

| <b>MUSIC AND LITERACY DEVELOPMENT IN TYPICAL HEARING CHILDREN</b> |   |  |
|---|---|--|
| <b>Age</b>  | <b>Music</b>  | <b>Literacy</b>  |
| 6-12 months   | Vocalizes and moves to music; looks for the source of music; prefers higher pitched voices; begins to recognize familiar songs  | Vocalizes when read to; looks at and pats pictures; responds to <i>parentese</i> reading; prefers pictures of faces; “helps” turn pages; recognizes familiar objects   |
| 12-18 months  | Carries instruments around while playing; holds and plays instruments correctly; recognizes and asks for familiar songs; pays attention to lyrics; sings snippets of learned songs  | Carries books around; holds book right side up; turns pages; asks to be read to; learns that words have meaning; points to and names familiar objects;   |
| 18 -24 months   | “Sings” along; fills in words at end of song phrases; sings familiar songs; lyrics more accurate than pitch   | “Reads” along; fills in words; recites familiar passages; learns that print has meaning; enjoys the routine of reading   |
| 24-36 months  | Asks for favorite songs and instruments; sings spontaneously to self at play; knows if adult sings song incorrectly; able to sing songs with lyrics and (occasionally) pitch correctly; able to hold a pick to strum; beginning to understand song lyrics (and emotions)                                  | Looks for favorite pictures; “reads” to self; upset when adult gets words wrong; recites phrases and some stories correctly; turns paper pages; story plot emerging; coordinates text with pictures                                    |
| 3-4 years   | Enjoys singing songs repeatedly; likes silly songs and story songs; experiments with different voices to sing familiar songs in a funny way; uses rhythm instruments to accompany songs; sings ABCs and number songs; melodic contour is intact; makes up songs; follows color-coded chart to song lyrics | Enjoys reading books repeatedly; plot more important; tracking text; willingly listens to longer books; some letter and number recognition; retells familiar stories; starting to rhyme  |
| 4-5 years   | Can differentiate simple rhythmic and melodic patterns; identification of simple rhythmic notation; beginning to recognize familiar melodies without lyrics; can match beat to others; enjoys imaginative songs   | Can differentiate and count syllables; identifies rhymes; letter and number recognition, identification and reproduction; starting to spell words they are familiar with (especially their name); enjoys making up imaginative stories |
| 5-7 years   | Begins to read and write rhythmic notation; starting to acquire preferences for musical genre; identifies with favorite musical performers; understanding musical form, melody and rhythm; conserves melody; write rhyming verses to songs;   | Beginning to read and write independently; motivated to read; acquires preference for genre; identifies with characters; deciphers the alphabetic principle; creates and categorizes rhymes; narratives develop                        |
| 7-9 years   | Enjoys individual and group music experiences; may start formal music lessons; vocal range expands; uses more complex meters and harmonies; demonstrates music preferences  | Continued independence and expanding skills in reading and writing; thinks abstractly; beginning to understand other’s ideas and feelings; demonstrates strong genre preferences   |

Adapted from Campbell & Scott-Kassner (1995), *FIRST YEARS* (2010), Gordon (2003), Heavner, K.S. (2008), McDonald (1979), MENC (2010), Moog (1976), and Schwartz (2008).

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