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

Unit 4: The Style of Scripts and Their Cultural Significance

Topic: Exploring the Development of Chinese Writing and Cultural Aesthetics Through Seal, Clerical, Regular, Running and Cursive Scripts

Level: P4–P6

Duration: 30–45 minutes

Learning Objectives:

1. Briefly describe the basic characteristics and some historical background of Seal, Clerical, Standard, Semi-cursive and Cursive scripts.
2. Appreciate representative works and explore the emotions and atmosphere of different periods conveyed through each script.
3. Connect script choice with everyday applications, such as plaques, signs and design.

Key Learning Points:

- The visual characteristics and representative works of the five scripts.
- How script choice influences the feeling and atmosphere of a message.

Learning Challenge:

- Balancing historical background with aesthetic experience within a limited lesson time.

Teaching Materials:

- Sample character cards in the five scripts and images of famous works.
- Photographs or clippings showing scripts used in everyday life.

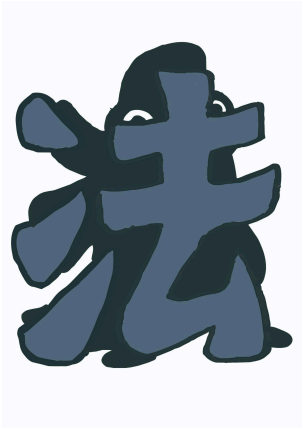
Lesson Flow:

1. Introduction (about 5–10 minutes)

Teacher Activities:

・Ask: If you were designing a formal museum plaque or a playful amusement-park sign, what kind of script would you choose?

・Guide students to consider that scripts have different personalities: some feel formal, some lively and some ancient.



Student Activities:

・Share examples of different scripts they see in everyday life.

2. Development Activities (about 20–25 minutes)

(1) Historical Development and Cultural Context

Teacher Activities:

・Briefly introduce:

Seal script: developed from oracle-bone and bronze inscriptions; Small Seal script became the official standard script during the Qin dynasty.

Clerical script: developed through the simplification of Seal script during the Qin and Han dynasties and was better suited to faster brush writing.

Standard script: evolved from Clerical script, reached its height during the Tang dynasty, and became the most commonly used script today.

Semi-cursive script: lies between Standard and Cursive scripts, allowing faster writing while expressing individual feeling.

Cursive script: developed for rapid writing, with flowing, expressive lines written in continuous movement.

Reference Webpage: The Style of Scripts

・Show representative works: “Shan Memorial Stele Inscription” in Seal script, “Tablet of Cao Quan” in Clerical script, “The Book of Jiucheng Palace” in Standard script, “Lanting Xu (Preface of Orchid Pavilion)” in Semi-cursive script, and “Xu Du Tong Tie (Letter about a Stomachache)” in Cursive script. Briefly introduce the background and characteristics of each.

Reference Video: Dr Chui Pui-chee Introduces Seal Script — “Shan Memorial Stele Inscription”

Reference Video: Dr Chui Pui-chee Introduces Clerical Script — “Tablet of Cao Quan”

Reference Video: Dr Chui Pui-chee Introduces Standard Script — “The Book of Jiucheng Palace”

Reference Video: Dr Chui Pui-chee Introduces Semi-cursive Script — “Lanting Xu (Preface of Orchid Pavilion)”

Reference Video: Dr Chui Pui-chee Introduces Cursive Script — “Xu Du Tong Tie (Letter about a Stomachache)”

Student Activities:

・Note key words for each script on the handout, such as “Seal: ancient / rounded”, “Clerical: flat / sweeping”, “Standard: square / neat”, “Semi-cursive: flowing / walking”, and “Cursive: expressive / fast”.

(2) Scripts and Emotional Design

Teacher Activities:

・Divide students into groups, with each group focusing on one script.

・Ask each group to design an emotion, slogan and poster concept for its script. For example: “Seal script → formal → cultural museum” or “Semi-cursive script → graceful → art workshop”.

Student Activities:

・Complete the script-and-emotion design in groups and record it on the worksheet.

・Choose a representative to present to the class.

(3) Observing Scripts in Everyday Life

Teacher Activities:

・Encourage students to discuss examples of calligraphic scripts they have seen in the community or online, such as temple plaques, restaurant signs and book covers.

・Guide students to consider: Why did the designer choose that particular script?

Student Activities:

・Share examples they have observed and how they feel about them.

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

Teacher Activities:

・Ask students to complete the sentence: “The script I would most like to study further is _____ because _____.”

・Invite several students to read their sentences aloud.

Student Activities:

・Complete the sentence and share their script preferences.

4. Classroom Assessment and Extension

・Assess whether students can distinguish the characteristics and suitable uses of at least three scripts.

・Extension: Encourage students to photograph or record examples of different scripts in the community and create a “Script Observation Booklet”.

Worksheet (1)

Unit 4: The Five Scripts and Emotions | Level: P4–P6

Name: _____ Class: _____ Date: _____

1. Complete the Table

Complete the table below:

Script	**Main Characteristics**	**Suitable Uses**	**Representative Mood**
Seal Script			
Clerical Script			
Standard Script			
Semi-Cursive Script			
Cursive Script			

2. Application

For a museum plaque or an ice-cream shop sign, which script would you choose? Why?

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Worksheet (2)

Unit 4: Scripts in Everyday Life | Level: P4–P6

Name: _____ **Class:** _____ **Date:** _____

1. Observation

Find at least three examples of different scripts in your community or online. Write down where you found each one and how it feels:

Example 1: Place / Source: _____ Feeling: _____

Example 2: Place / Source: _____ Feeling: _____

Example 3: Place / Source: _____ Feeling: _____

2. Application

If you were to write your favourite quotation in calligraphy, which script would you choose? Why?