



Be the best that we can be.

EBJ Knowledge Organiser

Music

Year 3

Autumn 1

Ballads



Learning objectives

In this unit, pupils explore the key features of ballads, develop their ability to sing and perform with actions, retell stories, and create and confidently perform their own rhyming verses.

- Identify the key features of a ballad.
- Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.
- Retell a summary of an animation's story.
- Write a verse with rhyming words which tell part of a story.
- Perform their lyrics fluently and with actions.

Ballads

Ballads are songs which tell a story. They can be in many styles, such as pop and musical theatre and were used in ancient times to carry news and legends across countries.



Ballads tell a story and usually have a similar structure to stories.



OPENING - Describes the setting, introduces the characters.

BUILD UP - Excitement and tension grows, gives emotion.

CLIMAX - Major dilemma.

RESOLUTION - Characters find a route through their difficulties.

ENDING - Happily ever after.

Compose – To create an original piece of music.

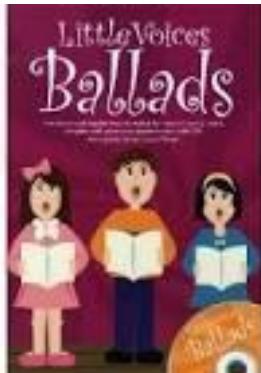
Stanza – A short section of text, sometimes known as a verse in a song or a poem.

Lyrics – The words in a song.

Chorus – Repeated section of music with the same tune and lyrics.



Read all about it! Can you find these books in your local library?



Key Vocabulary

Ballad, compose, stanza, solo, ensemble, expression, lyrics, chorus, nonsense words.

Ballad example



SPACE COWS AND GREEN CHEESE
Oliver wanted to go on a trip
all the way to the moon on his own rocket ship.
He gathered up wood scraps, some paint and some glue,
some Plexiglas pieces, his dad's wood canoe,
A plastic transistor, a surfboard for wings,
Some twine and some twill ties and all sorts of things,
like his mom's set of tools and his dad's one-inch socket,
determined to build his own moon-mission rocket.