

**DEPARTMENT OF EDUCATION**  
**CURRICULUM AND INSTRUCTION DIVISION**  
**JUNKANOO INTEGRATION**

**NOTE: Duplicate this table and complete it for each grade level.**

**SUBJECT:** Visual Arts

**GRADE:** Seven

<b>Pacing Guide Week #</b>	<b>Topic (As displayed in the Pacing Guide)</b>	<b>Objectives (As outlined in the Curriculum)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
<b>Week 1</b> January 6-9, <b>2025</b>	<b>Colour</b>	Define and identify colours of the spectrum.	Students are required to design a Junkanoo costume for the Valley Boys group, incorporating the seven colours of the spectrum (Red, Orange, Yellow, Green, Blue, Indigo, and Violet) in order. The design should highlight creativity, detail, and the vibrant spirit of Junkanoo while reflecting the festival's cultural significance.	<ol style="list-style-type: none"> <li>1. White paper</li> <li>2. Colored pencils or watercolors</li> <li>3. Images of Junkanoo costumes</li> <li>4. Images of the rainbow (the natural colour spectrum)</li> <li>5. Video resources about where colour comes from</li> </ol>

<p><b>Week 2</b> January 13-17, <b>2025</b></p>	<p><b>Colour</b></p>	<p>Define and identify hue, value and intensity.</p>	<p>Students will learn about the properties of colour through Junkanoo costume design. They will choose vibrant colours, mix different shades, and select bright or dull tones to observe how these choices impact their designs. Additionally, students will discuss how their colour selections influence the overall look and feel of the costume design.</p>	<ol style="list-style-type: none"> <li>1. White paper</li> <li>2. Colored pencils or watercolors</li> <li>3. Images of Junkanoo costumes</li> <li>4. Video resources on the properties of colour</li> </ol>
<p><b>Week 3</b> January 20-24, <b>2025</b></p>	<p><b>Colour</b></p>	<p>Develop and demonstrate an understanding of colour schemes.</p>	<p>Discuss the significance, history, and vibrant colours associated with Junkanoo and the various colour schemes used in traditional costumes. Next, have students create their Junkanoo-inspired costume designs, focusing on specific colour schemes they've learned about. After the design activity, facilitate a group discussion where participants can present their creations and</p>	<ol style="list-style-type: none"> <li>1. White paper</li> <li>2. Colored pencils or watercolors</li> <li>3. Images of Junkanoo costumes</li> <li>4. Video resources on Junkanoo history and parades</li> <li>5. Video resources on colour schemes</li> </ol>

			explain their colour choices.	
<b>Week 4</b> January 27-31, <b>2025</b>	<b>Colour</b>	Demonstrate an awareness of the effective use of colour.	Students will create a piece of art entitled "Junkanoo Color Celebration" using construction paper, focusing on colour choices that reflect their personalities. They will also engage in a discussion about colours and their meanings. Each student will present their designs to the class, explaining their colour choices and inspirations.	<ol style="list-style-type: none"> <li>1. Construction paper</li> <li>2. Scissors</li> <li>3. Glue</li> <li>4. Resource videos on the psychology of colour.</li> </ol>

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**JUNKANOO INTEGRATION**

**SUBJECT:** Visual Arts

**GRADE:** Eight

<b>Pacing Guide Week #</b>	<b>Topic (As displayed in the Pacing Guide)</b>	<b>Objectives (As outlined in the Curriculum)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
<b>Week 1</b> January 6-9, <b>2025</b>	<b>Observational Study</b>	Define drawing from observation.	<p>Students will examine images and videos of Junkanoo, focusing closely on the costumes and performances. They will then create two observational studies based on one of the Junkanoo images they observe.</p> <p>The first study will focus on identifying, describing, and sketching all the shapes in the picture, while the second study</p>	<ol style="list-style-type: none"> <li>1. Paper</li> <li>2. Pencils</li> <li>3. Images of Junkanoo</li> <li>4. Videos of Junkanoo</li> </ol>

			<p>will provide a detailed sketch of the image.</p> <p>After completing their studies, students will engage in a discussion to share their work and reflect on their observations and experiences.</p>	
<p><b>Week 2</b> January 13-17, <b>2025</b></p>	<p><b>Observational Study</b></p>	<p>Identify and define the different types of observational drawing.</p>	<p>Students will explore different types of observational drawing, including contour, gesture, and still life. They will begin by observing and discussing images from Junkanoo parades. Afterward, each student will select their favourite Junkanoo reference images from which to work.</p> <p>The process will start with practice in contour drawing, where they will outline their chosen subjects. Next, they will create quick gesture drawings to capture the</p>	<ol style="list-style-type: none"> <li>1. Images of Junkanoo parades</li> <li>2. Paper</li> <li>3. Pencils</li> <li>4. Colored pencils</li> <li>5. Watercolors</li> <li>6. - Brushes</li> </ol>

