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| **Creating Chinese Calligraphy** | | |
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| Learning how to write using traditional Chinese handwriting | | |
| **Subject(s):** Design and Technology, Art, Mathematics  **Approx time:** 40-60 minutes |  | **Key words / Topics:**   * calligraphy * Chinese new year * grip * Lunar New Year / Lunisolar New Year * script * typography * xuan |
| **Stay safe**  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:  • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others  Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | |
| **Suggested Learning Outcomes** |  |  |
| * To understand the basics of Chinese calligraphy * To understand what is meant by a Xuan and how it is used * To be able to apply knowledge of Chinese calligraphy to write characters and numbers, and perform basic sums | | |
| **Introduction** |  |  |
| This is one of a set of resources that use seasonal events or celebrations to allow learners to develop their knowledge and skills in design & technology, mathematics and science. This resource uses the theme of the Chinese New Year to reinforce basic maths skills through the use of Chinese calligraphy.  This activity is aimed at key stage 3 learners with low levels of attainment. | | |
| **Purpose of this activity**  In this activity learners will use the theme of the Chinese New Year to learn about and make use of Chinese calligraphy. They will learn about different types of ‘script’, what is meant by a Xuan, and how to write numbers using Chinese Regular script.  This activity could be used as a main lesson activity to reinforce basic maths skills or to teach learners about how cultural factors and language influences work within design and technology and art. It could also be used as part of a wider scheme of learning focussed on cultural, ethical and social influences in design. | | |
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| **Activity** |  | | **Teacher notes** |
| **Introduction (10-15 minutes)**  Teacher to introduce the activity, learning to write in traditional Chinese calligraphy script.  Teacher to explain the significance of calligraphy in Chinese culture and the stigma/beauty associated with it and the other types of scripture used. Teacher to explain what is meant by Chinese Regular script and show examples of numbers written using it.  **Demonstration of task (5-10 minutes)**  Teacher to explain what is meant by a Xuan, and how to hold it correctly. Teacher to demonstrate how to use the Xuan to write numbers, including the correct direction of strokes.  **Learner activity (10-15 minutes**)  Using the worksheet, learners to practice forming the characters. Learners to use the first three boxes to trace each character, then use the final three boxes to write them on their own.  **Now do this… (5-10 minutes)**  Learners to apply their knowledge of numbers to the given sums, writing them using Chinese numbering (along with the usual +=- etc.).  **Then do this… (10 minutes)**  Challenge learners to create their own sums to stretch them, using the new skills learned in this activity. |  | | **Chinese Calligraphy activity sheet**  Print the activity sheet and distribute to the learners.  The first three boxes of the worksheet are for tracing over to develop the skill. After that learners should try to repeat in final three boxes on their own.  **Learner activity**  Adaptations (such as broader handles where there are grip issues) could be made for students struggling to hold the paint brush correctly.  **Writing numbers in Regular script**  Slide 6 of the presentation could be shown, then covered up, with learners being asked to remember each number. This could then be used as part of the wider assessment of the task. |
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| **Differentiation** |  | |  |
| **Basic** |  | | **Extension** |
| * Provide a template with direction arrows to support writing the different characters. * Provide leaners with pre-determined sums for the maths based activity. |  | | * Extend the range of characters written, including more complex sums, house numbers and telephone numbers. * Investigate and research the use of Chinese calligraphy in the design of different products. |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| * Pencils * Paintbrush * Paint * Pot of water to clean brush |  | | Chinese Calligraphy presentation  icon-doc Chinese Calligraphy handout |
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| **Additional websites** | | | |
| * **Britannica encyclopaedia - Chinese Calligraphy history and facts:** A summary of the basic facts and history of Chinese calligraphy. <https://www.britannica.com/art/Chinese-calligraphy> * **YouTube - Appreciating calligraphy:** Video to aid with and provide background information for the tasks. <https://www.youtube.com/watch?v=MEN0CzGv5-Y> * **YouTube - Calligraphy performance competition:** <https://www.youtube.com/watch?v=Lpplser1K0o> * **Facts about Chinese New Year 2023:** <https://chinesenewyear.net/> | | | |
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| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options)   * Discuss how different symbols are used to communicate information, ranging from ‘on/off’ buttons to different languages.. * Discuss the importance of understanding different uses of language when designing products. | | **Plenary**   * Learners to discuss the advantages and disadvantages of this style of writing and its use in modern day living. | |
| **The Engineering Context** film | | | |
| * Engineers must be able to understand the culture and language of the market that they are designing for. This allows them to develop products that are appropriate and do not cause offence. | | | |

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| **Curriculum links** | |
| **England: National Curriculum**  Art and Design   * KS3 - the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. | **Northern Ireland Curriculum**  Technology & Design   * KS3 - opportunities must also be provided to explore issues related to: Cultural Understanding Ethical Awareness. |
| **Scotland: Curriculum for Excellence**  Literacy   * I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. * LIT 2-10a * LIT 3-10a | **Wales: National Curriculum**  English   * KS3 - produce fluent and legible handwriting. |

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| **Assessment opportunities** |
| * Informal teacher assessment of calligraphy skills demonstrated. * Formal teacher assessment of completed worksheet. * Self/peer assessment of completed worksheet. |