

Relationship of Developmental Characteristics of Children to Music

	Behavioral Characteristics	Music Experiences
Newborns to 1 Month	<p>develop trust versus mistrust in environment</p> <p>respond to stimuli reflexively by moving entire body</p>	<p>are soothed by quiet singing and rocking, which help them formulate trust</p> <p>are frightened by scary sounds, which can lead to mistrust</p> <p>are attuned to sound stimuli</p> <p>react to sound by moving entire body</p>
1 to 4 Months	<p>make first differentiations</p> <p>change from hearing to listening</p> <p>turn head toward stimulus</p> <p>follow moving objects with eyes</p>	<p>turn head in direction of sound</p> <p>follow sound of moving object if it is readily visible</p>
4 to 8 Months	<p>are interested in cause-and-effect relationships</p> <p>engage in purposeful activity</p> <p>reproduce interesting events</p> <p>develop eye-hand coordination</p>	<p>hit suspended bells again and again to reproduce the sound</p>
8 to 12 Months	<p>coordinate two schemata</p> <p>anticipate events, exhibit intention</p> <p>know that objects have stable functions</p> <p>imitate actions</p>	<p>strike drum or xylophone with a mallet</p> <p>clap hands to music</p> <p>hit instruments to produce a sound</p> <p>understand purpose of instrument</p>
12 to 18 Months	<p>invent new actions</p> <p>use trial and error to solve problems</p>	<p>experiment by hitting instruments in different ways with different objects</p>

	Behavioral Characteristics	Music Experiences
18 to 24 Months	<ul style="list-style-type: none"> create new actions through prior thought imitate actions after person leaves 	<ul style="list-style-type: none"> continue music activities after adult stops
2 Years	<ul style="list-style-type: none"> step in place pat run show increased language development have short attention spans attend to spoken words a few at a time develop autonomy are very curious 	<ul style="list-style-type: none"> enjoy action songs and moving to music can learn short, simple songs can focus on activities with short, simple directions seek out opportunities to experiment with instruments and sound
3 Years	<ul style="list-style-type: none"> jump, run, and walk to music have more self-control have longer attention spans show increased vocabulary compare two objects participate in planning are developing initiative 	<ul style="list-style-type: none"> respond to tempo and mood in music with particular movements can wait briefly for a turn can sing somewhat longer songs and participate in small group experiences experiment with sound comparisons suggest words for songs or additional activities need choices along with opportunities to try out their own ideas
4 Years	<ul style="list-style-type: none"> have better motor control are interested in rules plan ahead with adults like to imagine 	<ul style="list-style-type: none"> may begin skipping enjoy noncompetitive games and songs with rules can make suggestions for music activities add words to songs create songs on instruments create dramatic movements
5 and 6 Years	<ul style="list-style-type: none"> have increased motor control are very conscious of rules 	<ul style="list-style-type: none"> able to sit longer for music experiences enjoy songs and dances with rules recognize and reproduce specific rhythm patterns