

Plan: Dance Party

Green Level Unit 3

Objectives

In this activity, students will:

- plan for the creation of an animated program in Scratch that is driven by repeat loops.
- begin to create an open-ended project in Scratch that incorporates music, movement, and dance.

Activity Description (45-60 minutes)

5 min.	 INTRODUCE Introduce the idea of creating an animated dance party in Scratch driven by loops . Consider showing project examples from your other classes, or from the examples on the lesson webpage . Demonstrate projects that have multiple things happening in repetition through the use of 1 or more repeat loop blocks..
5 min.	 MINI-LESSON <i>(optional)</i> As needed, review the concept of loops using p. 10 (EN / SP) in the Green Level Student Workbook. Open a new Scratch project and model how to find a repeat loop block in the orange Control category, and drag it out to the scripts area. Demonstrate how to add a block from the Motion, Looks, or Sound category into the repeat loop, and change the number of times it repeats. Show students how to add a second block into the repeat loop, asking them to first brainstorm what the sequence of commands might be before running the code.
15-20 min.	 PLAN Use the Dance Party Planning Guide (EN / SP) to help students plan on paper for the project they want to create in Scratch. Encourage them to complete as many of the brainstorming questions as necessary, and to sketch the images of the sprites they might use. Students should fill out the blank code blocks with a description of the sequence of actions that will repeat when the green flag is clicked.
15-25 min.	 BUILD Provide students with work time in Scratch to begin creating their Dance Party project. Remind students how to navigate to the Scratch website , log in to their account, and click "Create" to start a new project. Encourage students to name their project and share it to a class studio before they begin building.

	Use p. 13 in the Green Level Student Workbook (EN / SP) to guide students as they begin building their projects in Scratch. Encourage students to utilize “parallel programming” in which they are working together while building their own projects on their own devices. This might look like students asking each other for help and sharing their knowledge with others as they debug problems. It might also look like students identifying themselves as “experts” on Scratch-specific tasks then helping their peers who are struggling with that task (i.e. using the sound blocks, adding a backdrop, changing the color of a sprite). The teacher should use this time to provide individual and small-group targeted support to students who need extra guidance on this project.
5 min.	 REFLECT Ask students to think back on their experience planning for their Dance Party project today by responding to these reflection prompts: • How did the planning guide help you start your project in Scratch? • What are you excited to add to your Dance Party project next class?

Reviewing Student Work

- ★ Are students able to think through the elements of their Dance Party project with the planning guide? Were they able to use the brainstorming section as well as the areas to sketch sprites and code blocks?
- ★ Are students using loops to make things repeat in their project? Are their loops repeating a sequence of 2 or more actions, instead of just 1 action?

Lesson Notes

- ✚ Utilize a variety of resources to help students who get “stuck” while working on their project in Scratch. Encourage them to ask peers for support, explore Scratch tutorials or [Starter Cards](#), or utilize one of [these strategies](#) to get unstuck!