

# Starting to Scratch



Assessment Focus
<b>Interactive Design</b>
<ul style="list-style-type: none"> <li>• Explore (2)*</li> <li>• Express</li> <li>• Evaluate</li> <li>• Exhibit (Level 2)</li> </ul>

Pupil Notes	
Level 1	Part 1
Level 2	Part 2

\* Explore (2) refers to the second bullet point of Explore in the Levels of Progression.

## Task Description

In this task, pupils are required to use Scratch to make a sprite move in different directions and add a background, sound and text.

When making a judgement of the pupil's level of Using ICT competence within this task, teachers should use the Assessment Criteria Grid.

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## Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in some of the following:

- taking an existing sprite or drawing their own sprite and using simple commands to make it move; (Level 1);
- adding sound or text; (Level 1);
- changing the appearance of a sprite and using commands to make it move in more than one direction; (Level 2);
- adding sound and text; (Level 2); and
- choosing a suitable background (Level 2).

## Resources

CCEA 'How to' .. Guide on Scratch.

CCEA Case Studies available on the Primary Using ICT microsite.

Scratch software.

The Scratch Resource Cards A, B, C and D are very useful for teaching pupils about Scratch. These are available for downloading on the <http://clounagh.org/>

## Managing the Task

Pupils should be given opportunities to:

### Plan

Pupils explore with making a given sprite move in different directions. They discuss with the teacher what they want their sprite to do.

### Do

Pupils work individually or in pairs. They choose a sprite and change the appearance, if appropriate, add sound and text and choose a suitable background.

### Review

Pupils talk about what they have done, and how they might make changes.

## Evidence for External Moderation

As well as submitting the final product, please include;

- any evidence of planning

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## Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets out the Requirements for Using ICT that are covered in this task. Alongside this are the Levels of Progression and the Using ICT Desirable Features for Interactive Design. These Desirable Features have been produced as guidance for teachers to consider

when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgement of the pupil's level of Using ICT competence, teachers should ensure that these Desirable Features are used in conjunction with the Using ICT Levels of Progression.

Assessment Criteria Grid		
Using ICT Requirements	Level 1	Level 2
<b>Explore</b> <ul style="list-style-type: none"> <li>investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>explore and interact with a digital device or environment;</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>carry out a series of instructions using a digital device or environment;</li> </ul>
<b>Express</b> <ul style="list-style-type: none"> <li>create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.</li> </ul>	<ul style="list-style-type: none"> <li>express ideas by creating pictures and composing text and/or graphs or adding own voiceover; and</li> </ul>	<ul style="list-style-type: none"> <li>create and edit text and/or data onscreen, combining images and/or sound;</li> </ul>
<b>Evaluate</b> <ul style="list-style-type: none"> <li>talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.</li> </ul>	<ul style="list-style-type: none"> <li>talk about their work.</li> </ul>	<ul style="list-style-type: none"> <li>talk about how to improve their work; and</li> </ul>
<b>Exhibit</b> <ul style="list-style-type: none"> <li>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</li> </ul>		<ul style="list-style-type: none"> <li>save their work.</li> </ul>

**Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.**

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Desirable Features	
Interactive Design – Level 1	Interactive Design – Level 2
<p>Pupils can:</p> <ul style="list-style-type: none"><li>• explore a digital device or environment using simple commands, <i>for example take an existing sprite and use pre-existing commands to make it move or change;</i> and</li><li>• talk about what they have done.</li></ul>	<p>Pupils can:</p> <ul style="list-style-type: none"><li>• enter commands to create movement or change, <i>for example change the appearance of a sprite or make a sprite move in more than one direction;</i> and</li><li>• talk about how to improve their work.</li></ul>

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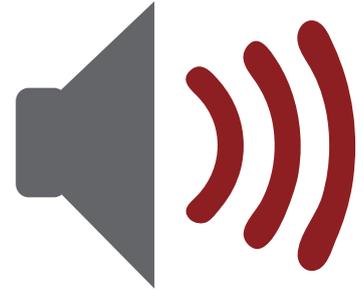
## Part 1

Choose a sprite or draw your own sprite.

Use the Motion function to make your sprite move.

Use the Sounds function to add sound or the Looks function to add words.

Talk about your work.



## Part 2

Now change the colour of your sprite.

Make it bigger or smaller.

Make your sprite move in different directions.

Add sounds and words.

Choose a suitable background for your sprite.

Save your work.

Show it to someone from your class and talk about how you could improve it.

