

Musical Storytime: Animal Adventure

45 minutes (2 periods)

Unplugged Coding - Music

WHAT THIS LESSON DOES

Get ready to explore the magic of storytelling through music and rhythm. You'll start with fun warm-ups to sharpen your listening skills, then turn stories into interactive experiences by coding actions to specific words.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Develop listening skills through rhythmic repetition and response activities.
- Understand basic coding concepts like conditionals and sequences using storytelling.
- Apply creative problem-solving by designing musical and action-based story elements.
- Enhance collaboration by contributing ideas and following group instructions.
- Build confidence in presenting original compositions to peers.

BEFORE THE LESSON

- This lesson is unplugged: no devices needed. Have the Animal Adventure story to hand and read it through once yourself first.
- Print one animal worksheet per pupil showing a clear Monkey, Dog, Snake and Bear, and set out crayons in several colours.
- Write the IF/THEN conditions and the Logic-Colouring rules on the board or a slide so pupils can refer to them.
- Check the room for the colouring conditions in advance (a wall clock, sunlight through the window) so your rules actually trigger.

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HOW THE LESSON RUNS

Introduction

Listen and Repeat Rhythm

Animal Adventure

Coding the Story (Teacher's IF/THEN)

Collaborative Coding (Student-Suggested Conditions)

The Logic-Colouring Challenge

The Final Code Review

TEACHING MOVES

- 2. Listen and Repeat Rhythm. Clap a clean 4-beat pattern and have the class repeat it back exactly before you change it. Start with Level 1 sequences and only add a Pause or a repeating loop once they are copying accurately.
- 3. Animal Adventure. Read the whole story straight through once with no pauses, so pupils know it before you add code. Then tell them certain words will become triggers on the second reading.
- 4. Coding the Story (Teacher's IF/THEN). Display the four IF/THEN rules and say them aloud before you start. Read slowly and pause a beat after each trigger word so the whole class can respond together.
- 5. Collaborative Coding (Student-Suggested Conditions). Ask pupils for two or three more trigger words and let them decide the THEN action for each. Add these to the board so all six or seven rules are visible while you reread.
- 6. The Logic-Colouring Challenge. Read each logic rule slowly and pause so pupils can check whether the IF is true for them before colouring. Model one aloud first: only colour if the condition actually applies.
- 7. The Final Code Review. Hold up sheets and ask why most snakes turned out the same colour. Land the point: same algorithm, same result, even with different crayons and different children.

WHAT TO WATCH FOR

- Pupils colour or act before they have heard the IF part of the instruction, treating every rule as something to do rather than a condition to check. Pause, stop the class, and model one rule slowly: say the IF, wait, then check together whether it is true before anyone moves a crayon.
- Pupils act on a condition that does not apply to them personally, for example colouring the shoe-laces rule when they are wearing velcro. Remind them the IF has to be true for them specifically. Ask a few pupils to say out loud whether their IF is true before they colour.
- With six or seven trigger words, pupils lose track and respond to the wrong animal. Keep all rules visible on the board and slow your reading. Repeat the rules twice for groups who need it before the final read-through.

DIFFERENTIATION

- Emerging: Repeat each logic rule twice and pause longer so they have time to find the right animal. Pair them with a confident listener who can point to the correct rule on the board.
- Developing: Let them respond to the teacher-set conditions first, then join in suggesting a new animal action once they are keeping up.
- Proficient: Ask early finishers to write their own IF/THEN rule for a partner to follow. Have them explain back why everyone's snakes came out the same colour, using the word algorithm.