CPI Unit Plan

Target Students: high school students

Target Proficiency Level: Novice-Low to Novice-Mid

Unit Theme: The Art of Chinese Calligraphy and Painting

Designed by: Mei-Yen Cracraft and Xiao Zhu

Brief Description of the Unit:
In this unit, Novice-Low to Novice-Mid high school students will be introduced to the unit theme and will acquire basic knowledge of Chinese calligraphy and painting. Activities will include research, group discussion, artwork appreciation, and hands on activities.

Desired Enduring Understandings:
Students will understand and appreciate the essence of the art of Chinese calligraphy and painting, and continue exploring the topic beyond the lessons.

Essential Questions that Guide this Unit and Focus Teaching/Learning:
- How important were the Four Treasures of Study in ancient Chinese life?
- To what degree are Chinese calligraphy and painting closely related?
- How do Chinese artists express their ideas in their artworks?
- How do Chinese paintings differ from Western paintings?

National Foreign Language Standards:
1.1, 1.2, 1.3; 2.1, 2.2; 3.1, 3.2; 4.2; 5.1, 5.2

Content Knowledge:
- Four Treasures of Study
- Four main styles of Chinese calligraphy (四体)
- Chinese character stroke order
- Colors
- Traditional subjects of Chinese painting (花鸟, 山水 etc.)
- Two main styles of Chinese painting (没骨 & 工笔)
- The main features of Chinese painting

Key Linguistic Structures/Grammar and Vocabulary:

<table>
<thead>
<tr>
<th>Key Structures/Grammar</th>
<th>Key Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>有 / 没有</td>
<td>Numbers: 1 to 100</td>
</tr>
<tr>
<td>要 / 给</td>
<td>写书法，像，字，象形文字，画国画，画法，毛笔，墨条，砚台，墨汁，文房四宝，宣纸，动物，动物毛，发明，吸水，石头，磨墨，花鸟画，山水画，没骨画，工笔画，山，河，云，树，诗，署名，落款，题字，印章，颜色，喜欢，字体</td>
</tr>
</tbody>
</table>
我喜欢____。
我喜欢画____。

The word order for 年月日
___是____的 (for identifying color)
很____(有意思，好看) 怎么样  ____还是____ A跟B比  A比B  ____的(对

describing how well someone paint or write)

真、草、隶、篆, 笔顺, 意境, 留白, 中
西, 不同/相同, 特点, 还是, 比, 跟,
很, 怎么样, 就, 行, 张, 幅, 支, 首, 种, (颜色),
洛阳纸贵, 东床快婿, 一字千金, 青出于
蓝, 胸有成竹, 画龙点睛, 画蛇添足
Students’ own Chinese names

Skills:
• Name the Four Treasures of Study
• Write Chinese characters using the correct stroke order
• Distinguish different styles of Chinese calligraphy
• Write their own names with a Chinese brush
• Identify two main styles of Chinese painting
• Talk about personal preferences about Chinese calligraphy styles and painting subjects and
 artworks
• Identify the elements (such as 山, 鸟, 树, etc.) of traditional Chinese painting

Connections to Other Disciplines:
• Literature: poems, idioms
• History: Chinese calligraphy, Chinese painting
• Fine art: Chinese painting and calligraphy practice

Technology Integration:
• PowerPoint presentations, videos and Internet research on Chinese painting and calligraphy.

Assessments:
Performance tasks
• Identify the Four Treasures of Study
• Identify the elements (such as 山, 鸟, 树, etc.) of traditional Chinese painting
• Simple presentations on:
  a. The importance of the Four Treasures of Study (Chinese paint brush and paper inventions)
  b. The style of a Chinese painting and its artist
• Talk with classmates about different styles of Chinese calligraphy and different styles and
 subjects of painting and their personal preferences
• Write their own names and meaningful Chinese characters with a Chinese brush and using the
 correct stroke order
• Chinese character writing homework
• Final Chinese artwork creation

Quizzes, Tests, Prompts, Work Samples
• Vocabulary quizzes
• Reading and listening comprehension
Unprompted Evidence (observations, dialogues)
- Classroom participation
- Performance in hands on activities (be careful not to judge the artistic aspects)

Can Do Statements from Linguafolio
I can
- Ask for things from other people
- Express what I like or dislike
- Name basic colors
- Describe a painting in simple terms
- Simply express personal opinions of artworks

Required Resources:
- Sets of the Four Treasures of Study for demonstration and students’ practice
- Sample pictures of Chinese calligraphy and painting artwork (PowerPoint)
- Chinese paints and equipment
- Video clips of Chinese character animation
- Computer with Internet connection and projector

Differentiation of Instruction:
- To satisfy students’ different learning styles, new cultural aspects and language items are presented in various forms such as PowerPoint, written language (pinyin and characters), video clips, handouts and practice demonstration.

