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## **Process Leading Up to a One-Year-Old Singing a Song That They Like**

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### **Abstract**

F (a one year old) was at the developmental stage of the transition from pre-speech (babbling) to speech. It was thought that a musical-training intervention performed at that time would improve F's sensitivity to sounds and speech. The purpose of this study was to clarify the process of F at the age of one from the discovery of a musical tune she liked until the time when he himself began to sing the tune, through the involvement of his mother. Test subject F was observed from age 11 months, with his mother singing to him 10 minutes daily using an illustrated children's book for one-year-olds with songs and text (stories), accompanied by movements/gestures, until the time when F began to sing the song himself using words. Regular video observations were made, and the mother kept a daily journal of her impressions. At first, F would close the book and merely move his body to the tune. Gradually, he came to open the book to a page with a tune he liked, pointing to the page while looking at his mother to tell her that he wanted her to read that page. At age 1 year 10 months, even when the book was absent, F came to make gestures, and sing "Twinkle, twinkle, little star" to himself. The process of beginning to sing a liked song involved elements of activities other than those specific to the song lyrics: the involvement of his mother in the song, the characteristics of the illustrations on the page with the song, a rhythm and tempo that made the song easy to sing, the ease of making accompanying movements/gestures, etc. The integration of songs and illustrations promoted self-initiated movements/gestures and singing. The fusion of songs and illustrations expands the "worldview" of songs for one-year-old children and could be developed into creative musical activities.