

LESSON 9

Dance Party: Make Your Characters Groove

30 minutes

Creative Stories

WHAT THIS LESSON DOES

As the teacher, guide your students through animating Scratch Jr. characters with dance moves using movement blocks. Help them change backgrounds to a stage setting, discuss favourite dance moves, and encourage creativity with unique routines and free play.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand and apply the concept of changing backgrounds in Scratch Junior.
- Develop a dance routine for Scratch the Cat using motion blocks.
- Experiment with different motions and sequences to create a unique dance.
- Explore and experiment with the app independently during free play.
- Enhance creativity and deepen understanding of Scratch Junior through open-ended tasks.

BEFORE THE LESSON

- Open Scratch Junior on each pupil device and check every child can reach their saved project from the earlier Scratch the Cat lesson.
- Have the Scratch the Cat recap slideshow ready on the board.
- Prepare a simple example dance of your own using move, turn and jump blocks, so you can show what the finished challenge looks like.
- Check devices are charged for the full thirty minutes.

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HOW THE LESSON RUNS

Introduction

Scratch The Cat Recap

Changing Backgrounds

Choose the Moves

Discuss Dance Moves

Test the Dance

Today's Challenge

Free Play

TEACHING MOVES

- 2. Scratch The Cat Recap. Run the slideshow quickly. Ask the class to remind you what a motion block does before you move on, so you know they are ready to build on it.
- 3. Changing Backgrounds. Model it live first. Tap the picture above the stage, pick a background, then wait and watch every device change before you say another word. Do not talk over the tapping.
- 4. Choose the Moves. Drag one block onto the coding area and tap it so pupils see the cat actually move. Name each block as you add it: move left, move right, hop.
- 6. Test the Dance. Show pupils where the green flag is and press it on your screen. Make clear the flag runs the whole sequence, not just the last block they added.
- 7. Today's Challenge. Show your example dance once, then set them off. Say there is no wrong dance and they can use as many blocks as they like. Circulate and press green flags with pupils who are stuck.
- 8. Free Play. For early finishers, suggest one new thing to try: a different background or a longer routine. Keep them building rather than just tapping around.

WHAT TO WATCH FOR

- Students may think: Pupils think the blocks run one at a time as they tap each one, and do not realise the green flag plays the whole sequence in order. What to do: Stand at one device, build three blocks, then press the green flag and count the moves aloud with the pupil so they see the blocks run as a sequence.
- Students may think: Pupils drop blocks near each other but not snapped together, so only the first block runs. What to do: Show them the blocks need to click into one another like a jigsaw. Have them drag the loose block until it snaps, then test again.

DIFFERENTIATION

- Emerging: Sit beside them and change the background together first, one tap at a time, before any dance blocks. Give them two blocks to start with and press the flag together, then add a third.
- Developing: Ask them to say their dance aloud before they press the flag: move, turn, jump. Naming the order helps them spot a block in the wrong place. Pair them with a partner and have each explain their sequence to the other.
- Proficient: Challenge them to make the dance repeat or to add a second background so the cat 'dances' in two places. Ask them to teach a neighbour how to change the background.