



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**SCHOOL BASED ASSESSMENT
TEACHERS SCORING GUIDE**

**ART AND CRAFT
GRADE 5**

This scoring guide has 10 pages

*Art and Craft
School Based Assessment
Grade 5
Scoring Guide*

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Turn over

TASK	CURRICULUM DESIGNS	TASK DESCRIPTION
1.	Grade 5 1.0 Picture making 1.1.1 Still life drawing Pg. 3 hard copy	The learner is assessed on critical thinking, in analysing a drawing and critiquing the use of elements of art.
2.	(a) Grade 1 1.0 Paint and colour 1.1 make improvised brushes. Pg. 189 hard copy (b) Grade 5 1.0 Picture making 1.3.1 Colour classification p. 8 hard copy	Learner is assessed on creativity, learning to learn and PCI on safety precautions when sourcing for sticks to make brushes. Learner is assessed on critical thinking and problem solving, colour mixing and identification of categories of colour, sharing of brushes - PCI
3.	Grade 5 2.0 Indigenous Kenyan Craft 2.3 Pottery 2.3.1 Coil technique p. 16 hard copy	Learner assessed on critical thinking while analysing pottery defects.
4.	Grade 3 7.0 Fabric Decoration 7.1 Applique p. 286 hard copy	The learner is assessed on the critical thinking, creativity and imagination, problem solving, PCI-ESD, re-use of materials for applique.
5	Grade 5 2.0 Indigenous Kenyan Crafts 2.2.1 Thonging method p. 14 hard copy	The learner is assessed on critical thinking, in analysis and making a leather work item using thonging technique.
6.(a)	Grade 5 3.0 Design, Mixed Media and Technology 3.4 Photography p. 26 hard copy	Learners assessed in digital literacy and critical thinking in analysing the position from which the photographer was captured.
6.(b)	Grade 4 4.0 Presentation and Exhibition 4.1 Mounting Artwork 4.1.2 Mounting 2D artwork using matting technique p. 26 hard copy	Learner is assessed on critical thinking, creativity and imagination in preparing the photograph for exhibition.
7.	Grade 4 1.0 Picture making 1.1 Drawing 1.1.2 Still life drawing (smudge technique) p. 29 Grade 5 1.0 Picture making 1.1 Drawing 1.1.1 Still life drawing (Elements of Art- Texture) p.3 Hard copy	Learner assessed is assessed on critical thinking, creativity and imagination in drawing, balancing subject matter, overlapping, shading by smudging and creating texture.

NOTE: *The performance levels define the knowledge and skills that learners likely demonstrate at different levels of proficiency within the reporting categories: Exceeding Expectation (4), Meeting Expectation (3), Approaching Expectation (2), and Below Expectation (1)*

1. The performance levels should **not** be added up to get a total score. The actual scores for each question have been provided in the question paper and in this scoring guide.
2. Use the assessment sheet provided to record the scores.
3. Upload the **actual score** in the CBA portal and **NOT** the performance levels. Use the performance levels for reporting the learner's performance.

EXPECTED RESPONSES:

THEORY

1. **Two elements that should be improved** – value and texture

Each 1 mark = 2 marks

2. (a) **Two safety measures that you should observe when looking for sticks to make a brush**

- Find safe plants.
- Clean the sticks before using.
- Check for pests/insects on the sticks
- Care when using sharp tools to cut.

Any two correct safety measures = 2 marks

- (b) **The colours name X and Y are:**

X- orange

Y- Blue green

Each 1 mark = 2 marks

3. **Two reasons why there are cracks on the pot**

- Left to dry in the sun
- Was not covered when drying
- Soil used was not the best or correct one

Any 2 × 1 = 2 marks

4. **Materials that can be used to decorate parts labelled Y and Z**

- Y – cloth/fabric
- Z - rolled cloth/large button

Each 1 × 2 = 2 marks

5. **Arranging the steps for thonging technique in the correct order**

II – I -III

The learner may re-write the steps or just write the numbers only in that order

6. (a) **The position at which the photographer took the picture** – standing position. 1 mark
- (b) **How the photograph was prepared for exhibition.**
- Labelling
 - Mounting it
 - framing

Any $1 \times 1 = 1$ mark

TOTAL = 15 marks

7. PRACTICAL Criteria to be assessed

(a) **Arrangement of forms**

By correctly overlapping /placing the forms

- banana
- glass
- Orange

4 marks

(b) **Drawing the composition**

- balance on space provided -1 mark
- proportion of the forms in relation to each other -1 mark
- texture, rough and smooth textures -2 marks
- use of space -2 marks

6 marks

(c) **Shading using smudge technique**

3 marks

(d) **Craftsmanship**

2 marks

- neatness

Total 15 marks

CRITERIA FOR ASSESSMENT

Note: This task has only 3 performance levels. Work with them as indicated.

