

# BABIES

Area of learning and development	Aspect	Examples from Abingdon Music Centre Sessions
<b>Physical</b>	Co-ordination Movement Reactions Awareness of space	Holding a shaker (any song) Bouncy songs Songs with pauses
<b>Creating</b>	Improvising Senses, visual, touch Feelings Choreography Contributing ideas	Parents to suggest ideas for songs
<b>Musical Understanding</b>	Expression Voice Instruments Rhythm Dynamics Pitch	Puppets/props/scarves  Fast, slow Loud, soft High, low
<b>Social</b>	Taking turns  Confidence Choices Self-awareness	Learning to put instruments and props away
<b>Language development</b>	Repetition Becoming comfortable with a wide range of sounds Identifying the connection between sounds and meaning Sound discernment: recognising own name, recognising and copying familiar words and sounds  Recognise change of pitch or pauses as cues	Using and hearing a wide variety of instruments. Singing, chanting, talking, clapping. Hearing and making animal noises  Hearing and responding to their own name as greeting or cue for their turn Turn taking songs where each child is named  Songs where children are lifted or tickled on cue.

# 1 - 2 YEARS

Area of learning and development	Aspect	Examples from Abingdon Music Centre Sessions
<b>Physical</b>	Co-ordination Movement Reactions Awareness of space	Eg clapping Lots of actions songs Songs with pauses
<b>Creating</b>	Improvising Senses, visual, touch Feelings Choreography Contributing ideas	Ask children for ideas Colour and touch Happy, sad, Children to suggest actions
<b>Musical Understanding</b>	Expression Voice Instruments Rhythm Dynamics Pitch	Use of puppets and props  Guitar, other instruments Fast, slow Loud, soft High, low
<b>Social</b>	Taking turns Confidence Choices Self-awareness	Sharing
<b>Language development</b>	Repetition Counting as number sequence  Pre-phonetic learning: identifying and enjoying sounds in songs Matching words to songs  Beginning to recognise very simple story arcs	Call and response songs  Songs with repeated consonants, rhyming songs Clapping, stamping etc.  Chasing songs, songs about rising and falling, appearing and disappearing

# 2 - 3 YEARS

Area of learning and development	Aspect	Examples from Abingdon Music Centre Sessions
<b>Physical</b>	Co-ordination Movement Reactions Awareness of space	Lots of actions songs
<b>Creating</b>	Improvising Senses, visual, touch Feelings Choreography Contributing ideas	Ask children for ideas Colour and touch Happy, sad, Children to suggest actions
<b>Musical Understanding</b>	Expression Voice Instruments Rhythm Dynamics Pitch	Use of puppets and props  Guitar, other instruments Fast, slow Loud, soft High, low
<b>Social</b>	Taking turns Confidence Choices Self-awareness	Sharing
<b>Language development</b>	Repetition Counting, counting as an action that tells us how many (number sequence matches counting action) Pre-phonetic learning and phonic awareness: sound discernment  Control of voice (loud, soft)  Recognising more complex story arcs	Copying more complex phrases Counting backwards and forwards and in time to a beat  Identifying and copying different sounds. Finding and noticing rhymes  Contrasting volume in song and instrumental playing, crescendo and diminuendo Songs where actions have consequences, creatures grow and change

# 3 - 4 YEARS

Area of learning and development	Aspect	Examples from Abingdon Music Centre Sessions
<b>Physical</b>	Co-ordination Movement Reactions Awareness of space	Lots of actions songs
<b>Creating</b>	Improvising Senses, visual, touch Feelings Choreography Contributing ideas	Ask children for ideas Colour and touch Happy, sad, Children to suggest actions
<b>Musical Understanding</b>	Expression Voice Instruments Rhythm Dynamics Pitch Notation	Use of puppets and props Echo songs to encourage singing Explore different ways of playing Fast, slow Loud, soft High, low Long and short notes
<b>Social</b>	Taking turns Confidence Choices Self-awareness	Sharing Participating more
<b>Language development</b>	<p>Repetition and memorising</p> <p>Counting</p> <p>Recognising and using phonic sounds in songs. Identifying syllables and responding to them rhythmically Listening for cues, linguistic turn taking</p> <p>Control of voice (high, low pitch; staccato, legato)</p>	<p>More complex repetition requiring memory</p> <p>Count forwards and backwards, identify numbers in sequence interspersed with other rhymes/ideas experience counting in other languages, play with numbers</p> <p>Identifying and using individual sounds within words, e.g. oo, ee, s, p</p> <p>Tongue twisters</p> <p>Singing/speaking to the pulse of a drum or shaker or clapping in time</p> <p>Echo songs</p> <p>Songs where the child supplies a word, name or action at appropriate point</p> <p>Experience singing in round</p> <p>Songs and activities moving up and down the musical scale. Singing and playing with contrasting musical styles in the same piece</p>

