



Music and The Toddler: A Study On How Toddlers Use Music At Night Through Crib Songs

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Background

As research continues, more and more amazing discoveries are made from observations of the toddler and through toddlerhood. "The accomplishments of the period between infancy and the preschool years have been less well documented, possibly because toddlers often defy researchers' efforts at [observation]. Also, because language learning is such a salient achievement and because research into it was stimulated by theoretical work in the field of linguistics, many researchers who chose to work with toddlers focused primarily on the learning of the grammar of a language" (Shatz, 5). In other words, toddlers are observed more for their verbal development and how they develop language but ignore some other important aspects of a toddler's mindset that contributes to their growth. "Toddlers develop self-awareness, and they acquire social knowledge in the family" (Shatz, 5). These developments in self-awareness and family knowledge also pertain to the toddler's musical development as well. Musical development in toddlers is a very important aspect of a toddler's life and can reveal much about the toddler that many people do not understand. The toddler has more to them than just learning words and playing with their toys. They also in ways, teach themselves music and develop it in many creative ways, such as "Crib Songs" Taking this knowledge and self-awareness a child has, "each child has his or her own "idioculture" of musical interests, capacities and needs" (Campbell 18). This idioculture is the knowledge that the toddler has of music and how they use it to interact with people such as family members or playmates at school. It helps further their interaction with these people as it broadens their mind and at the same time, their musical development. The musical interests of the toddlers can come from the self-awareness they develop or it can come from knowledge in the family. There are countless ways that toddlers can use music and the best time to find out is at night when they are put to sleep (Sole 2014, 2016). Music is extremely important to toddlers because it allows them to be creative and express themselves in many different ways. It allows them to take things they learned from the day or reflect on routines with their parents and gives them a sense that their parent is still in the room once they are put to sleep which is called, the pre-sleep period (Sole). The pre-sleep period is a time when so much information can be given about the toddler's musical development because it can come from a plethora of events such as daily interactions, time with friend's family, things they have seen, and so forth (Sole). "Children's songs and rhythms, their preferred musical interests, and the music that surrounds them in their daily life- these are the components of their musical identities" (Campbell 18). When the toddler is put to sleep at night one can see and listen to various forms of the child's musical identity and how they use it to fulfill various needs and it is amazing to hear a child's musical development and proves elements of toddler development such as this, should not be overlooked. As a student of Dr. Sole, I am examining pre collected data from her original study on toddlers and these "Crib Songs" and giving a second pair of ears to listen to the musical development of toddlers. As a musician, I will be looking to hear for triggers in this pre collected data that will help me understand how a child develops musically and will help me to understand Dr. Sole's original study. Dr. Sole's research has opened up a world about an age group I never originally thought of having any real musical knowledge but they have much more than I thought, now I would like to take what I have learned from Dr. Sole and hopefully learn how a child is able to hit a pitch and learn so quickly and as a hopeful Music educator, it can help me one day be able to musically understand future students.

Participants

- Ellis- male, 36 months-old
- Margot-female, 26 months-old

Musical Definitions

- Tempo- the speed of music as being fast or slow.
- Pitch- the highness or lowness of the sound.
- Dynamics- the volume of sound whether it being loud or soft.

Procedure

After completing background reading, I began to analyze the pre-collected data recordings (archival data) from Dr. Sole and began to write down the things I heard. Using the PORF (Parent Observation Reflection Form) (Sole, 2014), I wrote down both what I had heard and my reflections on what I had heard. I then compared my notes with Dr. Sole's previously collected notes and see if anything match or if there were new observations found with me being a fresh set of ears to this pre-existing study. I then went back to the recordings to give another listen and this time used the coding scheme (Sole, 2014) to understand what was being recorded and to help me put together my own charts as to how I interpret what was going on from the recordings. After listening to the recordings I camp up with my own charts to show lyrics, give musical descriptions of what was going on in these recordings as well as the meaning behind what was going on.

