

# MoNA

Museum of Northwest Art

Age: 3rd Grade

Lesson Duration: 60 Minutes

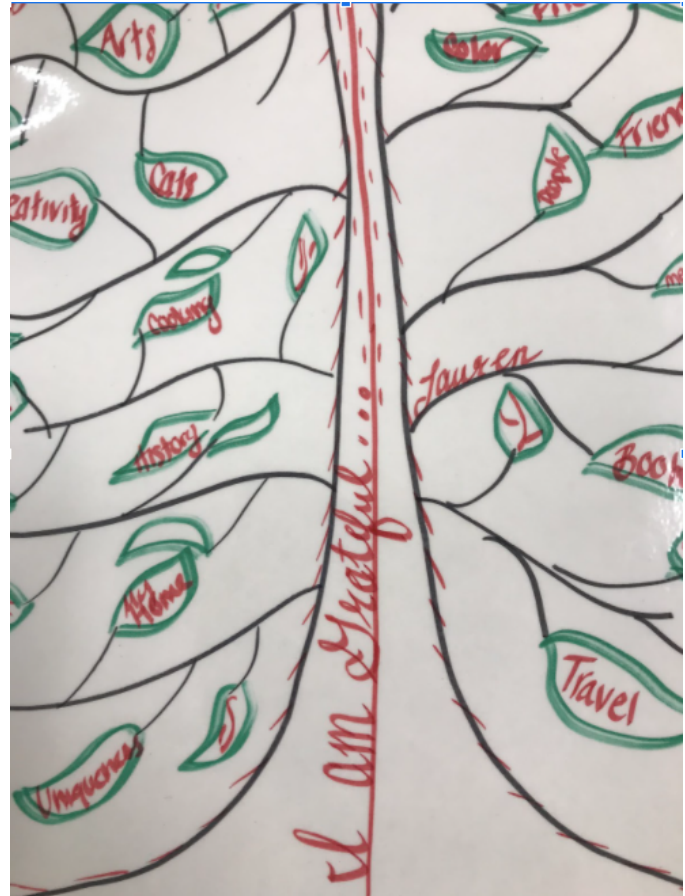
Subjects: Handwriting & Writing

## Grateful Tree Calligraphy

A HANDS-ON ART  
ACTIVITY DESIGNED BY  
MONA EDUCATORS

### Materials

- Calligraphy pens
- Scrap paper
- Pencils and erasers
- Calligraphy paper
- Thick white paper
- Video: Calligraphy traditions of yesterday and today



Project example. Image credit: MoNA Education

### Description

During this activity, students will learn the basics of calligraphy. Using the work of Sally Penley as inspiration, students will make their own calligraphic art pieces based on their personal feelings of gratitude.

## Instructions

1. Introduce students to the concept of calligraphy by showing them this video about Calligraphy traditions of yesterday and today and leave time for discussion and any questions.
2. Show students the two calligraphy pieces by Sally Penley and use VTS (Visual Thinking Strategies) to discuss the artwork. VTS is an inquiry-based method of facilitating discussion. Tips and resources on VTS and a biography of the artist are included at the end of this lesson.
3. Ask students will start with listing what they are grateful for on scrap paper using pencil.
4. Then ask students to practice writing those words on calligraphy paper with calligraphy pens. You can encourage them to experiment to find a style they like.
5. Give students more scrap paper (or have them use the back of their first piece) to sketch out a tree and plan where to place large leaves. They will need one leaf for each of their words.
6. Once they have their final design, pass out their final paper and ask them to draw the tree with the calligraphy pens on the white paper.
7. Students will then choose grateful words from their list and place one grateful word in each of the leaves.

## Vocabulary

- Line
- Calligraphy
- Alphabet
- Gratitude



## State Standards

Fulfills **Washington State Arts Learning Standards:**

- **VA:Cr1.1.3** Elaborate on an imaginative idea.
- **VA:Cr1.2.3** Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking process.
- **VA:Cr2.1.3** Create personally satisfying artwork, using a variety of artistic processes and materials.
- **VA:Cr2.2.3** Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

# About the Artist:

## Sally Penley

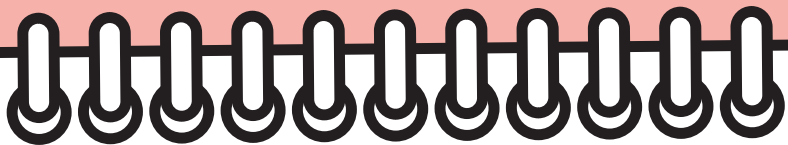
Sally Penley lives in Olympia, WA and works as a graphic designer and lettering artist. Sally began her journey more than 40 years ago, and has studied with many calligraphers, including Lloyd Reynolds, Jaki Svaren and Tim Girvin. She is left-handed and loves helping people see words in a new way through her art.



