

Ideas with

IMPACT

VISUAL ARTS/STEAM

Lines of the Mind

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Lines of the Mind

By Jaime West

Jwest040@dadeschools.net

South Dade Senior High

7701

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The Education Fund Phone: 305-558-4544, Ext. 113
Email: audrey@educationfund.org
Website: www.educationfund.org

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Goals and Objectives:

Student Goals :

- **Learn the Foundations of Neurographic Art:** Students are introduced to the history and purpose of Neurographic drawing, learning how abstract line work can reflect thought patterns and emotional states.
- **Guided Neurographic Drawing Sessions:** Students begin with a mindfulness prompt (e.g., “Draw how your body feels today”) and use slow, intentional lines to visually map their emotions onto paper.
- **Focus on Emotional Triggers & Reflection:** After drawing, students label or journal about a specific stressor or thought that guided their piece, promoting emotional awareness and vocabulary.
- **Create Layered Art with Line and Color:** Using colored pencils, markers, or watercolor, students enhance their line drawings with color that represents different emotional tones (e.g., blue for calm, red for anger).
- **Explore Pattern & Repetition for Focus:** Students practice repeating patterns and shapes within their drawings to promote relaxation, focus, and a sense of structure, especially helpful for anxious or distracted students.
- **Link Art to Mental Health:** Short discussions about how to use art as a grounding technique

Teacher Goals:

- **How to Teach Neurographic Drawing Basics:** Learn the core steps of Neurographic art, including mindful line drawing, rounding intersections, and layering with color to reflect emotions.
- **How to Integrate Mindfulness into Art Lessons:** Discover simple breathing and grounding techniques to help students enter a calm, reflective state before and during creative work.
- **How to Facilitate Emotional Reflection:** Practice using prompts and journaling strategies that encourage students to connect their artwork with inner thoughts and feelings.
- **How to Adapt for Diverse Classrooms:** Explore ways to modify the project for different age groups, abilities, and timeframes—no prior art experience required.
- **How to Create a Safe, Supportive Space:** Learn classroom strategies to foster trust, respect, and emotional safety while guiding students through introspective artmaking.

Florida Standards:

K-5

VA.K.F.1.1 & VA.1.F.1.1: Encourages experimentation with line, curves, repetition of mark-making

VA.1.S.3.2 / VA.1.S.3.3: Adult-guided reflection on craftsmanship and safe use of tools (e.g. drawing materials).

VA.2.S.2.2: Students follow step-by-step instructions to build compositions in phases.

VA.2.O.2.1: Incorporate personal emotion or experience into their visual design meaningfully.

VA.3.S.1.1 & VA.4.S.1.1–1.3: Enables meticulous exploration of media and tools (pens, markers, colored pencils) to develop rhythm, contrast, and aesthetic choices.

VA.4.F.1.2: Encourages innovation—infusing student interpretation and individual style

VA.3.C.3.3 & VA.4.C.2.1 / VA.5.S.2.2: Reflection and critique: students compare early drafts to final pieces, revise based on criteria, and articulate aesthetic decisions.

6-8

VA.68.C.1.1: Apply a range of interests and contextual connections to influence the artmaking and self-reflection processes.

VA.68.S.1.1: Manipulate content, media, techniques, and processes to achieve communication with artistic intent.

VA.68.S.3.2: Develop spontaneity and visual unity in artwork.

9-12

VA.912.S.2.4 – Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.

VA.912.C.1.1 – Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.

VA.912.S.3.12 – Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.

VA.912.S.2.5: Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.

HE.912.C.1.1 – Analyze the relationship between healthy behaviors and personal health.

HE.912.B.4.1 – Identify factors that influence emotional health and practice coping strategies.

