



## Music and Language Milestones\*

Adapted from: Barton, C. (April 2010). Spoken Language, and Children with Hearing Loss: Part 1. Retrieved from *Speech Pathology.com* - [http://www.speechpathology.com/articles/article\\_detail.asp?article\\_id=391](http://www.speechpathology.com/articles/article_detail.asp?article_id=391). <part 1, approved for ASHA CEUs>

Age	Music	Language
Birth-3 months	Alerts and calms to music; prefers infant directed singing; coos/cries	Moves to the sound of a familiar voice; looks at speaker's mouth; coos/cries
3 - 6 months	Musical babbling; repetitive movements in response to music; turns to the source of music; prefers higher pitched voices	Babbles; laughs; smiles; vocalizes pleasure and displeasure
6 - 9 months	Occasionally matches pitch; larger repetitive movements; recognizes familiar melodies; uses descending vocalizations	Smiles at speaker; uses voice and gestures to show displeasure; responds to own name
9-12 months	"Sings"spontaneously; recognizes and attempts to sing along with familiar songs;	Recognizes names of family members; waves bye-bye; says one-two words; responds to "no"; babbles with inflection
12 -18 months	Dances to music; pays attention to lyrics; sings snippets of learned songs; more pitch matching; starting to match movements to music	Jargon-like utterances with some words included; follows one step directions; 20-100 words
18 -24 months	Looks for dance partners; spins, marches to music; spontaneous songs have steady rhythm; able to imitate songs; lyrics more accurate than pitch	Two word phrases; uses question intonation; repeats overheard words; starts using pronouns; understands "where?" and "what's that?"; >200 words
2-3 years	Learns singing vs. speaking voices; sings in different keys and meters; matches pitches consistently; some instrument discrimination	Three word phrases; refers to self as "me"; starts to use verb endings; answers questions with yes or no; follows two step command; >900 words
3-4 years	Begins to discrimination between familiar instruments; uses rhythm instruments to accompany their songs; melodic contour is intact; makes up songs	Uses many more pronouns; names colors; sentences 5-6 words; tells stories; expresses feelings; enjoys poems; sense of humor starts to develop; >1500 words
4-5 years	Larger purposeful movements; imaginative songs and stories; beginning to recognize familiar melodies without lyrics; match beat to others	Asks what, who, where, why questions; answers why and how questions; uses future tense; tells name and address; uses longer sentences; >2500 words
5-6 years	Maintains steady beat while moving to music; sings melody with pitch accuracy; plays melodies on simple instruments; can remember songs in head; begins to read and write rhythmic notation	Uses past tense verbs, pronouns, prepositions correctly; sentences much longer; begins to read and write; knows time sequences; likes rhymes; >2800 words
6-7 years	Develops tonal center <sup>1</sup> ; starts to sing harmony and rounds; vocal range focused around 5-6 notes; expands rhythmic and melodic written notation	Uses many more verb tenses; can tell right from left; makes comparisons; tells well crafted, imaginative stories; > 13,000 words
7-9 years	Vocal range expands; uses more complex meters and harmonies; demonstrates music preferences	Exaggerates; explains ideas in detail; likes vocabulary and word play; understands jokes, riddles and idioms;>20,000 words

<sup>1</sup> Tonal center is the "home key." When a child has a sense of tonal center, they can sing a song all the way through in the same key.



\* Music milestones adapted from Campbell & Scott-Kassner (1995), Gordon (2003), McDonald (1979), MENC (2010), Moog (1976), and Schwartz (2008).

Language milestones adapted from ASHA (2009), CDC (2009), FIRST YEARS (2009), NIDCD (2001), and Sindrey, (1997).

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