			<p>movement of the dancers. Finally, students will produce a still-life drawing that incorporates elements of Junkanoo's textures and colours.</p> <p>To conclude the project, students can showcase their work as if in a gallery, explaining their artistic process and inspiration and discussing the importance of observation in art.</p>	
<p><b>Week 3</b> January 20-24, <b>2025</b></p>	<p><b>Observational Study</b></p>	<p>Use the elements and principles of design to organize ideas from the environment and illustrate concepts from direct observation.</p>	<p>Students will analyze images and videos to explore the vibrant designs of Junkanoo costumes. They will concentrate on essential elements like line, colour, shape, texture, and patterns and discuss how they connect to fundamental design principles such as balance and emphasis. After this exploration, students will sketch their ideas for Junkanoo costumes and</p>	<ol style="list-style-type: none"> <li>1. Images and videos of Junkanoo parades</li> <li>2. Paper</li> <li>3. Pencils</li> <li>4. Colored pencils</li> <li>5. Watercolors</li> <li>6. Brushes</li> </ol>

			create small-scale prototypes. To wrap up, they will present their designs, detailing their creative choices and explaining how they incorporated the design elements into their work.	
<b>Week 4</b> January 27-31, 2025	<b>Observational Study</b>	Study the human anatomy and record figures from direct observation	Introduce the students to basic human anatomical structures, focusing on how movement and posture play essential roles in dance and performance. Following this, students can observe and sketch Junkanoo dancers in various poses, capturing details of the anatomy relevant to the movement. Next, divide the class into small groups to design and create their own Junkanoo-inspired costumes, emphasizing how their understanding of anatomy informs their designs. Finally, hold a mini parade where each group performs their	<ol style="list-style-type: none"> <li>1. Images and videos of Junkanoo parades</li> <li>2. Paper</li> <li>3. Pencils</li> <li>4. Colored pencils</li> <li>5. Watercolors</li> <li>6. Brushes</li> </ol>

			music while showcasing their costumes.	
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**JUNKANOO INTEGRATION**

**SUBJECT:** Visual Arts

**GRADE:** Ten

<b>Pacing Guide Week #</b>	<b>Topic (As displayed in the Pacing Guide)</b>	<b>Objectives (As outlined in the Curriculum)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
<p><b>Week 1</b> January 6-9, <b>2025</b></p> <p><b>Week 2</b> January 13-17, <b>2025</b></p>	<p><b>Observational Study - The Human Form</b></p>	<p>Study the human anatomy and record figures from direct observation.</p>	<p>Title: "Anatomy Parade: The Junkanoo Connection"</p> <p>Students will explore human anatomy by creating vibrant costumes and props inspired by the skeletal and muscular systems. They will also learn about the functions and importance of those systems in a festive Junkanoo-style celebration.</p>	<ol style="list-style-type: none"> <li>1. Recycled materials (cardboard, plastic bottles, fabric scraps)</li> <li>2. Craft supplies (glue, scissors, markers)</li> <li>3. Access to music for the parade</li> <li>4. Presentation tools (poster boards, markers, etc.)</li> </ol>

			<p>Begin with a brief human anatomy lesson covering the skeletal and muscular systems.</p> <p>Discuss the significance of each system and how they work together to support human life.</p> <p>Divide the class into small groups, assigning each group either the skeletal or muscular system.</p> <p>Have students research their assigned system, gathering key information about its functions, components, and interesting facts.</p> <p>Each group will create costumes or props that represent their body system using recycled materials. For example:</p> <p><b>Skeletal System:</b> Create bone structures using cardboard tubes and fringed paper.</p> <p><b>Muscular System:</b> Use fabric or coloured fringed paper to create muscle</p>	
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			<p>models. The students are reminded that the idea is to celebrate the two body systems like a Junkanoo parade.</p> <p>Organize a class parade in which each group displays their costumes and presents information about their assigned body system to the rest of the class. To enhance the festive atmosphere, play lively Junkanoo music during the event.</p>	
<p><b>Week 3</b> January 20-24, <b>2025</b></p>	<p><b>Observational Study - The Human Form</b></p>	<p>Study the human anatomy and record figures from direct observation.</p>	<p>"Proportion Drawing Challenge." Begin with a brief discussion on the significance of body proportions in art, followed by a demonstration of drawing figures using the head measurement method. Students will then select a reference image of a junkanoo participant to create their sketches, focusing on accurate</p>	<ol style="list-style-type: none"> <li>1. Paper</li> <li>2. Pencils</li> <li>3. Paints</li> <li>4. Brushes</li> <li>5. Images and videos of junkanoo performances</li> <li>6. Crepe paper</li> <li>7. Tissue paper</li> <li>8. Cardboard</li> </ol>