Instructional Strategies:
- Scaffolding
- Teacher/student interaction through questions and classroom discussions
- Pair work and group work
- Dialogues and presentations
- Hands on practice
- Games and competitions
- DVD watching and artwork appreciation
- Student research and discussions

Prior knowledge that will help students learn the new information:
- Common knowledge of general colors

Links to relevant web sites:
- [http://www.youtube.com/watch?v=emXw0pgrrlY](http://www.youtube.com/watch?v=emXw0pgrrlY) (The art of writing)
- [http://www.csulb.edu/~txie/azi/page1.htm](http://www.csulb.edu/~txie/azi/page1.htm) (stroke order)
- [http://artist.cangdian.com/](http://artist.cangdian.com/) (Chinese painting/ calligraphy artists)
- [http://vr.theatre.ntu.edu.tw/fineart/painter.htm#painter-tw](http://vr.theatre.ntu.edu.tw/fineart/painter.htm#painter-tw) (artists)
- [http://www.youtube.com/watch?v=eCq8YQ1-o2g](http://www.youtube.com/watch?v=eCq8YQ1-o2g) (3D Chinese painting)
- [http://www.youtube.com/watch?v=RxWCAnaKjds](http://www.youtube.com/watch?v=RxWCAnaKjds) (Chinese character/painting animation)
Lessons that support the unit:

Activities for Essential Question 1
How important were the Four Treasures of Study in ancient Chinese life?

- Research on 蔡伦造纸, 蒙恬发明毛笔

Activities for Essential Question 2
To what degree are Chinese calligraphy and painting closely related?

- Activities on these two video clips about Chinese character/painting animation
  http://www.youtube.com/watch?v=RxWCAnaKjds (Chinese character/painting animation)
  http://www.youtube.com/watch?v=emXw0pgrrIY (The art of writing)

Activities for Essential Question 3
How do Chinese artists express their ideas in their artworks?

- Activities
  Read the poem 寻隐者不遇 by 贾岛 and find artwork that represents it
  Look at artwork (a little bird nest right by a big waterfall) and guess the topic (宁静)
  Introduction and artwork appreciation of the art of inscription, signature and seal in the Chinese painting
  Artwork appreciation and discussion of famous Chinese (painting and calligraphy) artwork
  Hands on practice
  Field trip to museums (optional)
  Guest speaker of local Chinese painting/calligraphy artist (optional)

Activities for Essential Question 4
How do Chinese paintings different from Western paintings?

- Activities on comparing Western and Chinese paintings.

A Culminating Event:

Combine the calligraphy of students’ own names and simple characters that they think are meaningful for themselves, and then help students create a Chinese painting that corresponds to the characters.
### Day One

**Lesson Topics:** The Four Treasures of Study, introduction of Chinese calligraphy and painting

**Learning Outcomes:** students can name the Four Treasures of Study and identify few basic pictographic characters.

**Standards:** interpersonal communication, interpretive communication, & cultures

<table>
<thead>
<tr>
<th>Purpose/Time</th>
<th>Procedure with detailed description and examples/questions</th>
<th>Props/Notes/Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting the stage (5 minutes)</td>
<td>1. Introduce the importance of Chinese calligraphy and Chinese painting in Chinese culture and daily life by showing the pictures (ppt) of Chinese calligraphy/painting artworks and their appearance on various forms (春联，年画，画扇，衣服，手绢、书信 etc.)</td>
<td>Pictures (PPT)</td>
</tr>
</tbody>
</table>
| Comprehensible input (5 minutes) | 1. Use handout #1 to introduce the Four Treasures of Study, ask individual students to read out the five parts of the English explanations.  
2. Teach new vocabulary: 文房四宝, 张, 幅, 支, 毛笔, 动物毛, 墨, 墨汁, 墨条, 纸, 宣纸, 吸水, 砚, 砚台, 石头, 黑色 | Handout #1, Vocabulary list |
| Guided practice (10 minutes) | 1. Play Game: Find my Four Treasures of Study sets.  
   • Demonstrate and practice the Q&As:  
     A: 你有没有___？  
     B: 我有___/我没有__。  
     A: 我要 _ 支 / 张 /个_。  
     B: 给你。  
     A: 谢谢。  
     B: 不谢。  
   • Ask one student to read out the game instruction on PPT slides.  
   • Pair up the students to start to play the game while teacher monitors and helps each group. | PPT, Envelopes with four treasures of study pictures |
| Comprehensible input (5 minutes) | Explain how Chinese characters and pictures are closely related by giving examples of pictographic characters (teach Voc.: 象形文字, Grammar: 像 / 不像; 这 像不像 _ _ ？) (using handout #2) | Handout #2 |
| Guided practice (15 minutes) | 1. Divide students into small groups; give students worksheet #1 and ask each group to look at the characters carefully and guess the meanings first, and write then down under each character.  
2. Ask students to circle the characters that appear in the video clip | Video clip, PPT, Worksheet #1 |
3. Show the video clip of [http://www.youtube.com/watch?v=emXw0pgrr1Y](http://www.youtube.com/watch?v=emXw0pgrr1Y) (The art of writing)

