



Look and feel

Scratch lesson plan – Code Playground



 **BARCLAYS**

Lesson overview

In this lesson, students will explore Scratch's editing tools to customise a backdrop and sprites. They will learn to use shapes, grouping, and colour tools to create a scene that forms the foundation for their animated story. This is part two of our story challenge.

Time	Key learning outcomes	Resources
45 mins	<ul style="list-style-type: none">• Use Scratch's backdrop editor to create and customise scenes• Apply grouping tools to organise and manipulate objects efficiently• Customise sprites with colour tools to enhance visuals• Develop creative design skills in Scratch.	<ul style="list-style-type: none">• Laptops or desktop computers• Access to Scratch website - https://scratch.mit.edu.

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Introduction

Look and feel is the second part of our story challenge series. It focuses on customising backgrounds and sprites.

“Through the five parts of the story challenge you will use a variety of different skills that you can use to build up to create a longer project.”

This activity demonstrates taking existing background and sprite assets and modifying them. The skills learned can then be applied to other projects or even creating fully personalised objects.

Class discussion

“What elements will you include in your backdrop to make your story engaging?”

Scratch practical

Ask the children to log into Scratch and set up their workspace as described in the workbook. Show the look and feel video as a guided lesson pausing regularly when the pupils need to catch up.

- Children should be able to follow along with the workbook or the guided lesson video
- By the end of the lesson children should be able to create a working program showcasing the look and feel activity.

Activity – Look and feel

“Today, we’ll create a custom scene in Scratch by designing a backdrop and personalising sprites. This will help us set the stage for your animated story.”

Class question:

How can you edit an existing sprite to make a whole new character?

“You’ll use tools like grouping, shapes, and colour fills to bring your scene to life. These skills are important for making your story unique.”

Scratch practical

Using the video and workbooks support the children to follow the instructions and complete the coding project. Have them think of other ways to enhance the project if they have extra time.

Activity wrap up

Prepare to share your project with the class.

“How does grouping make editing your backdrop easier?”

Encourage customisation

- Add interactive elements, such as objects that change colour when clicked
- Create a second backdrop for another part of the story
- Experiment with the Pen extension to draw more detailed shapes.

Summary

The following information is an example of what a child at an expected level would be able to demonstrate when completing these activities with additional examples to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment guidance

Differentiation – Lower ability/ASN

- Focus on adding and grouping one or two objects in the backdrop
- Use pre-made sprites and provide starter templates for the scene
- Pair students to work together on more complex tasks.

Differentiation – Higher ability/extension

- Challenge students to create multiple backdrops for different scenes
- Encourage them to add more intricate designs to their sprites
- Explore using variables to change the backdrop dynamically during the story.

Plenary

- “What tools did you use to customise your backdrop and sprites?”
- “Which part of creating your scene was the most fun or challenging?”
- “What would you add or change to make your scene even better?”

Assessment questions

- How did you customise your backdrop using Scratch’s tools?
- What techniques did you use to make your sprites unique?
- How does grouping objects help when editing your scene?
- What would you add to improve your backdrop or sprites further?