

BABIES

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

3 - 4 YEARS

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