			<p>proportions and using light pencil strokes for basic shapes. After completing their drawings, they will pair up for peer review, providing constructive feedback on each other's work. To conclude, hold a class discussion for students to share their insights and challenges faced during the activity, allowing them to refine their sketches based on the feedback received.</p>	<p>9. Construction paper 10. Glue</p>
<p><b>Week 4</b> January 27-31, 2025</p>	<p><b>Observational Study - The Human Form</b></p>	<p>Study the human anatomy and record figures from direct observation.</p>	<p>Project an image of an anatomically correct human skeleton for students to sketch, focusing on how the skeleton supports various poses and actions. Next, images of Junkanoo dancers in colourful costumes are shown to the students to illustrate how these garments can enhance movement and character. Finally, have students create their</p>	<p>1. Paper 2. Pencils 3. Paints 4. Brushes 5. Images and videos of junkanoo performances 6. Crepe paper 7. Tissue paper 8. Cardboard 9. Construction paper</p>

			drawings of figures inspired by Junkanoo, encouraging them to incorporate both the skeletal structure and the lively, expressive aspects of the festival.	10. Glue

**DEPARTMENT OF EDUCATION**  
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**JUNKANOO INTEGRATION TEMPLATE**

**SUBJECT:** Visual Arts

**GRADE:** Eleven

<b>Pacing Guide Week #</b>	<b>Topic (As displayed in the Pacing Guide)</b>	<b>Objectives (As outlined in the Curriculum)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
<b>Week 1</b> January 6-9, 2025  <b>Week 2</b> January 13-17, 2025	<b>Observational Study-The Human Form</b>	Record figures from direct observation.	Introduce the students to Junkanoo's cultural significance, history, and vibrant elements, including its elaborate costumes and energetic dance. Use images or videos of participants as references for studying designs and textures while focusing on motion by capturing the poses of dancers. Invite live performers to provide real-life drawing opportunities to help with their understanding of	1. Paper 2. Pencils 3. Paints 4. Brushes 5. Images and videos of junkanoo performances 6. Crepe paper 7. Tissue paper 8. Cardboard 9. Construction paper 10. Glue

			<p>proportion and flow. Have students create their Junkanoo-inspired characters or costumes, experimenting with bold colours and mixed media to reflect the festival's vibrancy. Conclude the lessons with a group critique where students can discuss their work and the cultural influences behind their creations, fostering a dialogue about the intersection of art and cultural inspiration.</p>	
<p><b>Week 3</b> January 20-24, <b>2025</b></p>	<p><b>Observational Study- Portraiture</b></p>	<p>Study facial features and facial proportions and record them from direct observation.</p>	<p>The students will learn about essential facial features and proportions and practise drawing them to accurately represent them. After mastering these skills, they will create their Junkanoo-inspired masks or face art that conveys specific emotions. Students will then present their artwork, discussing their techniques and the</p>	<ol style="list-style-type: none"> <li>1. Paper</li> <li>2. Pencils</li> <li>3. Paints</li> <li>4. Brushes</li> <li>5. Images and videos of junkanoo performances</li> <li>6. Crepe paper</li> <li>7. Tissue paper</li> <li>8. Cardboard</li> <li>9. Construction paper</li> <li>10. Glue</li> </ol>

			significance of the features they chose to emphasize. The lesson will conclude with a discussion of the importance of facial features in communication.	
<b>Week 4</b> January 27-31, <b>2025</b>	<b>Observational Study- Portraiture</b>	Study facial features and facial proportions and record them from direct observation.	<b>"Junkanoo Portraits"</b> The students will build on their existing knowledge of the vibrant Bahamian celebration of Junkanoo while honing their observational drawing skills. The activity begins with students sketching portraits of each other from front, side, and three-quarter views. After completing their sketches, students will enhance their portraits by incorporating colours, patterns, and decorations inspired by the energetic spirit of Junkanoo. Once the portraits are complete, students will share their artwork with the class, discussing their	



			creative choices and observations related to perspective. To further immerse them in the spirit of Junkanoo, traditional Junkanoo music should be played during the activity. The lesson concludes with a discussion on the significance of perspective in art and cultural expression.	