

Autumn 1 Year 3 Music Knowledge Organiser

Ballads

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge	
Ballad	A slow and sentimental song		• To know that a ballad tells a story through song. • To know that lyrics are the words of a song. • To know that in a ballad, a 'stanza' is a verse.	
Compose	To write a song			
Chorus	A repeated part of a song			
Emotion	How you feel			
Features	Parts of the song			
Instruments	A tool used to make music	Writing/Provision/ Enrichment opportunities Children to have an opportunity to listen to different ballads - which is their favourite? Children to have opportunities to discuss how songs make them feel		
Lyrics	Words within a song			
Performance	Music with an audience			
Verse	Parts of a song around the chorus			

Presentation	Assessment		
	Singing a ballad and explaining what it is.	Identifying the key features of a ballad and performing one using actions. Learning the lyrics of a song and using actions to help remember it.	Explaining how the features of a ballad convey a message and performing a ballad with appropriate feeling.
	Performing a ballad with an understanding of style.	Remembering the lyrics and tune of a new song. Singing in time and in tune with the song as well as incorporating actions. Performing the song with actions.	Singing with expression, conveying the meaning of the song as well as adding appropriate actions to help tell the story. Understanding what a ballad is and singing in that style.
	Writing the lyrics for a ballad to summarise a story.	Retelling a summary of the story of the animation and understanding a key feature of a ballad.	Writing descriptive sentences in rhyming pairs and understanding how a ballad should sound.
	Writing lyrics which rhyme for a ballad.	Writing a verse with rhyming words which tell part of a story.	Writing a rhyming verse with a clear storyline running through it. Contributing to lyrics written by the class.
	Writing lyrics for a ballad.	Performing the lyrics fluently and with actions. Accurately performing my lyrics with confidence.	Performing solo nonsense sections and using expression when reading their lyrics.