

GRADE	DEVELOPMENT CHARACTERISTICS	MUSIC RECOMMENDATIONS
Pre-School to Kindergarten (3-6 years)	<ul style="list-style-type: none"> • Understand adding, subtracting and concrete subjects that can be represented by objects around them • Can somewhat comprehend the concept of time • Reasoning is generally one-sided, as they cannot see things from someone else's perspective • Still have underdeveloped fine-motor skills, so large movements are the easiest for them 	<p>CAN SING:</p> <ul style="list-style-type: none"> • Songs that repeat simple, concrete phrases • Songs that include action words like, "Clap", "Jump" or "Wave" so they can act them out • Songs that talk about doing things right now
1st Grade (6-7 years)	<ul style="list-style-type: none"> • Start to think about more complex subjects, but still concrete in thinking • Understand time in weeks, months and years • Start learning through hearing and reading, not only seeing and doing • Vocabulary increases to include thousands of words • Become more adept at fine-motor skills and like to test them out, enjoying dancing, painting, jumping and being active • View things in very black and white terms: good/bad, great/terrible • Self-centric but <i>beginning</i> to learn how to see things from others' perspectives 	<p>DON'T SING</p> <ul style="list-style-type: none"> • Songs with lots of metaphors e.g. "Your love is a fire in me" or "Your Spirit is the wind in our sails"; they won't be able to relate the symbols to the concepts
2nd and 3rd Grade (8 years)	<ul style="list-style-type: none"> • Understand cause-and-effect and really begin problem solving on their own • Understand time to the point that they start planning ahead and thinking in the future • Attention span increases to about 30-40 minutes • Grasp language enough to make jokes or puns, and can summarize and express thoughts in writing • Start viewing things from others' perspectives • Tend to be moody, ranging from happy and helpful to upset and selfish 	<p>CAN SING:</p> <ul style="list-style-type: none"> • Songs that talk about cause and effect, like "When I read my Bible, I know more about Jesus" • Songs that include action words like, "Turn around", "shake your neighbor's hand", etc. • Songs that have more complicated structures, like a couple of verses and chorus <p>DON'T SING</p> <ul style="list-style-type: none"> • Songs use a lot of metaphors or complicated vocabulary
4th Grade (9 years)	<ul style="list-style-type: none"> • Can engage in problem solving that includes many different factors, considering things from different angles • Reverse thinking, i.e. considering an outcome or conclusion and the steps to get there. • Have more empathy and grasp others' perspectives a bit more • Have a moral sense that goes beyond adhering to rules for rules' sake. • Identify that there can be multiple uses of the same word; have a strong grasp of language, including idioms 	<p>CAN SING:</p> <ul style="list-style-type: none"> • Songs that talk about cause and effect, like "When I read my Bible, I know more about Jesus" or "When I am mean, my friend feels sad" • Songs with slightly more complicated melody lines, vocabulary and structures • Songs that include more metaphorical or figurative language • Songs that reflect on the many different ways God shows his love, for example
5th Grade (10 and 11 years)	<ul style="list-style-type: none"> • Can organize thoughts and objects as well as plan ahead • Begin to predict the consequences of theirs and others actions • Start to rely more on friends, social media and news to gain information to their questions • Observe connections between things, such as how a friend being sad affects other friends around them • Increased hand-eye coordination and well developed fine-motor skills • Take on increased sense of responsibility with their siblings or activities 	<p>CAN SING:</p> <ul style="list-style-type: none"> • Songs with much figurative and metaphorical language • Songs that have more complicated structures, like a couple of verses and chorus • Songs that are more reflective and that elaborate on concepts that involve past, present and future • Potentially songs also sung in the youth or adult services

Morin, Amanda. (2017) Understood. Retrieved from: <https://www.understood.org/en/learning-attention-issues/signs-symptoms/developmental-milestones/developmental-milestones-for-typical-first-graders>

Reference: "GCISD - Curriculum Guides and Developmental Characteristics." 2002. Grapevine-Colleyville ISD. 7 Dec. 2007 .

Morin, Amanda. (2017). Understood. <https://www.understood.org/en/learning-attention-issues/signs-symptoms/developmental-milestones/developmental-milestones-for-typical-second-and-third-graders>

Davy, Laura. https://www.education.com/magazine/article/How_child_thinks_fourth_graders/