Sally Penley

Image source:

[www.sallypenley.com/about](http://www.sallypenley.com/about)



**"IT'S VERY IMPORTANT TO ME THAT I USE MY GIFT TO INSPIRE AND HELP PEOPLE SEE WORDS AND THOUGHTS IN A NEW WAY. I LOVE THE PROCESS OF 'TRANSLATING' A GREAT QUOTE WITH A SPECIAL VISUAL ENHANCEMENT."**

**— SALLY PENLEY**



Sally Penley: Season of Contrasts, mixed media

Image source: <http://writeoncalligraphers.org/about/the-board/gallery/>

# Visual Thinking Strategies

MoNA's Education programs utilize Visual Thinking Strategies (VTS), which is a research-based teaching method that promotes aesthetic development, including critical thinking and communication skills. Here in the MoNA, we use VTS to engage students and general visitors with art, encouraging them to observe closely, think critically and discuss respectfully; however, VTS can be effectively used across curricula. This approach teaches its participants how to take the time to observe closely, describe what they see in detail and provide evidence for their observations. Students learn that their reflections and thoughts are valued and appreciated in this inclusive teaching method.

In order to facilitate a VTS discussion, you first encourage viewers to take a quiet moment to observe the work you are going to explore. Then you ask the following questions and paraphrase the responses without adding any of your own judgements. You can insert additional vocabulary and point to specific parts of the artwork.

*What's going on in this picture?*

*What do you see that makes you say...?*

*What more can you find?*

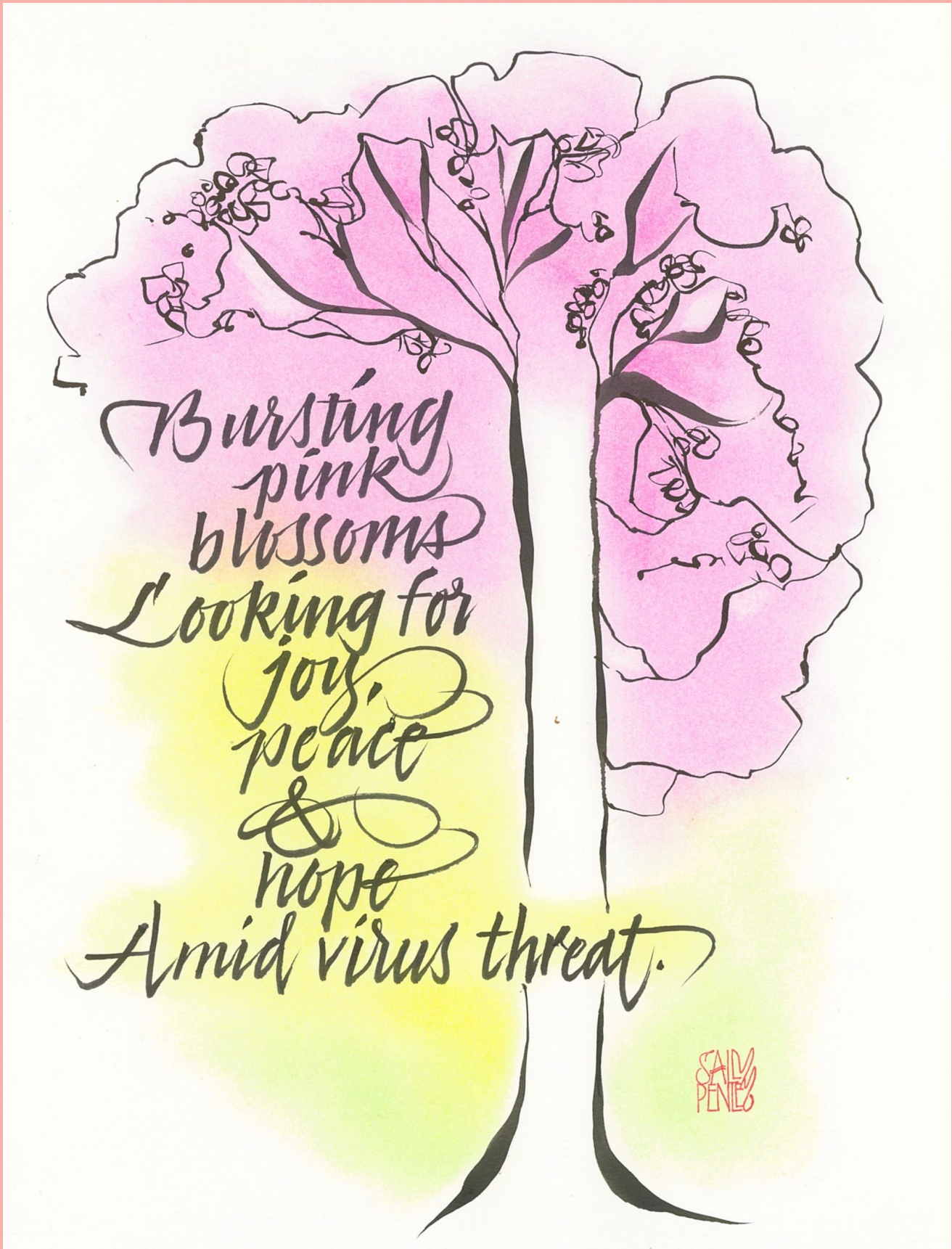
## Visual Thinking Strategy Links

If you are interested in learning more about VTS, [here is their website](#). If you already know and love VTS, but want help finding great images to use in your classroom, here is a [fantastic gallery](#). You can also visit this website for additional resources: [www.monamuseum.org/resources-for-educators](http://www.monamuseum.org/resources-for-educators)



*Sally Penley: Season of Contrasts, mixed media*

Image source: <http://writeoncalligraphers.org/about/the-board/gallery/>



Sally Penley: Pink Blossoms, mixed media

Image source: <http://writeoncalligraphers.org/about/the-board/gallery/>