## LESSON PLAN 3

|  |  |  |
| --- | --- | --- |
| National Curriculum areas NA | Class: 4 | Date: 06//02/13 |
| Subject: ICT | Length: 50 min |
| Previous experienceStudents have experience of using Flowol 4 as a computer programming application and have begun to create a short scratch story using Sprites, Scripts and uploaded stages. |
| Specific learning intentionsI can use audio in my short story scene. | Related success criteria:I can choose appropriate audio to complement my Scratch short story scene. |
| **Subject knowledge (SK)**Teacher should be able to demonstrate a simple script and be able to demonstrate and explain basic examples.Computer programming is creating a sequence of instructions to enable the computer to do something.**Technical vocabulary** Script – A sequence of demands to control the Sprite, Stage and Costume.Sprite – A Scratch characterCostume – A different pose/shape of one SpriteStage – The background or setting**LESSON PROGRESSION** |
| Approx. timings2Minutes8Minutes | Introduction and contextDiscuss LO.Demonstrate to students how to record and upload audio.  | Key questionsWhat type of audio might you record? (speech/singing) |
| 20Minutes10Minutes | Development phasesAllow students to explore audio in Scratch. They should record, upload and script audio to short story.Students should use this time to polish and finalise Scratch short story scene. | Could you add more audio?***Teacher should use this time to complete assessment tick grids****.* |
| 5Minutes5 Minutes | PlenaryAllow students to move around the ICT suite looking and commenting on peer work.Whole class feedback.Demonstrate shorts stories if time. | Would you change anything about your Scratch short story?***Teacher should use this time to complete assessment tick grids.*** |
| DifferentiationLA – lower ability students may be paired up to complete short story.HA – High ability students should be encouraged to include more than one Sprite and use a range of recorded and uploaded audio. Extension Activity:Students use PMIQ to explore and comment on peer work.Behaviour management strategies: Advise students of the lesson structure to allow them responsibility for own time management.5 second count down to silence.Monitors off during demonstration and plenary. |
| Ways forward:Students will create their own short scratch story by use of exploration, peer evaluation and whole class feedback. | Resources and adult support:ICT SuiteScratchLarge screen for demonstrations |