

Calligraphy Lesson Plan (Teacher's Version) | Level: P4 – P6

Unit 1: A Deeper Understanding of the Four Treasures and Calligraphy Preparation

Topic: Understanding Calligraphy Preparation as a Complete System

Level: P4 – P6

Duration: 30–45 minutes



Learning Objectives:

1. Develop a deeper understanding of how paper, brush, ink and inkstone affect calligraphy through their materials and functions.
2. Design a complete calligraphy preparation routine and develop orderly, focused practice habits.
3. Reflect on why the Four Treasures remain important in the digital age.

Key Learning Points:

- Differences between xuan paper and ordinary paper, soft-hair and hard-hair brushes, and pine-soot and oil-soot ink.
- The roles of ink grinding and mindful breathing in calligraphy.

Learning Challenges:

- Helping students move from thinking about individual “tools” to considering the wider “system” and “state of mind”.
- Maintaining focus and depth during group discussion.

Teaching Materials:

- Several sheets each of xuan paper and ordinary drawing or photocopy paper.
- One or two soft-hair and hard-hair calligraphy brushes.
- Pine-soot ink and oil-soot ink (if available), or liquid ink in different concentrations.
- An inkstone or substitute container (such as a porcelain dish) for demonstrating ink grinding.

Lesson Flow:

1. Introduction (about 5–10 minutes)

Teacher Activities:

- Ask: In an age of computers and smartphones, why should we still learn calligraphy?
- Guide students to recognise that calligraphy is not only about writing characters, but also about art and cultivating a focused state of mind.
- Emphasise that the Four Treasures are not simply a set of tools, but part of a complete “calligraphy system”.

Student Activities:

- Discuss in groups for two minutes and share reasons or personal experiences of learning calligraphy.

2. Development Activities (about 20–25 minutes)

(1) Comparing Materials and Discussion

Teacher Activities:

- Demonstrate the same brushstroke on xuan paper and ordinary paper so students can compare absorbency and variations in ink tone.
- Demonstrate the different lines produced by soft-hair and hard-hair brushes, explaining how softness and strength can complement each other.
- Explain the basic differences between pine-soot ink and oil-soot ink and their suitable uses.
- Discuss how the rhythm and state of mind involved in grinding ink can influence the writing process.

Student Activities:

- Record observations in groups and complete the “Materials Comparison Table”.
- Share: Which type of paper, brush and ink is most suitable for your own practice?



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(2) Designing a Calligraphy Preparation Routine

Teacher Activities:

- List the preparation elements on the board: workspace, posture, paper, brush, ink, inkstone, copybook and breathing.

- Guide each group to design a “Calligraphy Preparation Routine”, for example:

Tidy the workspace → Sit with good posture → Prepare the brush → Grind the ink → Breathe mindfully → Begin practising

Student Activities:

- Develop a routine in groups and write it on the worksheet.
- Invite one group to briefly present its routine to the class.

(3) Mini Debate: Can You Learn Calligraphy Well Without an Inkstone, Using Only Liquid Ink?

Teacher Activities:

- Divide the class into two sides: one argues yes, the other no.
- Remind students to consider function, state of mind and sense of ritual.

Student Activities:

- Briefly present their views.
- Reflect on the importance of ink grinding through the debate.





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3. Consolidation and Summary (about 5–10 minutes)

Teacher Activities:

- Ask students to write a concluding sentence, such as: “I think the most important of the Four Treasures is ... because ...”.
- Select a few responses to read aloud and share with the class.

Student Activities:

- Complete the concluding sentence and submit the work.

4. Classroom Assessment and Extension

- Assess whether students can clearly explain the differences between the materials and describe the calligraphy preparation routine.
- Extension: Invite students to try their own preparation routine at home and share the results in the next lesson.





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Worksheet (1)

Unit 1: A Deeper Understanding of the Four Treasures and Calligraphy Preparation

(Level: P4–P6)

Name: _____ Class: _____ Date: _____

1. Complete the Table

Complete the table below:

Tool	Material Characteristics	Effect on Calligraphy	Points to Note When Using
Paper			
Brush			
Ink			
Inkstone			

2. Reflection Question

Which tool do you think best represents the spirit of calligraphy? Why?



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Worksheet (2)

Unit 1: A Deeper Understanding of the Four Treasures and Calligraphy Preparation (P4–P6)

Name: _____ Class: _____ Date: _____

Design “My Calligraphy Preparation Routine” and write down the steps:

1. _____
2. _____
3. _____
4. _____
5. _____

