

## LONG RANGE PLANS - MUSIC – MS. LEVY - 2025/2026

You will find updates and other helpful materials at  
[WWW.WILKINSONMUSIC.CA](http://WWW.WILKINSONMUSIC.CA)

The primary objective of the music program is to teach musicianship, with the aim being heavy academics, delivered Joyfully! In order for students to internalize the concepts, units are designed so that students experience the concepts through as many modalities as possible, including singing/chanting, movement, body percussion (clapping, stomping, etc...), and instruments. Creating using the concepts taught is also a big part of what we do in music class. The music program furthermore seeks to support and enhance all other areas of learning. Literacy, mathematics, history, social studies, and drama are all integrated into the regular music program through the activities and concepts taught each music class.

Here is a list of the music class times:

<b>KINDERGARTEN</b>			<b>Minutes</b>
Room 1	Day 2 (10:40-11:20)		40
Room 2	Day 3 (10:40-11:20)		40
Room 3	Day 1 (9:45-10:25)		40
Room 4	Day 5 (10:40-11:20)		40
Room 5	Day 4 (10:40-11:20)		40
<b>GRADE 1</b>			
Room 13	Day 2 (11:20-12:00)	Day 4 (11:20-12:00)	40+40
Room 15	Day 1 (1:40-2:20)	Day 4 (1:40-2:20)	40+40
Room 16	Day 3 (1:00-1:40)	Day 4 (1:00-1:40)	40+40
<b>GRADE 1/2</b>			
Room 56	Day 2 (1:00-1:40)	Day 5 (1:40-2:20)	40+40
<b>GRADE 2</b>			
Room 7	Day 3 (11:20-12:00)	Day 5 (11:20-12:00)	40+40
Room 14	Day 1 (11:20-12:00)	Day 4 (2:30-3:10)	40+40
<b>GRADE 2/3</b>			
Room 18	Day 1 (1:00-1:40)	Day 3 (9:45-10:25)	40+40
<b>GRADE 3</b>			
Room 20	Day 3 (1:40-2:20)	Day 5 (1:00-1:40)	40+40
<b>GRADE 3/4</b>			
Room 28	Day 1 (10:40-11:20)	Day 2 (1:40-2:20)	40+40
<b>GRADE 4-6 ENGLISH STREAM</b>			
Gr 4/5 – Rm 21	Day 5 (2:30-3:10)		40
Gr 5/6 – Rm 22	Day 4 (9:45-10:25)		40
Gr 5/6 – Rm 29	Day 2 (2:30-3:10)		40
<b>GRADE 4-6 FRENCH IMMERSION</b>			
Gr 4 FI – Rm 26	Day 1 (2:30-3:10)	Day 3 (2:30-3:10)	40+40
Gr 5 FI – Rm 24	Day 2 (1:00-1:40)	Day 5 (9:15-10:25)	40+70
Gr 6 EF – Rm 27	Day 2 (9:15-10:25)		70

Summary of music curriculum by grade:

### **KINDERGARTEN**

The musical concepts addressed throughout the kindergarten music program are as follows:

- keeping a steady beat
- differentiate between high and low pitches in music
- differentiate between fast and slow music, and determine what the appropriate tempo (or speed) for a given piece of music should be.
- differentiate between speaking and singing voice.
- Begin to develop 'inner hearing' (known as 'audiation'). This refers to being able to hear music in your head without having to sing it out loud.
- learn the names of, and how to play, a variety unpitched percussion instruments. (i.e. the drum, maraca, tambourine, bells, etc...)
- begin to learn to play the Orff Pitched Percussion Instruments (the xylophones and glockenspiels).
- learn the various primary/basic movements in music (walking, running, hopping, galloping, and skipping).

The above will be accomplished through a variety of songs, singing games, finger plays, and movement activities.