4. Ask each group to discuss and modify the meaning of each character.

5. Competition: Show worksheet PPT, and point at characters one by one while each group races to guess the meanings. Whoever gets the right answer (**students must say the characters in Chinese**) first gets the point. 

6. Reward the winners and show the video clip again and explain.

<table>
<thead>
<tr>
<th>Application and Extension (3 minutes)</th>
<th>1. Idiom story: 洛阳纸贵</th>
<th>Handout #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and wrap-up (5 minutes)</td>
<td>1. Assess students’ understanding of this lesson. (Worksheet #2—comprehension assessment)</td>
<td>Worksheet #2</td>
</tr>
</tbody>
</table>
| Homework/Preview (2 minutes)         | 1. Character writing homework sheet.  
2. Ask students to research on Chinese inventions of paper and paint brush(蔡伦造纸, 蒙恬发明毛笔) and be prepared to present the next class. | Homework sheet |
Day Two

Lesson Topics: The art of Chinese calligraphy and stroke order

Learning Outcomes: Students can identify more basic pictographic characters, distinguish different styles of Chinese calligraphy, talk about personal preferences about Chinese calligraphy styles and write Chinese characters using the correct stroke order.

Standards: interpersonal communication, interpretive communication, presentational communication, cultures and connections

<table>
<thead>
<tr>
<th>Purpose/Time</th>
<th>Procedure with detailed description and examples/questions</th>
<th>Props/Notes/Reflections</th>
</tr>
</thead>
</table>
| Setting the stage (5 minutes)       | 1. Collect homework and review the Four Treasures of Study  
2. Students report their research on Chinese inventions of paper and paintbrush (蔡伦造纸, 蒙恬发明毛笔) (ask volunteers to report on each inventions and then ask the whole class to add on information that were not covered.) | (PPT)                   |
| Comprehensible input & Guided practice (10 minutes) | 1. Teach vocabulary: 写, 书法  
2. 小对话：  
A: 你在做什么？  
B: 我在写书法。  
A: 让我看看。这不像字；这像画。  
B: 这是字；是象形文字。  
A: 哦，我知道了。这是日，那是月。  
B: 答对了！  
3. After group practice, ask students to role play (present) 小对话 | Handout #1, Vocabulary list |
| Comprehensible input & Guided practice (10 minutes) | 1. More on pictographic characters (review 象形文字，Grammar: 像 / 不像, 这像不像 _ _ ?) (using worksheets #1 – pictures from Amazing Chinese Characters)  
2. Students in small group using 这像不像 _ _ ? sentences discuss the answers.  
3. Teacher discusses the answers with the whole class.  
4. Show the video clip (parts) of http://www.youtube.com/watch?v=RxWCAnaKjds (Chinese character/painting animation) | PPT, worksheets#1, Video clip |
| Comprehensible input & Guided practice (7 minutes) | 1 Introduce the brief history about Chinese calligraphy (handout #2).  
2 (Show ppt) Introduce four main calligraphy styles. (Voc: | PPT, Handout #2, Vocabulary list, |
Students discuss different calligraphy styles and express personal preferences.

你喜欢哪种字体？
你觉得这两种字体像不像？
这是__还是__? 你喜欢__还是__？
你觉得__很____(有意思，好看)吗？

Guided practice (7 minutes)

1. Introduction of stroke orders. (handout #3 永)
2. Show ppt: http://www.csulb.edu/~txie/azi/page1.htm (stroke order)
3. Have students practice on worksheets

Handout #3, PPT, Worksheet (homework sheet) #2

Application and Extension (10 minutes)

1. Calligraphy artwork appreciation: show ppt of 苏轼(寒食帖), 王羲之 & 陈丁奇’s calligraphy artwork and discuss.
   这是____的书法。
   我(不)喜欢__。
   你觉得__很____(有意思，好看)吗？
   你喜欢__还是__？
   A跟B比A/B比较__。
   我觉得A比B__。
2. Idiom story: 东床快婿 and introduce famous artist: 王羲之

Handout #4

Assessment and wrap-up (5 minutes)

Assess students’ understanding of this lesson. (Worksheet #3—comprehension assessment)

Worksheet #3

Homework/Preview (2 minutes)

1. Character writing homework sheet.
2. Give students handout#5 (simple Chinese character such as 美，真，爱 & 仁) ask students to think of a character in Chinese or English that is meaningful to them or closely related to their life. Write it down and bring it to the next class.

