



San - Three: Showcase: Chinese art

Focus concepts <ul style="list-style-type: none"> • Culture • Heritage • Cultural expressions - art 	Effective teaching <ul style="list-style-type: none"> • Providing sufficient opportunities to learn.
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Learning intentions

Students will:

- examine some Chinese calligraphy and consider the links between Chinese language and art;
- consider how heritage is sustained through the expression of art today;
- practise some Chinese strokes and calligraphy.

Background notes

Some of the significant inventions China brought to the world were paper, ink and printing. These inventions enabled China to create some of the world's earliest art forms and writing. In this activity, students examine the ancient art of calligraphy and then develop some of their own expressions by the design of a scroll. If the timing of this unit links closely to the opening ceremony of the Beijing Olympics, use that to create some of the images that could go on the scroll. If not, use any personal images that reflect culture and heritage for students.

1. The Art of Writing

Print and View the photo in **Appendix 9**.

a) As a class, complete the graphic organiser:

 <p><i>Describe what you THINK is happening in the photo</i></p>	WHO is doing the 'painting'?
	WHO is watching?
	WHERE are they all?
	WHY would we choose this photo to look at?
<p>The photo is of people painting old-style calligraphy. They are using brushes and water (not ink) so it won't mark the ground permanently. This is a very ancient form of writing and art and more complicated than the version used in most text in China today. It is a tradition that is still practiced today in China, and students often go to after-school courses for special training in calligraphy (beyond the written form that all students learn).</p>	

- b) Look at the origins of calligraphy:
<http://www.asianz.org.nz/node/502> and
http://www.chinaculture.org/gb/en_aboutchina/node_70.htm
- c) Integrate the learning of brush strokes and calligraphy with the learning of some Chinese numbers. Use **appendix 8** – copy this and give it to the students. Work initially to practice the numbers with a pen or pencil. Then, if possible, use black Indian ink on paper to develop brush strokes.

Language Focus 3 Numbers and writing

- This language focus includes lots of information on Chinese numbers and calligraphy.

d) Developing your own symbols and signs

<http://www.asianz.org.nz/node/503>

You will need

- Pencils, pens
- Paper – including newsprint, cartridge, white and coloured paper.
- Indian ink
- Paint brushes
- Dowels or bamboo sticks (1.5 cm thick)
- Cord or ribbon for tying or hanging scroll.

Encourage the students to design their own symbols and calligraphy. They could look up their own name in Chinese (<http://chineseculture.about.com/library/name/blname.htm>).

They could design calligraphy using:

- their own written name in English or Chinese, or
- another source of visual imagery (e.g. personal/ancestral imagery, a personal interest in, for example, music).

(Ask: *What does it say about you?*)

Have the students practise their name and the numbers with brush strokes. Examine other symbols - e.g. Olympic calligraphy pictograms - and practice writing these.

Extra

- c) Look at how characters developed over time in China -
<http://www.asianz.org.nz/node/502>. and
http://www.chinaculture.org/gb/en_aboutchina/node_70.htm
See this unit for more on calligraphy.
<http://www.asianz.org.nz/education/educatingforasia/calligraphy>