

Asian Banners

(art + social studies)

Calligraphy means "the art of beautiful writing." The objective of this lesson is for students to learn about calligraphy and Sumi-E painting in Chinese and Japanese culture. It will also be an introduction to the use of painting with ink, folding, and dyeing techniques.

Grade Levels 3-8

Preparation

1. Look at examples of Chinese and Japanese painting and calligraphy. Two excellent resources:
[The Simple Art of Chinese Calligraphy](#) Book by Qu Lei Lei (71109-1001) with over 200 names, characters, poems and phrases
[The Sumi-e Book](#) by Yolanda Mayhall (70116-1001), teaches basic brushstrokes with easy instruction
2. Cut drawing paper and Dippity Dye paper in half vertically.



3. Distribute small amounts of ink into storage cups using a dropper. Secure lid tightly.

Materials

[Blick All-Purpose Newsprint](#), 9" x 12" sheets (10204-1003), need one sheet per student

[Blick White Sulphite Drawing Paper](#) (10209-1009), 18" x 24" sheet, cut in half to 9" x 24", need one half-sheet per student

[Holbein Bamboo Brushes](#), size 2 (05409-1002), need one per student

[Blick Black Cat India Ink](#), pint (21101-2006), distribute by using a [Dropper](#) (04958-0000) to transfer ink into plastic [Storage Cups](#) (03057-1015) with plastic snap-on lids

[Dippity Dye Paper](#) (11217-1009), 18" x 24" sheet, cut in half to 9" x 24", need one half-sheet per student

[Dippity Dye Colors](#), need one package each color: Blue (01308-5008), Red (01308-3008), Yellow (01308-4008) and Green (01308-7008)

[Double Thick Chipboard](#) (13115-2236), 28" x 44", cut to 2" x 11" strips for 56 strips per sheet, need one strip per student

[Hemp Twine](#), assorted colors (61511-), 200-ft roll, need approximately 2-ft per student

Scrap corrugated cardboard or newspaper for drying banners on

Coffee cans for dye

[Blick Washable Glue](#), 8-oz (23872-1045), share four bottles across classroom

[Disposable Gloves](#), size small to medium (04982-1020), box of 100, need one pair per student

Process

1. Students begin by copying several symbols that appeal to them in pencil on newsprint. Have them write the English word under the symbol in order to remember its meaning.
2. Once students have determined which symbols are their favorites, have them practice writing them using a bamboo brush and ink on the drawing paper. Use multiple sheets to practice the same letters over and over.
3. With a pencil, students lightly draw their designs onto the Dippity Dye™ paper, flowing down the paper vertically.
4. Using patience and caution, students paint over their pencil designs with the bamboo brush and ink. Allow to dry.
5. When the ink is completely dry, make an accordion fold in the banner, crease it well, and set it aside until called to the dye station.
6. Create a hanger for the banner from heavy chipboard strips and hemp cords. With punch, make a hole 1" in from each side of the cardboard strip. Write names on strips.

Cords can be same or different colors. Demo simple braiding or macramé techniques and tie one cord end to the cardboard strip. When finished, tie the other end. May knot in center if tie is too long.
7. While students are working on the hangers, call two students at a time to the dye station.

Dippity Dye is powdered, non-toxic, washable dye. It's clean to work with, and easy to store for later use. In a coffee can or other container with a tight fitting lid, add water and mix according to package directions,

Student puts on gloves and dip one end into a color, other end into another color, then folds the banner in half and dips the middle. Unfold and place on a piece of corrugated scrap cardboard or news papers to dry. Wash off plastic gloves and reuse them.

NOTE: To keep colors bright and vibrant, avoid placing red and green side by side.

8. When banners are completely dry, glue the top edge to the chipboard hanger.

Lesson Plan and Artwork submitted by Anne Pietropola, Mechanicsburg, PA

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National Standards

Content Standard #1 — Understanding and applying media, techniques, and processes

K-4 Students use art materials and tools in a safe and responsible manner

5-8 Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

Content Standard #3 — Choosing and evaluating a range of subject matter, symbols, and ideas

K-4 Students select and use subject matter, symbols, and ideas to communicate meaning

5-8 Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

Content Standard #4 — Understanding the visual arts in relation to history and cultures

K-4 Students identify specific works of art as belonging to particular cultures, times, and places

5-8 Students know and compare the characteristics of artworks in various eras and cultures