Overview:

Neurographic Art is an intuitive, mindful drawing process that helps students explore their emotions, manage stress, and support mental wellness. Rooted in creativity and self-reflection, this practice encourages students to turn thoughts and feelings into abstract line-based artwork, fostering emotional awareness and focus in a calm, nonjudgmental space. Through guided exercises and reflective journaling, students learn to visually process complex emotions while developing skills in emotional regulation, self-expression, and resilience. This wellness-based art approach requires no prior experience, making it accessible for all learners and easy to adapt across grade levels and subject areas. “Lines of the Mind” isn’t just an art project—it’s a creative wellness experience that leaves a lasting impact on both students and educators. Gain ready-to-use strategies, engaging prompts, and a deeper understanding of how to create mindful, emotionally supportive classrooms.

Neurographic Art is an abstract line, shape and color-based style that can be practiced at any age and grade level. It taps into the unconscious and conscious mind allowing for one to practice mindfulness and add to their toolbox when they feel stressed or anxious. This lesson can also be used as an introduction to line, color schemes, and shapes. It offers all learners the ability to create without worry for the outcome. This can be used with any mark making material.

Materials:

Required Materials:

- Any Paper
- Any Unerasable Writing Utensil

Optional Materials:

- Watercolor or Mixed Media Paper
- Watercolor
- Pens
- Sharpies
- Color Pencils
- Markers
- Sharpie Creative Markers
- Sketchbook or Composition Notebook

How to Implement:

Introduce how to do Neurographic Art before expanding their understanding of emotion connected to line and or color. Show them how to do it and then introduce emotion to them working in how line can evoke a feeling based on its type or waviness. Have them do a second Neurographic Art thinking about a specific emotion and elaborate upon it by adding additional layers, color and more.

Artist Connections:

Pablo Picasso, Wassily Kandinsky, Paul Klee, Mark Rothko, Jackson Pollock, Yoko Ono, Gerhard Richter, Jean Dubuffet, Hilma af Klint, Anni Albers

Extension Ideas:

- Use Neurographic art pieces for projects such as journaling or collaging
- Turn some of the lines into something recognizable or keep it abstract.
- Try some of the prompts in the Article: How to Use Neurographic Art to Encourage a Calm and Focused Mind by The Art of Education

Lesson Plan:

Vocabulary:

- Neurographic art
- Continuous line
- Abstract art
- mindfulness
- line quality
- color gradient
- mood
- layering
- symbolism

Procedures:

Introduction

- o Explain the principles of Neurographic Art, focusing on the use of continuous lines, abstract patterns, and the role of the process in promoting mindfulness and self-expression.
- o Describe how students will use various drawing tools to create Neurographic Art and explore how different tools affect their drawing techniques and outcomes. Share videos and additional resources.
- o Show how each tool (markers, crayons, colored pencils, black permanent

markers, pens) can be used in neurographic art. Demonstrate how to create continuous lines and abstract shapes with different line widths and colors.

- **Studio Time:**

- o Students begin their Neurographic Art by drawing continuous lines and abstract shapes across the sketch paper using black permanent markers.

- Optionally, they can start with pencils and then trace over with marker, but since Neurographic Art is more experiential, this is a good exercise to let go of the notion that artwork should look a certain way

- Emphasize the importance of continuous lines and how they can be varied in thickness.

- Explain that different lines can represent different moods.

- o Once the initial lines are in place, students use markers, crayons, and colored pencils to add color to their drawings. Encourage them to experiment with color gradients, overlapping colors, and different textures.

- o Students use pens and fine-tipped markers to add intricate details and patterns

- to their artwork. Discuss how different line qualities and colors can influence the

- mood and depth of the piece.

- Encourage students to layer their colors and refine their lines, focusing on creating contrast and visual interest.

- Prompt students to think about how their emotional state influences their color choices and line work. Ask them to consider how their artwork reflects their feelings and thoughts.

- o Have students review their work, making any final adjustments or additions to enhance their compositions.

- o Have students present their neurographic art to the class. Encourage them to discuss their techniques, the choices they made with colors and lines, and how the process affected their state of mind.

