

Lesson Topic : Scratch	
Year Group : Year 6	
Learning Outcome	The learning intention for this lesson was to learn to use the draw functions within Scratch. WALT: create our own sprites and backdrops.
Links with the New Zealand Curriculum 	Digital Curriculum Design and visual communication In this area, students learn to apply design thinking. They develop an awareness of design by using visual communication to conceptualise and develop design ideas in response to a brief. In doing so, they develop visual literacy: the ability to make sense of images and the ability to make images that make sense. They apply their visual literacy through using sketching, digital modes and other modelling techniques to effectively communicate and present design ideas. Students learn that designers identify the qualities and potential of design ideas in terms of the broad principles of design (aesthetics and function) and of sustainability. They also understand that designers are influenced by human, societal, environmental, historical and technological factors.
Key Competencies 	• Thinking. • Using language, symbols, and texts. • Relating to others.
Prior knowledge 	Prior experience with drawing tools would be helpful. Most students will recognise the main tools: - Pencil - Paint bucket - Erase - Group tool
Lesson Sequence	



Whole Class

Introduce lesson

What is Scratch used for?

- Take student ideas and discussion
- Likely ideas for animation, games, but facilitate discussion around interactive 'how to's' or info reports

Discuss the use of clip art at our school, what is our policy?

- Attributed free-to-use images the likely and correct answer, however also reinforce the 'create' aspect of our Learn, Create, Share model. That we encourage the creation of our own images.

How does this relate to Scratch?

- Hopefully the idea that we should make our own images will come through in the discussion

Introduce Presentation

Talk about the need for our own designs, and why this is important for our creativity. No pre-made, No clip art.

Demonstrate the location of the Sprites

Demonstrate the location of the Backdrops

Discuss the difference between the two draw modes.

Set the challenge

Draw a sheep on a farm/ paddock.

Screencastify the end project and put on blog

Student Activity

Learn:

Vocab: Sprite, Backdrop

Technical Knowledge: Drawing tools

	Create: Scratch animation Share: Blog Post via Screencastify
Resources	Resource Video
Reflection and Analysis	
	The kids had all used Scratch previously, and had used the premade sprites and backgrounds. Because of this, they resisted a little bit to the idea of not using the library, as they complained “it will take ages”. However, after the initial resistance the kids really engaged with the drawing of the sheep and background task. I think seeing each other being successful led to a bit of confidence. The screencastify option as a way to share the project has been great. The kids have taken on a kind of “Youtube streamer” type persona that is really entertaining and great to watch.