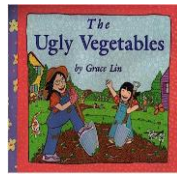




Chinese Calligraphy


Standards:

SS.G.PS.4
 PHD.FM.PS.1
 ELA.W.TTP.PS.2
 CA.VA.PS.1


Materials:

- *Zinnia's Flower Garden*
- *The Ugly Vegetables*
- black tempera paint
- variety of paintbrushes
- pieces of cardboard of various thickness
- ink pads or sponges with black paint on trays
- images of Chinese calligraphy (see Resources)
- paper

Vocabulary:

- sign
- symbol
- calligraphy
- brushstroke

Preparation: Set up materials.

Intro to Centers:

"In *Zinnia's Flower Garden* and *The Ugly Vegetables*, Zinnia, the girl, and her mother made garden **signs**. What do you notice?"

"The vegetable garden **signs** are written in Chinese **calligraphy**--**symbols** that represent words. The flower garden **signs** have pictures and words."

"Here are images of Chinese **calligraphy**. What do you notice?"

"**Calligraphers** use paint brushes and ink to make different **brushstrokes**--thick, thin, long, and short."

"Today, in the Art Studio, you can experiment with Chinese **calligraphy** using these materials. What do you notice?"

Show illustrations.
Children respond.

Show images.
Children respond.

Show materials.
Children respond.

During Centers:

Compare and contrast Chinese calligraphy to *Squiggle, Line, And Dot Paintings*. Encourage children to make classroom signs using Chinese calligraphy. Compare and contrast Chinese calligraphy to other symbol systems, i.e., alphabets, numbers, graphics, etc. Encourage children to create garden signs for *Building A Garden* and *Garden Center*.

Guiding Questions during Centers:

- How is Chinese calligraphy similar to or different from letters, words, and pictures?
- What kinds of brushstrokes did you use to create your Chinese character(s)?
- How is your Chinese calligraphy similar to or different from the illustrations/ images/ your friend's?
- What symbol could represent you?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to research Chinese calligraphy and other symbol systems. Invite a family or community member who can write Chinese calligraphy to visit the classroom.