Resources:

YouTube Video: Neurographic Drawing - Art Lesson

<https://youtu.be/XZf4Fbr6dU0>

Article: No Drawing Skill Required! An Activity That Connects the Brain and Art by The Art of Education

Article: How to Use Neurographic Art to Encourage a Calm and Focused Mind by The Art of Education

Article: The benefits of Neurographic Art by Vancouver Visual Art Foundation

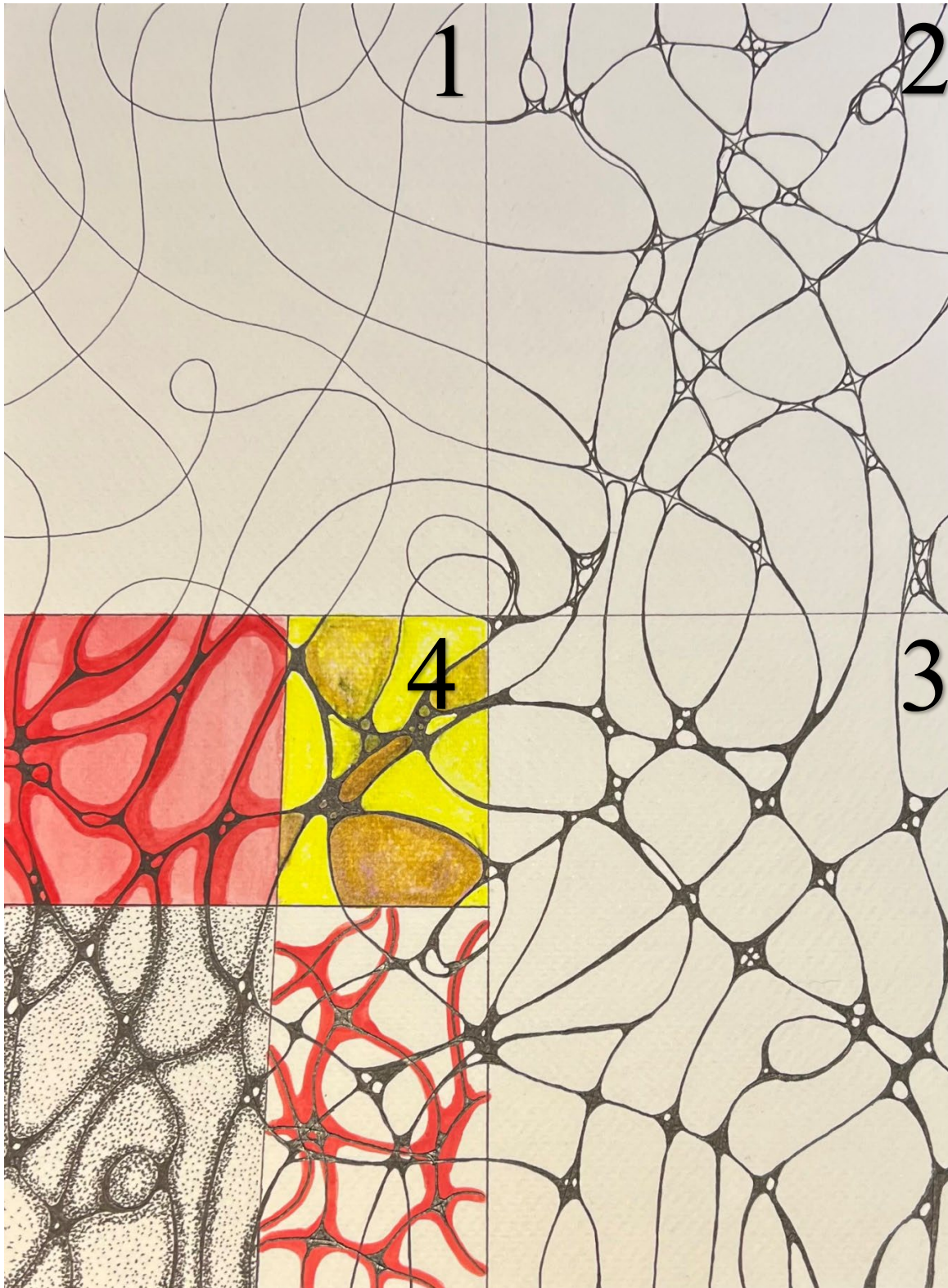
How to make Neurographic Art Step by Step:

1. Using a permanent marker or pen fill your chosen paper with crossing lines from edge to edge. The lines should overlap each other.