## GRADES 1-6 – AN OVERVIEW

	GRADE 1	GRADE 2	GRADE 3
<b>RHYTHM</b>	<ul style="list-style-type: none"> <li>-Read and write: (<i>ta, ti-ti, rest</i>)</li> </ul>  <ul style="list-style-type: none"> <li>-Vocabulary: Time Signatures, Bars, Barlines</li> <li>-Steady Beat</li> <li>-Fast vs. Slow</li> </ul>	<ul style="list-style-type: none"> <li>Everything in grade 1, plus:</li> <li>(<i>half notes &amp; rests</i>)</li> </ul>  <ul style="list-style-type: none"> <li>Beat vs. Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Everything in grade 2, plus:</li> <li>(<i>Whole notes/rests, dotted half notes, sixteenth notes</i>)</li> </ul> 
<b>MELODY</b>	<ul style="list-style-type: none"> <li>-difference between speaking and singing voice.</li> <li>-High vs. low</li> <li>-begin to develop good head tone for singing.</li> <li>-SLM (sing, read and write)</li> </ul>	<ul style="list-style-type: none"> <li>Sing, audiate, read &amp; write:</li> <li>Soh, Lah, Mi (review)</li> <li>Doh, Mi, Soh</li> <li>Doh, Re, Mi</li> </ul>	<ul style="list-style-type: none"> <li>Sing, audiate, read &amp; write:</li> <li>Doh, Re, Mi, Soh, Lah</li> <li>low soh</li> <li>low lah</li> <li>Pentatonic Scale</li> <li>Minor vs. Major tonality</li> </ul>
<b>TEXTURE/HARMONY</b>	<ul style="list-style-type: none"> <li>-Play a steady beat on an instrument while singing a song.</li> <li>-rhythmic ostinato performed with a poem/song.</li> </ul>	<ul style="list-style-type: none"> <li>-Play a steady beat on an instrument using an alternating hand pattern, while singing a song.</li> <li>-rhythm ostinato performed with a poem/song.</li> <li>-2-part speech/rhythm canons.</li> </ul>	<ul style="list-style-type: none"> <li>-accompany a song with an arpeggiated bordun.</li> <li>-orchestrations consisting of 2-3 different parts.</li> <li>-played and sung ostinati performed with a song.</li> <li>-2-part sung canons.</li> </ul>
<b>OTHER</b>	Loud & Soft / Dynamics	<ul style="list-style-type: none"> <li>-Dynamics</li> <li>-Form in music</li> </ul>	<ul style="list-style-type: none"> <li>-Dynamics</li> <li>-Form in music</li> <li>-Classify UPP instruments</li> </ul>

	GRADE 4	GRADE 5	GRADE 6
<b>RHYTHM</b>	<ul style="list-style-type: none"> <li>Everything in gr. 3, plus:</li> <li>(<i>syncopated rhythms</i>)</li> </ul> 	<ul style="list-style-type: none"> <li>Everything in gr. 4, plus:</li> <li>(<i>8<sup>th</sup> &amp; 16<sup>th</sup> note combinations, triplets</i>)</li> </ul> 	<ul style="list-style-type: none"> <li>Everything in gr. 5, plus:</li> <li>-How to count &amp; clap rhythms.</li> <li><i>If there is time:</i></li> <li>-Dotted rhythms</li> <li>-Compound Time</li> </ul>
<b>MELODY</b>	<ul style="list-style-type: none"> <li>-Sight singing using the diatonic scale (both major and minor).</li> <li>-Names of the notes in the treble clef.</li> <li>-Major vs. Minor</li> </ul>	<ul style="list-style-type: none"> <li>-Sight Singing</li> <li>-Names of the notes in the treble clef.</li> <li>-Key signatures (an introduction)</li> </ul>	<ul style="list-style-type: none"> <li>-Sight Singing</li> <li>-Sharps, Flats, Accidentals</li> <li>-Key Signatures</li> <li>-Relative Major/Minor</li> </ul>
<b>TEXTURE/HARMONY</b>	<ul style="list-style-type: none"> <li>-orchestrations consisting of 3-4 parts.</li> <li>-4-part canons (sung)</li> <li>-partner songs</li> <li>-accompaniments consisting of I and V harmonies.</li> </ul>	<ul style="list-style-type: none"> <li>-accompaniments consisting of I, IV and V harmony.</li> </ul>	<ul style="list-style-type: none"> <li>-unit on harmony.</li> </ul>
<b>OTHER</b>	<ul style="list-style-type: none"> <li>-Recorder – Notes: B A G E D F#, high C and D.</li> <li>-articulation</li> <li>-different types of repeats</li> <li>-Form in music</li> <li>-Dynamics</li> <li>-Tempo</li> </ul>	<ul style="list-style-type: none"> <li>-Recorder – New Notes: F#, high E, Low F and C</li> <li>-Topics we didn't get to in grade 4, such as Form, Tempo, Dynamics</li> <li>-Genres</li> </ul>	<ul style="list-style-type: none"> <li>-Topics we didn't get to in grades 4 or 5, such as Form, Tempo, Dynamics, &amp; Genres</li> </ul>

**Additional Notes:**

- Movement activities are used throughout to help teach and internalize various musical concepts.
- Ensemble skills are worked on throughout the program.

## RUBRICS - MUSIC

### Singing

Level 4 = A	Consistently sings in tune and with a good singing (head) tone. Is generally able to do so independently.
Level 3 = B	Sings in tune and with a good singing (head) tone approximately 70-79% of the time. May need some assistance singing in tune (i.e. somebody singing with them or the piano playing the melody)
Level 2 = C	Sometimes sings in tune and sometimes sings in their head tone. However, has difficulties singing consistently in their head tone and in tune. Requires assistance to sing in tune and with good tone those times that (s)he is able to do so.
Level 1 = D / R	Has not found their singing voice. (Sings in a monotone voice.)