Homework sheet, handout #5
**Day Three**

**Lesson Topics:** Chinese calligraphy practice and the art of inscription, signature and seal

**Learning Outcomes:** Students can write their own names with a Chinese brush and identify the inscription and signature of an artwork.

**Standards:** interpersonal communication, interpretive communication, presentational communication and cultures

<table>
<thead>
<tr>
<th>Purpose/Time</th>
<th>Procedure with detailed description and examples/questions</th>
<th>Props/Notes/Reflections</th>
</tr>
</thead>
</table>
| Setting the stage (10 minutes) | 1. Set up seats and tables for calligraphy practice prior to class.  
2. Collect homework and review the four main calligraphy styles  
3. Students present the characters that are meaningful to them or closely related to their lives.  
这是我选的字 。  
我喜欢____。  
我觉得____很____ (有意思,好看)。  
4. Help students translate or pick the characters in Chinese if there is anyone using English. | Vocabulary list |
| Comprehensible input & Guided practice (5 minutes) | 1. Teach vocabulary: 中文名字, 写得, 真好  
2. 小对话：  
B: 你看这是我的中文名字。  
A: 你的书法写得真好！  
3. Have students practice 小对话 | Handout #1, Vocabulary list |
| Comprehensible input & Guided practice (5 minutes) | 1. Show ppt and introduce the art of inscription 题字 and signature 署名/落款 (They help artists express their ideas in their artworks) and the word order for 年月日  
2. Students look at ppt slides and discuss/identify the inscription and signature of artworks. | PPT, |
| Comprehensible input (5 minutes) | 1. Introduce the art of seals 印章 (the different contact and styles). (Seals contain not just the artists’ names, they are one of the tools to help the artists express their ideas in their artworks; some owners of the artworks – not artists themselves—also use seals to express their appreciation and ownership of the artworks)  
2. Show some actual seals and 印泥  
3. Show ppt of artist 小鱼 (陈正隆)’s seal artwork and pictures of seal making process. | PPT, actual seals & 印泥 |
| Comprehensible input & Guided | 1. Review stroke order and show ppt and introducing the correct Chinese calligraphy writing gestures. | PPT, sets of the Four Treasures of |
### Practice (25 minutes)

2. Hand out the Four Treasures of Study sets to the students and help them practice the correct way of paintbrush holding.
3. Demonstrate calligraphy writing.
4. Help students to practice calligraphy writing.
5. Students practice writing their Chinese names and the characters they picked earlier in the class.

### Application and Extension (3 minutes)

<table>
<thead>
<tr>
<th>Idiom story: 一字千金 (a single word can sometimes wroth of 千金 – encourage students to pick their precious 一字 on their projects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handout #2</td>
</tr>
</tbody>
</table>

### Homework/Preview (2 minutes)

1. Character writing homework sheet.
2. Ask students to research and pick a few Chinese paintings they like and be prepared to present the next class.

<table>
<thead>
<tr>
<th>Homework sheet</th>
</tr>
</thead>
</table>
**Day Four**

**Lesson Topics:** The art of Chinese painting

**Learning Outcomes:** Students can identify the main styles and elements (such as 山, 鸟, 树, etc.) of traditional Chinese paintings and talk about personal preferences about painting subjects and artworks

**Standards:** interpersonal communication, interpretive communication, presentational communication, cultures, connections and comparisons

