



## Activities to Support the Development of Music Milestones\*

Adapted from: Barton, C. (May 2010). *Music, Spoken Language, and Children with Hearing Loss: Using Music to Develop Spoken Language*, Part 2. Retrieved 3/28/11 from *Speech Pathology.com* - [http://www.speechpathology.com/articles/article\\_detail.asp?article\\_id=395](http://www.speechpathology.com/articles/article_detail.asp?article_id=395) <part 2, approved for ASHA CEUs>

Age	Music Milestone	Music Activity
Birth- 3 months	Alerts and calms to music; prefers infant directed singing; coos/cries	Sing lullabies; gently rock and pat to music
3 - 6 months	Musical babbling; repetitive movements in response to music; turns to the source of music; prefers higher pitched voices	Imitate baby's babbling; provide shakers, bells and simple rhythm toys, bounce gently to music
6 - 9 months	Occasionally matches pitch; larger repetitive movements; recognizes familiar melodies; uses descending vocalizations	Imitate spontaneous songs; play pitch matching games using "la-la" or "loo-loo"; easy finger play songs; nursery rhymes with movement
9-12 months	"Sings" spontaneously; recognizes and attempts to sing along with familiar songs;	Provide songs for different activities like wake-up/bath time/bedtime, etc.; variety of recorded music; drums and xylophones;
12 -18 months	Dances to music; pays attention to lyrics; sings snippets of learned songs; more pitch matching; starting to match movements to music	Dance baby on your feet; sing simple songs/chants/nursery rhymes; songs with repetitive chorus like E-I-E-I-O and B-I-N-G-O.
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	Experiment with different voices (big/little/high/low); Make sounds with voice to encourage vocal range (sirens, birds, animal noises)
2-3 years	Learns singing vs. speaking voices; sings in different keys and meters; matches pitches consistently; some instrument discrimination	Play guessing games with familiar songs and instruments; repetitive rhythmic accompaniment to singing; sequential songs like "If You're Happy and You Know it"
3-4 years	Begins to discrimination between familiar instruments; uses rhythm instruments to accompany their songs; melodic contour is intact; makes up songs	Marching band with rhythm instruments; high/low up/down; play/stop; fast/slow; loud/soft; nonsense songs; read books based on familiar songs
4-5 years	Larger purposeful movements; imaginative songs and stories; beginning to recognize familiar melodies without lyrics; match beat to others	Rhythm stick games; movement songs using scarves, ribbons, etc.; story songs; group music experiences; xylophones, tone bars
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	Sing rounds like "Row your boat"; practice singing; provide diverse genres and styles of music recordings/songs/games;
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	Build a repertoire of familiar songs. Provide opportunities for music improvisation, reading and writing notation. Music lessons.
7-9 years	Vocal range expands; uses more complex meters and harmonies; demonstrates music preferences	Offer individual and group music experiences; provide music games (computer, board) that focus on music terminology, notation and discrimination

<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.



Developed for FIRST YEARS - <http://firstyears.org/>

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

#### References:

- Campbell, P.S. & Scott-Kassner, C. (1995). *Music in childhood: From preschool through elementary grades*. New York: Schirmer Books
- Gordon, E. (2003). *A music learning theory for newborn and young children*. Chicago: GIA Publications.
- McDonald, D.T. (1979). *Music in our lives: The early years*. Washington, DC: NAEYC.
- MENC. (2010) Performance Standards for Music: Prekindergarten (Ages 2-4). Retrieved on January 25, 2010 from <http://www.menc.org/resources/view/performance-standards-for-music-standards-publications>
- Moog, H. (1976). *The musical experience of the pre-school child*. London: B. Schott.
- Schwartz, E. (2008). *Music, therapy, and early childhood: A developmental approach*. Gilsum, NH: Barcelona Publishers.