



Jockey Club

Learning Chinese Culture through
Arts Tech Theatre Programme Phase Two

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The Hong Kong Jockey Club Charities Trust

Calligraphy Lesson Plan (Teacher's Version) | Level: P1–P3

Unit 1: The Four Treasures and Calligraphy Preparation

Topic: Understanding the Four Treasures and Basic Calligraphy Preparation

Level: P1–P3

Duration: 30–45 minutes

Learning Objectives:

1. Learn the names, origins and basic uses of the Four Treasures (paper, brush-pen, ink and inkstone).
2. Learn how to prepare a new calligraphy brush, hold the brush correctly and sit with good posture when writing.
3. Develop respect for calligraphy tools and a focused attitude.

Key Learning Points:

- Basic knowledge of the Four Treasures and how they work together
- Steps for preparing a new brush, correct brush grip and sitting posture



Learning Challenges:

- Helping students maintain the correct brush grip and sitting posture at the same time
- Maintaining safety and order during activities

Teaching Materials:

- Xuan paper or maobian paper, calligraphy brushes, ink stick or liquid ink, and an inkstone / small dish
- Slides or images showing Cai Lun and papermaking, Meng Tian and the calligraphy brush, and examples of ink and inkstones
- Calligraphy copybook or sample characters



Lesson Flow:

1. Introduction (about 5–10 minutes)

Teacher Activities:

- Ask: What do you usually write with—pencils, ballpoint pens or highlighters?
- Introduce the Four Treasures: In the world of calligraphy, there are four important friends—paper, brush, ink and inkstone. Together, they are known as the “Four Treasures of the Studio”.
- Briefly explain: Paper is one of the Four Great Inventions of ancient China. Cai Lun improved papermaking, making paper more suitable for writing. The calligraphy brush is traditionally said to have been improved by Meng Tian of the Qin dynasty and can be made from goat, rabbit or weasel hair. Ink is made from fine soot collected after burning and mixed with glue and fragrance. Pine-soot ink, made by burning pine wood, is deep black and well suited to writing, while oil-soot ink, made mainly by burning tung or vegetable oil, is often used for painting. The inkstone is used for grinding ink and calls for focus and balance.

Student Activities:

- Answer the question and share the writing tools they usually use
- Listen to the introduction to the Four Treasures and observe the images



2. Development Activities (about 20–25 minutes)

(1) Observing the Tools

Teacher Activities:

- Let students take turns touching xuan paper and ordinary paper to compare thickness and absorbency
- Show calligraphy brushes of different sizes and softness and explain the materials used for the bristles
- Show an ink stick or liquid ink and an inkstone, and demonstrate the motion of grinding ink on the inkstone

Student Activities:

- Touch the paper, brush and inkstone and describe how they feel (soft / hard, rough / smooth)
- Observe how ink is ground on the inkstone



Teacher Activities:

Steps for preparing a new brush:

1. Hold the brush handle with one hand. With the thumb and index finger of the other hand, gently loosen the bristles from the tip towards the base until about 70% of the bristles are opened
2. Rinse the remaining glue gently from the bristles in cold water
3. Pat the bristles dry with a thick paper towel
4. Dip the brush in a suitable amount of ink and prepare to write

Student Activities:

- Observe the teacher's demonstration.
- With the teacher's help, try preparing a brush in groups of two or three. (This may be demonstrated only; not every student needs to do it.)

(3) Correct Brush Grip and Sitting Posture

Teacher Activities:

- Demonstrate the brush grip: First make a fist, then loosen it slightly to form a circle. Place the brush in this circle, supporting the handle with the middle, ring and little fingers, with the brush tip pointing vertically downwards.
- Demonstrate correct sitting posture: Place the paper directly in front of you, sit upright, relax your shoulders, and look at the copybook and paper.
- Demonstrate incorrect postures (leaning on the desk, sitting crookedly or holding the brush too low) and ask students to identify them.

[Reference Video: Dr Chui Pui-chee Demonstrates the Correct Brush Grip](#)

[Reference Video: Dr Chui Pui-chee Demonstrates the Correct Writing Posture](#)

Student Activities:

- Practise the brush grip and sitting posture with the teacher.
- Identify which postures are correct and which need improvement.



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Teacher Activities:

- Ask: Why do we need to prepare a new brush first? Why should we concentrate when grinding ink?

Why is good sitting posture important when writing?

- Ask students to complete a short oral quiz

Student Activities:

- Answer the questions and name the preparation step they think is most important.

4. Classroom Assessment and Extension (about 5–10 minutes)

- Assess whether students can name the Four Treasures and explain their uses.
- Check whether students are basically holding the brush and sitting correctly.
- Extension: Encourage students to introduce the Four Treasures to their families at home.





Worksheet

Unit 1: How Well Do You Know the Four Treasures? | Level: P1-P3

Name: _____ Class: _____ Date: _____

1. Fill in the Blanks

1. Paper is used for _____ and is absorbent.
2. The bristles of a calligraphy brush can be made from _____ hair.
3. Ink can be classified into _____ ink and _____ ink.
4. An inkstone is mainly used for _____.



2. Matching

Draw lines to match the Four Treasures with their uses:

- | | |
|------------|---------------------------------|
| Paper • | • A tool for grinding ink |
| Brush • | • A tool for writing / painting |
| Ink • | • A surface for writing |
| Inkstone • | • Provides colour |

3. True or False (write “✓” or “✗” in the brackets)

1. You can play with your phone while grinding ink. ()
2. A new calligraphy brush should be rinsed with water before its first use. ()