CRITERIA	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
Q.1. Identifying elements in drawing that need improvement: <ul style="list-style-type: none"> Value texture 	Demonstrates understanding of use of elements and correctly identifies the two elements.	Demonstrates understanding of use of elements and correctly identifies the one element.	Unable to demonstrate understanding of use of elements and incorrectly identifies or unable to identify.
SCORE	2	1	0
Q.2.(a) writing two safety measures one should observe <ul style="list-style-type: none"> Find safe plants. Clean the sticks before using. Check for pests/insects on the sticks Care when using sharp tools to cut. 	Correctly writes two safety measures which should be observed when collecting a stick.	Correctly writes one safety measures which should be observed when collecting a stick.	Unable to write safety measures observed when collecting a stick.
SCORE	2	1	0
Q.2.(b) Naming two different colours <ul style="list-style-type: none"> X – Orange Y – blue green 	Correctly names the two colours.	Correctly names only one of the two colours.	Unable to name any of the colours.
SCORE	2	1	0
Q.3. Giving two reasons why there are cracks on the pot <ul style="list-style-type: none"> Left to dry in the sun Was not covered when drying Clay used was not the best or correct one 	Correctly gives two reasons why there are cracks on the pot.	Correctly gives one reasons why there are cracks on the pot.	Unable to give any reason why there are cracks on the pot.
SCORE	2	1	0
Q.4. Naming materials to be used to decorate a fabric <ul style="list-style-type: none"> Y – Cloth Z - rolled cloth/large button 	Correctly names two materials to be used to decorate the parts.	Correctly names one material to be used to decorate the parts.	Unable to name any material for decorating.
SCORE	2	1	0
Q.5. Arranging steps to be followed in making the pencil holder <ul style="list-style-type: none"> II – I - III 	Correctly arranges the steps in correct order.	Correctly arranges the first step but interchanges step II with III.	Unable to arrange the steps correctly.
	3	1	0

Q.6. (a) identifying the position photography was taken • Standing-normal eye view	Correctly identifies the position at which the photograph was taken.	Has challenges identifying the position and /or misspells the position.	Unable to identify the position or leaves question unanswered.
SCORE	1	0	0
Q.6.(b) preparing photograph for exhibition ▪ Labelling ▪ Mounting it • framing	Correctly mentions how to prepare photo for exhibition.	Has a challenge in mentioning how to prepare photo for exhibition.	Unable to mention how to prepare the photograph for exhibition and/or leaves the question unanswered.
SCORE	1	0	0
TOTAL	15	06	00

SECTION B: PRACTICAL

Q. 7. Drawing

Criteria to be assessed:

(a) Correctly arranged items with some overlap: **banana, glass, orange. 4 marks**

(b) Drawing with emphasis on - balance, proportion texture – **6 marks**

(c) Shading skill: smudging technique showing light and dark areas of the forms. = **3 marks**

(d) Neatness; no smudges on paper surface, no tears on due to hard pressing of the pencil, no bends = **2**

CRITERIA	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
(a)arrangement of forms	-draws all 3 forms correctly while overlapping at least two of the forms	-draws 2 forms but misses out on any one and no overlap	- draws 1 form and /or unrecognisable form with no overlapping
SCORE	4	2	1
(b) Drawing the composition - balance -proportion -texture -use of space	-draws forms proportionately with texture , covers $\frac{3}{4}$ of the space	-draws forms while missing out on either proportion, balance or texture with work covering $\frac{1}{2}$ of the space	-draws unrecognizable forms, missing out on all aspects and/or balance with forms occupying less than $\frac{1}{2}$ the space
SCORE	6	3	1
(c)Shading - <i>Smudging technique ranging from dark to light</i>	Shading is consistent, smooth, accurate, and within the outlines of the forms. There is gradation ranging from light to dark.	Shading is rough not consistent, and spreads out of some of the forms	Shading not within the outlines of the forms OR very little or no attempt to shade.
SCORE	3	2	1

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(d) Neatness of drawing paper. <i>-no smudges</i> <i>-no folds</i> <i>-no tears</i>	No pencil smudges visible. There are no tears, or folds on the paper.	There are few smudges, tears and minor bends on the paper visible.	There are smudges, major tears and/or bends on the paper.
SCORE	2	1	0
TOTAL SCORE	15	8	3

TOTAL SCORE

PERFORMANCE LEVEL INDICATORS RANGE OF TOTAL SCORE	MEETING EXPECTATION (3)	APPROACHING EXPECTATION (2)	BELOW EXPECTATION (1)
	19 - 30	09 - 18	00 - 08

SCORE RANGE AND PERFORMANCE LEVEL

RANGE	Performance level
19 - 30 marks	Meeting Expectation (3)
09 - 18 marks	Approaching Expectation (2)
00 - 08 marks	Below Expectation (1)

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School Based Assessment Score sheet

Name of Art & Craft Teacher		TSC NO:		Signature		Date	
Name of Head Teacher		TSC NO:		Signature		Date	

Official school stamp