Charts

I. MUSICAL UTTERANCES/VOCALIZATIONS	II. NON-MUSICAL SOUNDS	LANGUAGE-L
VOCAL BEHAVIORS-V VF+ Free flowing vocalization (multiple sound/ no words) VF+ Tuneful Vocalization (no words, recognizable tune) VF- Singing (Tune+ Words) VH+ Humming (closed mouth) VCH+ Chanting VWH+ Singing along with music/ Recording or Toy VKB+ Kicking/Singing to Accompany Vocalization VSPH+ Singing With Parent VSP- Parent Singing VTFU+ Vocalizing while Playing with Lip ADDITIONAL DESCRIPTIONS VH+ High Pitch Vocalization VLF+ Low Pitched Vocalization VWH+ Rhythmic Vocalization LYRICAL CONTENT- LC LCK+ Known or Learned Lyrics LCI+ Improved Lyrical Content LCB+ Rewriting of Known Song LKH+ Mash-up of Learned Song FUNCTION OF VOCALIZATIONS FV+ Parent Self Soothing FE+ Entertaining Self FL+ Exploratory/Learning FC+ Communication FR+ Reflection	EMOTIONAL/PHYSICAL EXPRESSIONS-E EC+ Crying ES+ Screaming EL+ Laughing EM+ Moaning EK+ Kicking/Banging EG+ Giggling EK+ Knocking EWH+ Moving/Movement/Blushing/Shifting ECI+ Clapping EW+ Whining/Complaining ED+ Dancing EJ+ Jumping EPL+ Playing with Toy, Puzzle, Book EGR+ Grunting EWH+ Whimpering ECCD+ Cooing ESQ+ Squawking ESG+ Squealing ESG+ Sighing EXTERNAL SOUNDS- S SK+ Sounds/music playing from stereo/ iPod ST+ Sound/Music Playing from Toy SM+ Sound Machine/White Noise STR+ Traffic STP+ Parents Talking/ Making Sounds Outside Room SK+ Baby Crying	LANGUAGE-L LT+ Talking to his/parent(s) LT- Talking with Twin LC+ Talking as Communication to Parent LCP+ Talking with Parent LL+ Song Lyrics Spoken (not Sung) LH+ Humming LW+ Whispering LKH+ Mumbling (distorted speech)

The Coding Scheme (Sole, 2014) shows all of the researchers and parents' descriptions of sounds.

Minute	Description of What You Heard	Reflection on What You Heard
1		
2		
3		
4		
5		
6		

Parent Observation Reflection Form:

This form allowed the parents of the toddlers to write down what they heard when they put their child to bed on a minute by minute basis in the left column and allowed them to interpret what they heard from their child on the right. I also used this form to re-analyze and code the songs.

Conclusion

What this study has taught me is that there is an amazing amount of natural musical ability in children. These toddlers did not have music lessons or special music instruction but rather they learn off of what they hear and they interpret things their own way. They use music to express themselves. This is extremely relevant at night as they are put to bed. This is important because when they are alone at night in their crib, it is usually the only time they have alone and can reflect to themselves on the day and the events they have had and it is their time to be creative with music and by using music they can both get creative while reflecting on the events that transpired (Sole 2014/2016). Listening to the most interesting ways these toddlers played with music and developed the songs they were singing really showed me how important music is to children and that taking it away from them early on for various reasons whether it be in school or in the home could hinder and prevent natural abilities to take form in these toddlers.

Implications- Music is a very important expression for toddlers and as they grow older, to have music there will make a very positive impact on their life and this study shows music can make a wonderful impression on a toddlers life as they develop and grow older. It is through research such as this that explains why it is important for music to be encouraged at an early age. A child wants nothing more to express themselves and to be creative as they grow up and start to roam free and begin understanding the world around them. Encouraging music at an early age not only encourages music itself, but it encourages the child's mind to be creative and to roam free and explore and experiment. Early music education further plays the role by opening new doors up for children and giving them the knowledge of the world in relation to music. Cutting this out of programs also cuts out the chance for children to take a break and form their own expressions and creations rather than always following the status quo of the facts of the world and the pen and paper. Music is a necessity and I hope, as a future music educator, to allow music into the lives of children and give them this much needed world of expression and creativity.

