pm
with Mrs McCormack**

**Marimba Year 5 : Thursdays 9am
with Mrs McCormack**

**Marimba Year 6 : Thursdays 8.15am
with Mrs McCormack**

**Ukulele Club Year 3-6 : Thursdays lunchtime
with Mrs McCormack**

**Sing Club Year 1-3
See Mrs Westerkamp flexible times
throughout the week**

KAPA HAKA OPPORTUNITIES

Teina Team - Junior Kapa Haka Programme

- In class with kaimahi once a week and weaving across the programme

Tuakana Team - Senior Kapa Haka Programme

1. With a Kapa Haka tutor
2. 1 x hour instruction once a week
3. 11am -11:25am - participation and fun games
4. 11:30am -12pm - performance (any students not wishing to be part of the performance group return to class)
5. 8 week programme Week 2 -9 every term

Opportunity to Perform and Celebrate

Term 1 - Week 2: Mihi Whakatau - If required

Term 1 - Week 10: Celebration assembly (Values awards)

Term 2 - Week 2: Mihi Whakatau - If required

Term 2 - Matariki (20th June)

Term 2 - Week 10: Celebration assembly

Term 3 - Week 2: Mihi Whakatau - If required

Term 3 - Te wiki te reo Māori language week

Term 3 - Week 9: Celebration assembly

Term 4 - Week 2: Mihi Whakatau - If required

Term 4 - Pīpīwharuroa Festival

Term 4 - Grandparents and Whānau Day

Term 4 - Year 6 Graduation

Term 4 - Week 10: Celebration assembly

We also seek opportunities to perform to the local community such as residential homes and PTA events.

REGISTRATION

How do I register my child?

Information regarding the opening and closing of registrations for the after school weekly practices can be found in:

- The weekly school newsletter
- The calendar on the school website
- As a post on HERO

Information regarding the trials for arts groups be in the day sheet read at the start of each day by class teacher. This information usually appears every day.

Dates of performance and practices will be published in the weekly school newsletter and on the community calendar on the school website.

Registrations for all performance groups are made online via a Google Form. Fees will be advised in the information notices for each event. These fees are paid online during the registration process. A small fee events may be charged. This fee is to cover the cost of transport and entry. Fees for these events will be advised in the information letter sent home. These fees are also paid online.

MAIRANGI BAY SCHOOL

LET'S WORK TOGETHER

clare@mairangibay.school.nz

seanp@mairangibay.school.nz

www.mairangibay.school.nz

HE NUI AKE TŌ MĀTOU MANA I TE KURA ANAHE – WE ARE MORE THAN JUST A SCHOOL



RESPECT • WHAKAUTE



KINDNESS • ATAWHAI



RESILIENCE • MANAWANUI





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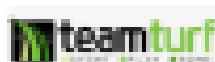
Kris Cunningham
Kiwi Spirit Award and Hospitality

Young Family



Young Family
Hospitality, Signage

Northern Rovers FC
Sports Coaching



Team Turf
Surface Repairs



Tiger Turf
Play Surfaces



skids
Sports Equipment



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Newhaven Gardens
Gardens



New World
Milford Hospitality



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Spike@School
Website Design and Support



Gill and Gundry
Concrete Ltd Property



Yoga
Sanctuary Wellbeing



Zones
Landscaping Kaitiaki Gardens



Eco-neighbourhood
Gardens



Garden to Table
Curriculum



Pupuke Golf Course
FC



Girls on Fire
Lunchtime Programme



Natty Scientist
After School Programme



Top Corner
Football After School Programme

Learning together to create a better tomorrow

Ako taki mā āpōpō kia pai ake

Atawhai Whakaute Manawarui