<table>
<thead>
<tr>
<th>Purpose/Time</th>
<th>Procedure with detailed description and examples/questions</th>
<th>Props/Notes/Reflections</th>
</tr>
</thead>
</table>
| Setting the stage (6 minutes)    | 1. Collect homework and review basic colors.  
2. Students present the Chinese paintings they picked.  
这是我选的画。  
我喜欢____。
我觉得___很____(有意思, 好看, 美, 真实...)。 | Vocabulary list                                                               |
| Comprehensible input & Guided practice (7 minutes) | 1. Teach vocabulary: 写字, 画画, 怎么样, 可惜, 颜色, 记得, 署名, 就, 行  
2. 小对话：  
A: 你写字, 我画画。你看我画得怎么样？  
B: 有山有水真好看！  
A: 可惜没有颜色。  
B: 没关系, 记得署名就行了！  
3. After group practice, ask students to role play (present) | Handout #1, Vocabulary list |
| Comprehensible input & Guided practice (15 minutes) | 1. Introduce a brief history of Chinese painting (ppt including 文人画).  
2. Introduce Chinese painting colors (show the actual paints) (compare the colors to Western paint colors)  
3. Introduce traditional Chinese painting subjects (花鸟, 山水, 人物, 虫鱼动物 etc.) /elements (山, 河, 云, 花, 鸟, 人, 建筑物 etc.)  
4. Show (ppt) artwork examples and ask students to identify the subjects and elements: (我猜 / 想)这是__。  
5. Introduce traditional Chinese painting styles 画法: 没骨画, 工笔画  
6. Show (ppt) artwork examples and ask students to identify the painting styles (including 牧马图 v.s. 俊马图): (我猜 / 想)这是__。 | PPT, Chinese paints, Vocabulary list |
| Comprehensible input | 1. Discuss the essentials (气, 意境 & 留白) and | PPT, |
characteristics of Chinese paintings

(Essentials (气，意境 & 留白): A Chinese painting should have “qi” (气), a kind of artistic conception. This is not easily translated, but essentially means that the painting should have life and energy which is influenced by the artist’s mood and spirit so that his/her own energy is expressed in the interpretation of the subject.

Also in Chinese paintings there is an emphasis on leaving space for imagination which called 留白—a kind of artistic conception that is different from Western paintings.

Characteristics: Chinese painting aims to capture the essence of a subject, its growth patterns and movements rather than create an abstract replica. For example, in Western painting, the artist goes to great lengths to produce a reflection or shadow on a surface. The Chinese simply describe softness or roughness with wet or dry brush strokes.

There is much symbolism in the Chinese paintings, and hidden meanings.

2. Show ppt artworks and compare/discuss the differences between Chinese paintings and Western paintings

(Voc: 中西，不同/相同，特点)

(张大千的荷花 v.s. Claude Monet's Water-Lilies；唐代的仕女图 v.s. Vermeer's Girl With A Pearl Earring；中国山水画 v.s. 西洋风景画)

6. Activity: 由意境找图画

Give students worksheet #1 (poem: 寻隐者不遇 by 贾岛
松下问童子，言师采药去。
只在此山中，云深不知处。
with English translation). Discuss the poem and ask students to see the ppt and pick a painting that represents the poem.

7. Activity: 由图画猜意境

Show students the artwork on ppt(a little bird nest right by a big waterfall) and ask students to guess the topic (宁静)

Idiom stories:
青出于蓝，胸有成竹

3. Character writing homework sheet.
4. Based on the paintings that students pick from last homework, ask students to research on the painting’s (pick just one) artist and its style and be prepared to present the next class.

Homework sheet
### Day Five

**Lesson Topics:** Hands on practice Chinese painting with inscription and signature  
**Learning Outcomes:** Students can create a Chinese painting that corresponds to the simple characters that they think are meaningful for themselves 题字 and combine the calligraphy of students’ own names 署名.

**Standards:** presentational communication, cultures, and connections

<table>
<thead>
<tr>
<th>Purpose/Time</th>
<th>Procedure with detailed description and examples/questions</th>
<th>Props/Notes/Reflections</th>
</tr>
</thead>
</table>
| Setting the stage/ review (10 minutes) | 1. Set up seats and tables for calligraphy practice prior to class. Collect homework and review the correct Chinese calligraphy gestures, 题字 & 署名  
2. Students present their research on the artist and the painting style 这是_ _的画。 这是一幅_ _画。 我觉得___的画很 ___ (有意思，好看，美，真实...)。 |  |
| Comprehensible input (10 minutes) | Artwork appreciation on famous artists such as: 吴道子, 范宽, 吴昌硕, 齐白石, 张大千 & 小鱼 | ppt |
| Assessment and wrap-up (25 minutes) | Combine the calligraphy of students’ own names and simple characters that they think are meaningful for themselves, and then help students create a Chinese painting that corresponds to the characters. | Sets of the Four Treasures of Study and painting tools for students to practice with |
| Application and extension (3 minutes) | Idiom stories: 画龙点睛，画蛇添足 (to show students how important a single stroke can be in Chinese painting) | Handout #1 |
| Suggestion on additional activities | 1. Field trip to museums (Give students worksheets with tasks like:  
- look for an old man with a hat,  
- find your favorite painting, look carefully, and imagine yourself in the painting  
2. Guest speaker of local Chinese painting/calligraphy artist (students can have Q & A with the artist and share their creation/artworks with each other) |  |