Optional: add large shapes on top of the lines or small shapes on the crossings of the lines

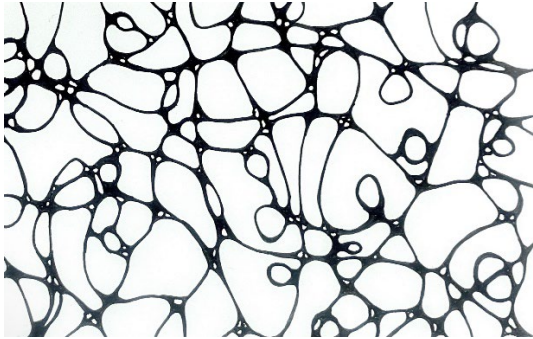
2. Using the same pen once you have filled your paper, at the crossing of lines round out the crosses. Soften the harsh edges of these crossings.
3. Using the same pen fill in the center of the rounded crosses covering the tangle of lines in between.
4. This step is optional and depends on your usage. 1-3 can be used to alleviate anxiety, anger, boredom, ect. But if you take it into an artistic direction, you can now add color, additional layers, patterns like Zentangle. The possibilities are endless.

Visual Step by Step

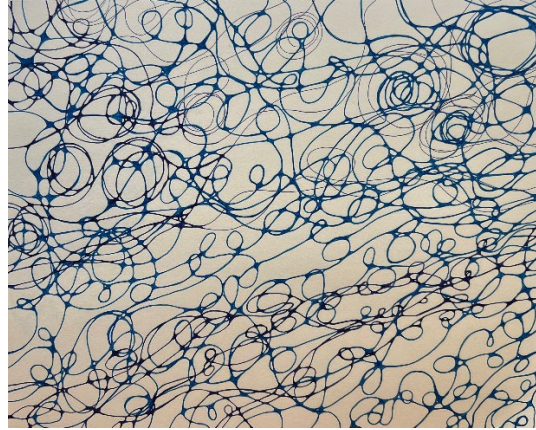


Teacher Made Examples:

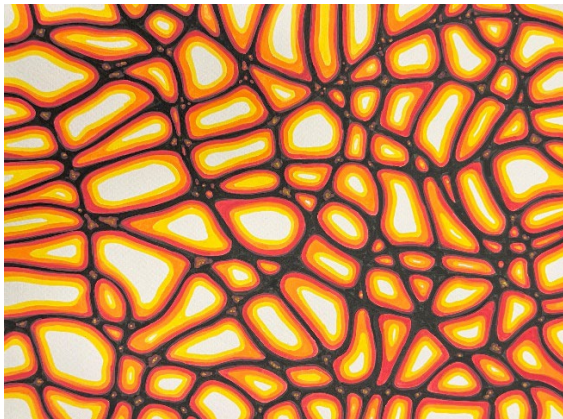
Single Layer



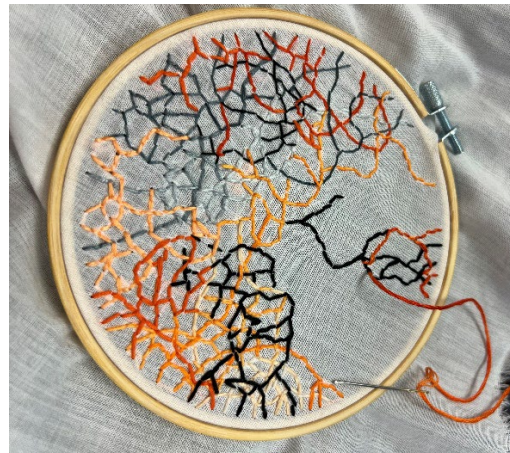
Multi-layered



Sharpie Creative Marker



Needle Point



Wool Felting



Sharpie, Watercolor Paint Pen



Student Made Examples using Sharpie, Color Pencil



Visual for Connecting Line Style with Emotion