Results

a.

Time (in seconds)	00-16.00	16.00-17.00	18-28	29.00-35.00	35.00-52.00
Lyrics	"Mommy Water... (repeated in the tune of "Happy Birthday"	(talking) "Yes!"	"Mommy Water... (repeated in the tune of Happy Birthday)"	Talking goes on between Megan and her Mother	"Mommy Water... (repeated in the tune of Happy Birthday)
Musical Description	Margot is singing to her mother to bring her more water in a cheery rendition of Happy Birthday at a moderate speed starting at the note of D flat.	N/A	Margot once again goes back to her Mommy Water Song, this time a step higher in pitch but at a slower speed.	Words are a bit difficult to hear but it sounds that Margot Mother is proud of her for singing and being creative with her words.	Margot sings "Mommy Water for final time, this being the loudest one she has sung, and her pitch one final time as well as getting faster as she sings.
Meaning	Due to drinking water at bedtime, Margot has finished her water and has asked for more. Her mother comes in the room and then she began singing this cheery version of a classic tune.	Margot is proud of herself for singing her Mommy "Water song and congratulates herself.	After being happy with herself for singing it the first time she begins to sing it again because she wants water and is happy of her accomplishment.	Words are a bit difficult to hear but it sounds that Margot Mother is proud of her for singing and being creative with her words.	Due to her mother being proud of her singing and creativity Margot once again, still wanting water and still being playful and happy, sings her Mommy Water song once again.

b.

Time (in Minutes & Seconds)	00-12	13-26	35-48	49-1:03	1:04-1:11
Lyrics	"Rain, Rain Go Away, come again another day, little daddy and Ellis wanna play, rain, rain go away"	The same lyrics are repeated however he makes an edit. He sings, "... Little Daddy and Ellis wanna play on a fire truck..."	Once again sings his lyrics but now makes another edit by switching the words. He sings, "... Little Ellis and Daddy want to play on a fire truck."	Rain, Rain song again but back to the "Little Daddy and Ellis want to play on a fire truck" instead of "Little Ellis and Daddy"	Says to himself "I like that song", followed by recognizable words as he is talking to himself.
Musical Description	Ellis starts out his singing in the tune of F, which is very close to the normal starting pitch of the song, which is G. He starts off the first time singing at a slower speed.	Ellis sings at a faster speed but slows down as he tries to figure out the words as he sings and sounds as if he wants to make sure he sings clearly. Ellis takes up the pitch a notch to what is as close to G as he can get while also getting louder at the start before slowing down and he gets softer as well.	Ellis starts off singing slower than last time but once again decreases right around the "Little Ellis and Daddy want to play..." line. Ellis gets much louder while staying consistent with the notes but again gets softer at the same point that he originally slowed down.	Ellis starts his singing even slower in tempo but higher in confidence but continues to decrease at the "Little Daddy and Ellis wanna play" line. It is consistent now that this is where he slows down. The loudest of all as his confidence grew and stays consistent with decrease in volume and where he slows down.	N/A
Meaning	Ellis had gone out with his parents for the day but it had started raining therefore one of his parents must have sang this song to him while it was raining	Ellis now recounts that his parents brought him to see a fire station and must have really liked the fire trucks but the rain must have interrupted their plans	Ellis is developing and more and puts the word little in front of his own name this time as he now realizes his father is not little but Ellis, himself, is	Ellis sang this one proud of himself for singing his song and goes on to say that he likes that song and therefore must be pleased how he has learned it.	Nonetheless, Ellis is proud of himself for singing his song and goes on to say that he likes that song and therefore must be pleased how he has learned it.

My Analysis of the Songs

Works Cited

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