

Musical Story Sequencing

45 minutes (2 periods)

Unplugged Coding - Music

WHAT THIS LESSON DOES

Get ready to explore coding concepts through music and storytelling. Follow step-by-step activities to understand conditional logic with a familiar song, play a sequencing game, and create musical sequences for stories, building your programming skills with creativity.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand the concept of conditional logic through familiar activities.
- Grasp the importance of sequencing in creating logical and functional programs.
- Develop skills in identifying and correcting errors in a sequence.
- Apply creative problem-solving to design unique actions or sounds for sequences.
- Build confidence in presenting and explaining a programmed sequence.

BEFORE THE LESSON

- This lesson is unplugged: no devices, logins or sound needed. Prepare a jumbled printed copy of the four-part "Cat's Day" story for each pupil or pair.
- Have prompt cards of simple actions and sounds ready if you want to seed ideas. Scissors and glue only if pupils will cut and rearrange the jumbled sentences.
- Clear floor space so the class can stand in a circle for the Music Machine game.

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HOW THE LESSON RUNS

Introduction

If You're Happy and You Know It

The Music Machine Game

The Sleepy Cat

Jumbled Sequence Program

Presentation

Wrap Up

TEACHING MOVES

- 2. If You're Happy and You Know It. As you sing, name the rule aloud: IF happy is the condition, THEN clapping is the action. Swap the action while keeping the condition to show pupils that programmers change the THEN.
- 3. The Music Machine Game. Insist the whole sequence runs from Student 1 every time before the new action is added. Keep the pace slow at first so nobody skips a step. This is what sequence order feels like.
- 4. The Sleepy Cat. Take one sound and one movement per story part and lock them in before moving on. Then read the story again and have the class perform all four actions strictly in order.
- 5. Jumbled Sequence Program. Do not let pupils assign their sounds until the four sentences are numbered in the correct logical order. Fixing the sequence first is the point of the step.
- 6. Presentation. Ask each pupil or pair to read the story in order and perform their four chosen actions. Prompt them to say which part comes first and why.

WHAT TO WATCH FOR

- Pupils treat the order of the story steps as loose, performing the actions in any order because the sounds are fun. Ask them to run the sequence with one step out of place, then discuss why the cat sleeping before it wakes does not work. Sequence order matters.
- Pupils think if/then means only one fixed action can follow a condition. Point back to the song: the condition happy stayed the same while the THEN action changed. The action is something the programmer chooses.

DIFFERENTIATION

- Emerging: Give a pupil who is stuck a prompt card so they can point to a ready-made sound rather than inventing one. Pair them with a partner and let them number the jumbled story together aloud.
- Developing: Ask them to explain back to you why their step 1 comes before step 2 before they add sounds.
- Proficient: Invite them to add a fifth part to the cat's day with its own action, keeping the whole sequence logical. Have them perform their sequence backwards and explain why it no longer makes sense.