CPI Lesson Plan Template

Target Students: X middle school students  X high school students

Target Proficiency Level: Novice-Low to Novice-Mid

Lesson Topic: Chinese

Lesson Objectives: teach students basic concepts of Chinese brush painting and calligraphy

Learning Outcomes: students could appreciate Chinese brush painting and calligraphy

Standards: ☑ interpersonal communication ☑ interpretive communication  ☑ presentational communication ☑ cultures  ☑ connections  ☑ comparisons  ☑ communities

Designed by: Xiao Zhu

<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& Guided practice (5 minutes) | 1. Greeting:  
T: 大家好，我是竺老师，我姓竺。  
（holding paper1 written in Character 竺）  
2. Transition:  
T: 这是拼音吗？  
（holding paper1 written Character 竺）  
这是汉字吗？  
这是汉字还是画？  
（holding paper2 drew Character 竺 & asking several students）  
T: 我知道。我告诉你们。  
3 Show Chinese character animation video clip. Divide students into three groups working for the handout which require them to match, and guess the meaning of each character. | Paper written Character 竺; drew character 竺  
Chinese character animation video clip  
Guessing games with handouts                                                                 |
| Comprehensible input (10 minutes) | 1 T: From that activity, we could experience that Chinese characters are closely related to picture. Chinese writing was originally based on picture of objects (pictogram).  
T: That’s why we appreciate traditional Chinese brush painting and calligraphy together. The earliest scripts date from the 11th century BC and appeared on bones and turtle shells.  
Introduction of the “Four Treasures”  
2 Introduction of Calligraphy:  
a The art of calligraphy is an integral part of Chinese brush painting and is held in high esteem. Calligraphy is used to enhance a painting but also an art itself.  
b There are many different styles of calligraphy, from | PPT  
Painting works from books and calendar                                                                 |
the most abstract, or “grass”, style to the formal official styles. In between are handwriting, or “running” style and the printing or ”standard” style. You can also create your own style. You can feel its art from those slides which have different styles for the same character.

c. The strokes employed in calligraphy can also be utilized in painting.

d. Gestures:
(asking students to practice their brushes)

3. Chinese Brush Painting:
   a. Chinese brush painting is an ancient art form that dates back thousands of years.

   b. After showing some awesome paintings, and comparison of one Chinese painting and western painting, let the students feel the difference between Chinese brush painting and western painting.

   c. It 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.

   A Chinese painting should have “qi” (chi), 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 subject.

   That’s why mostly the artists would like to add a poem which is suitable for the artistic conception.

### Guided practice (5 minutes)

1. Ask student which one is the Chinese painting.

2. Ask students to guess what we are going to draw by giving the information of pinyin they have learnt in slide by slide:  
   中国，动物，可爱，黑白

3. After they get the right answer, ask them to answer the question in pinyin they have learnt:  
   熊猫喜欢吃什么？
   竹子———another one they have chance to draw.

4. Ask volunteers to draw panda based on with teacher could make connection with later painting instructions.
| Application and extension (30 minutes) | 1 Brief introduction of essentials.  
2 Teach students how to draw panda and bamboo  
   a  ask them to feel the brush and explain how to load the brush:  
      to load the brush, press it gently into the ink to soak up as much as required. Whether you load just the tip or a large area of the brush will depend on the stroke you are going to be making. Get liquid off; quick and smooth.  
      Oriental, vertical and oblique styles.  
   b  modal and explain how to draw panda  
      sketch with pencil  
      shape of eyes; body: fat, round, not long, not totally round, smooth.; space between hands, feet, ears without lines(space; not detailed);  
      Do the darker parts first; getting some water then finish the lighter parts.  
   c  Modal and explain how to draw bamboo:  
      Figure out the starting point, then draw bamboo pole, follow the growing directions: bottom to top, and getting smaller.  
      Bamboo joint: darker than the bamboo pole. ----get more ink.  
      Size  
      Leaves: lighter leaves means bottom part; not too much leaves (Chinese painting feature: space) | PPT |
| Assessment and wrap-up & Homework (5 minutes) | Home work: Example of practicing characters with correct stroke orders. | handout |