### Rhythm

Level 4 = A	Consistently reads the new rhythms taught: -with a steady beat -accurately -fluently
Level 3 = B	For the most part, has a steady beat when reading the new rhythms taught. Makes mistakes when reading the new rhythms taught, but generally understands how to read the rhythms. Needs to work on reading the rhythms more fluently.
Level 2 = C	Makes many mistakes when trying to read the new rhythms taught. Needs many reminders of how to read the new rhythms taught.
Level 1 = D / R	Doesn't know how to read the new rhythms taught. May occasionally perform them correctly, but clearly cannot do so with any type of consistency.

### Participation

Level 4 = A	Participates fully in all music activities. Puts forth their best effort during all activities.
Level 3 = B	Often puts forth their best effort, but not always.
Level 2 = C	Sometimes put forth their best effort. But there are many times when they don't.
Level 1 = D / R	Rarely puts for a good effort.

### Written work (only done some times)

Level 4 = A	Fully understands the concept(s). Is able to consistently demonstrate an excellent knowledge of the material.
Level 3 = B	Mostly understands the concept. Demonstrates a 70-80% knowledge of the material.
Level 2 = C	Understands the concept a bit. Sometimes gets the correct answers. (40-69% of the time)
Level 1 = D / R	Doesn't understand the concept and/or material. Hardly gets any answers correct.

### Overall Music Mark = Singing + Rhythm + Participation + Written work (if applicable)

Level 4 = A	Achieving level 4 (or an A) in all areas of music: Singing, Rhythm, Participation, and written work (if applicable).
Level 3 = B	Achieving level 3 or higher in all areas of music.
Level 2 = C	Achieving level 2 in all areas of music.
Level 1 = D or R	Achieving level 1 in all areas of music.

### Recorders

4 = A	Plays with excellent: -tone (no squeaking) -tonguing /articulation -fluency (no hesitations) Excellent knowledge of the fingering of the notes taught. Reads music notation very well.
3 = B	Usually plays with fairly good tone and fluency, although they may or may not know how to tongue when playing. Demonstrates a very good knowledge of the notes taught. Reads music notation fairly well, or at least satisfactorily (if applicable).
2 = C	Has difficulties remembering the fingerings of the notes; Is unsure of the fingers. Frequently squeaks when they are playing (probably due to insecurity with the fingerings). Very poor fluency in their playing. Struggling reading music notation.
1 = D or R	Does not know the fingerings. Is not able to produce a proper tone on the recorder.

## OTHER MUSIC OPPORTUNITIES AT WILKINSON

### EXTRA-CURRICULAR MUSIC GROUPS RUN BY MS. LEVY (on-staff music teacher)

#### **ORFF ENSEMBLE** (Grades 4-6)

- **Rehearsals:** Tuesdays / Wednesdays – 12:30-1:00 – in room 6
- **Dates/Duration:**
  - **Term 1:** September - December
  - **Term 2:** January - April

#### **JUNIOR CHOIR** (Grades 4-6)

- **Rehearsals:** Thursdays – 12:30-1:00 – in the gym
- **Dates/Duration:**
  - **Term 1** - September – December
  - **Term 2** – January – April

#### **PRIMARY CHOIR** (Grades 2 & 3) – **To be confirmed**

- **Rehearsals:** Wednesdays – 12:00-12:30 – in the gym
- **Dates/Duration:** January – April

### UKULELE GROUPS – RUN THROUGH MELANIE DOANE'S USCHOOL PROGRAM

- Open to students in grades 4, 5 and 6.
- This is a full year program (October – June)
- Sign-up occurs in June of the previous year. The reason for the early sign-up is that the purchase of instruments and organization of the classes requires more lead time in order for the program to begin in the fall.
- Groups offered Mondays at lunch and after school.
- For more information, email [melanie@uschool.ca](mailto:melanie@uschool.ca) and/or refer to the website [www.uschool.ca](http://www.uschool.ca)

### CONCERT INFORMATION (NOTE: All the information below is tentative. To be confirmed closer to the concert dates.)

#### **WINTER CONCERT:**

**WHEN:** Thursday, December 4, 2025 – 6:30-7:30pm  
**WHO:** Junior Choir, Orff Ensemble, Ukulele Groups

#### **SPRING CONCERTS:**

**WHEN:** Thursday, April 16, 2026 - 6:30-7:30pm  
**WHO:** Primary Choir (Grades 1-3), Junior Choir (Grades 4-6), Orff Ensemble, Ukulele Groups

#### **KINDERGARTEN PERFORMANCE:** To be determined

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