

Neurographic art

Intended grade level(s) / age(s): 6th, 7th, and 8th grade (middle school)

Big Idea / Central concept: Process over product

Essential Questions:

1. How can art be therapeutic?
2. How do you find joy in your everyday life?
3. How do you associate color with meaning in your life, and how do other people around the world interpret those same colors?

National Arts Standard(s):

- **VA:Cr2.1.6a** Students will demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

OH State Arts Standard(s):

- **7.3CR** Practice visual fluency through the application of elements of art and principles of design.
- **8.4CO** Identify aesthetic choices within works of art.

Artists to be Discussed/Shared:

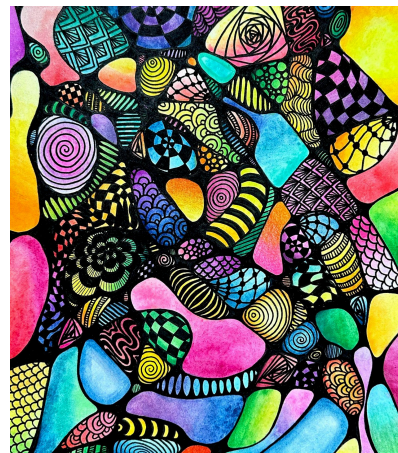
- **Pavel Piskarev** - the inventor of neurographic art
- **Buddhist mandala artists** - "For centuries, Tibetan Buddhist monks have made these cosmic diagrams out of coloured sand. As they place each grain of sand intentionally using metal funnels and sticks, monks enter a flow state. When they approach the centre point of the artwork, they experience the transcendence of Self and the reality of a universe in which all beings are free from suffering. Then, after days or weeks of labour, they practise nonattachment and demonstrate the impermanence of all things by destroying the mandala." (from [Adobe](#))

Key Vocabulary:

- **neurographic art** - an art form invented by Pavel Piskarev in which you draw freeform lines or 'neuro lines' that are meant to enable the connection between the conscious and unconscious (from [Vancouver Visual Arts Foundation](#))
- **Zentangle** - "An easy-to-learn, relaxing, and fun way to create beautiful images by drawing structured patterns" (from [Zentangle](#))
- **mandala** - "In the ancient Sanskrit language of Hinduism and Buddhism, mandala means "circle." Traditionally, a mandala is a geometric design or pattern that represents the cosmos or deities in various heavenly worlds." (from [Adobe](#))
- **abstract art** - art that is an interpretation of something that exists through shapes, colors, texture, etc.
- **non-objective art** - art that has no basis in reality and uses shapes, colors, texture, etc.
- **process art** - art in which the final product is not as important as the process through which it was created

Learning Objectives:

- Students will practice visual fluency through the application of elements of art and principles of design in their neurographic art piece. (7.3CR)
- Students will demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. (VA:Cr2.1.6a)
- Students will identify aesthetic choices within works of art. (8.4CO)



Art Activity: Neurographic art: students will draw curving, intersecting, overlapping lines from edge to edge of their paper until they are satisfied. Then, they will “round” any sharp angles and edges to ensure that every shape is organic. They will then fill in each “cell” with a color and/or pattern. The final result is a dynamic piece of art that was therapeutic to create, sort of adjacent to Zentangle.

Materials: 9x12 watercolor paper, black Sharpies (normal and fine tip), watercolors

[Lesson 3: Neurographic art slideshow](#)

Lesson Sequence

Opening Activity/Discussion/Presentation (15 minutes)

Intro presentation will introduce process art, art as a way to regulate oneself in times of stress, examples of art that has this effect (Zentangle, mandalas created by Buddhist monks), who invented neurographic art, the science behind it, and today’s activity.

- Set clear expectations for the vibe of the room (zone in, focus on artmaking, don’t be distracted– this is to add to the therapeutic process. set time limit for focus time, then abide by that before shifting gears to prior projects)

Material Demonstration/Tutorial (5 minutes)

Brief demo on how to get started drawing lines and then how to round sharp edges/angles.

Artistic Production (60 minutes)

Students will work on their pieces independently. I’ll be circulating around the room to sit with students and work on mine while they work on theirs so we can talk about the process. Any early finishers can work on their projects from the past two weeks. Chill music will be on in the background, and a slide with guiding questions (such as “do different marks convey different emotions or feelings?”) will be on the board.

Clean-Up (5 minutes)

Clean-up for this activity is very fast: put away watercolors, dump water into the sink in the cage, clean the brushes. I’ll give a little demo on how to clean brushes right as clean-up starts. Clean-up from any other past lessons students worked on will be a bit more complicated, but nothing too bad.

Reflection/Closure (5 minutes)

As a class, we will talk about how art can be therapeutic and helpful for managing stress in addition to discussing our work from today. How did they feel before/during/after engaging in the neurographic art process?

Assessment

| | Excellent | Satisfactory | Needs Attention | Assessment Method |
|--|--|--|--|---|
| Students will practice visual fluency through the application of elements of art and principles of design in their neurographic art piece. (7.3CR) | Artwork demonstrates <u>strong evidence</u> of intentionality in composition and <u>strong evidence</u> of attention to artisanship. | Artwork demonstrates <u>some evidence</u> of intentionality in composition and <u>some evidence</u> of attention to artisanship. | Artwork demonstrates <u>no evidence</u> of intentionality in composition and <u>no evidence</u> of attention to artisanship. | Visual assessment of completed works of art. |
| Students will demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. (VA:Cr2.1.6a) | Creative process demonstrates <u>strong evidence</u> of commitment to exploring new techniques and materials. | Creative process demonstrates <u>some evidence</u> of interest in exploring new techniques and materials. | Creative process demonstrates <u>no evidence</u> of interest in exploring new techniques and materials. | Visual assessment of creative process and completed work of art. |
| Students will identify aesthetic choices within works of art. (8.4CO) | Student meaningfully participates <u>at least once</u> in class discussion, <i>and</i> participates meaningfully in one-on-one conversation. | Student meaningfully participates in class discussion, <i>or</i> participates meaningfully in one-on-one conversation. | Student <u>does not meaningfully participate at all</u> in class discussion or one-on-one conversation. | Participation in class discussion; one-on-one discussions as class goes on. |