



Lesson 5: Looking good

Introduction

This lesson develops learners' understanding of sequences by giving them the opportunity to combine motion and sounds in one sequence. They will also learn how to use costumes to change the appearance of a sprite, and backdrops to change the appearance of the stage. They will apply the skills in Activity 1 and 2 to design and create their own project, including sequences, sprites with costumes, and multiple backdrops.

Learning objectives

To change the appearance of my project

- I can build a sequence of commands
- I can decide the actions for each sprite in a program
- I can make design choices for my artwork

Key vocabulary

Sprite, stage, costume, backdrop

Preparation

Subject knowledge:

You will need to be familiar with the concept of costumes for sprites and backdrops for the stage.

You will need:

- L5 Slides
- Activities
 - Activity 1 Scratch project
 - A2 Handout – Help sheets
 - [Activity 2 Scratch project](https://ncce.io/pg3a-5-a2-ca) (ncce.io/pg3a-5-a2-ca)
 - A3 Activity sheet – Project design
- Devices capable of running Scratch 3
- Headphones (optional)

Assessment opportunities

Introduction: Assess how well learners can recall the purpose of motion, sound, and event blocks.

Activity 1: How effectively can learners read a snippet of code to predict what the outcome of it will be? Can they validate their prediction by running the code?

Activity 2: This is a heavily scaffolded activity. Assess how effectively learners can follow a set of instructions.

Activity 3: Assess how effectively learners can plan a project with less scaffolding than similar activities earlier in the unit, and how effectively they can implement their design in Scratch.

Outline plan

Please note that the slide deck labels the activities in the top right-hand corner to help you navigate the lesson.

**Timings are rough guides*

<p>Introduction (Slides 1–3)</p> <p>5 mins</p>	<p>Introduce the learning objective and success criteria on slide 2.</p> <p>Display the title of slide 3. Ask learners what they have learnt to do in Scratch so far. Depending on responses (prompt as necessary) build the slide to reveal the three block types: motion, sounds, and events. Ask learners to describe what each category enables you to do.</p>
<p>Activity 1 (Slides 4–5)</p> <p>10 mins</p>	<p>Combining motion and sounds in a sequence</p> <p>Display slide 4 to recap the two types of blocks learners have used in sequences so far: motion and sound.</p> <p>Show the sequence on slide 5, which includes both motion and sound blocks. Ask learners to consider the questions on the slide. Learners should notice that the sequence includes a combination of motion and sound, and then predict what they think the sprite will do when the sequence is run. Encourage learners to include the event block in their prediction. Learners could record their prediction on an individual whiteboard, so they can refer back to it once they've run the code.</p> <p>On a device running Scratch, give learners the opportunity to run the code by following this link: http://ncce.io/pg3a-5-a1-ca. Give the learners time to compare their prediction with the actual outcome of the program.</p>
<p>Activity 2 (Slides 6–9)</p> <p>10 mins</p>	<p>Changing the appearance of a sprite and adding backdrops</p> <p>In this activity, learners will initially change the appearance of their sprite by using costumes. Watch the screen recording on slide 6, or demonstrate the process in Scratch. The first page of the A2 'Help sheets' handout</p>

	<p>provides learners with the step-by-step process.</p> <p>Show learners the code snippet on slide 7, which enables costumes to be switched when a sprite is clicked. Click on the link in the slide to demonstrate this in a project, and then encourage learners to do the same. Learners should identify that the cat has two costumes, the girl has four costumes, and the balloon has three costumes.</p> <p>Explain to learners that the appearance of the stage can be changed by adding backdrops to the stage. Watch the screen recording on slide 8, or demonstrate the process in Scratch. The second page of the ‘Help sheets’ handout can be used to provide learners with the step-by-step process.</p> <p>Display slide 9. The challenge asks learners to change the appearance of the sprite and add a sound.</p>
<p>Activity 3 (Slides 10–11)</p> <p>20 mins</p>	<p>Design and make your own project</p> <p>This is an opportunity for learners to develop their project further by adding more sprites, sequences, and backdrops.</p> <p>Give learners the A3 ‘Project design’ activity sheet and show the completed example on slide 11. Learners are to complete their design and then implement it in Scratch. Encourage learners to refer back to their plan as they work on their project.</p> <p>Note: This activity focuses on developing the appearance of learners’ projects by changing sprites and backdrops. The algorithm stage of design, which was introduced in the previous lesson, will be revisited in the next lesson.</p> <p>Scaffolded learning: For learners who need additional support, consider providing a finished or the part-finished plan, using the examples in the handout.</p>
<p>Plenary (Slide 12)</p> <p>5 mins</p>	<p>Learners are to share their project with a partner, describing the plan and talking through the project they have made.</p>
<p>Next time (Slides 13–14)</p>	<p>Review the assessment and summary slides.</p>

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