



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**CREATIVE ARTS PROJECT
SCHOOL BASED ASSESSMENT
Grade 4 – 2024**

This project must be completed by 26th July 2024

This document consists of 8 printed pages.

Turn over

Guidelines for administration

- (i) This assessment consists of **three** parts: **PART I Art and Craft, PART II Music, PART III Physical and Health Education**
- (ii) Each part contains various tasks that you need to complete. Follow the instructions for each task carefully
- (iii) Each task carries 15 marks.
- (i) The tasks should be done in class during the term.
- (ii) Read through the scoring rubrics with the learners before they begin the assessment so that they understand what will be expected of their final work. [the rubric can be printed, downloaded into learners' digital devices, written out on the board or projected].
- (iii) Ensure the work is carried out by each learner to completion.
- (i) All tasks must be completed and submitted by **26th July 2024**
- (ii) **All materials should be improvised where applicable. Schools are encouraged to reuse materials.**

PART 1: ART AND CRAFT

Task expectation: Make a drawing of a still life composition from observation comprising two percussion instruments that has been set up by your teacher. Ensure that your work is original and reflects your best effort.

The composition should be within an area measuring 21 cm × 30 cm.

Materials needed:

A3 drawing paper 21 cm × 30 cm.

HB or B pencil or charcoal stick

Eraser

Instructions

STEP 1: Place the drawing paper in a horizontal or vertical position

STEP 2: Draw the object closest to you first

STEP 3: Continue drawing the objects one by one ensure you place each in the correct position

STEP 4: Shade the objects using smudging and hatching techniques to bring out the dark and light values, rough and smooth textures.

STEP 5: Read the rubric to see if you have followed all the steps correctly.

Your work will be judged on the following:

1. Use of $\frac{3}{4}$ of the drawing space
2. Placement of forms (overlapping)
3. demonstration of shading skill, use of a wide range of values to create 3D in the form
4. Neatness.

PART II: MUSIC

Task: A practical performance task on improvising rhythms on a percussion instrument.

Guidelines:

1. Learners to be guided to identify a **percussion instrument** and learn how to improvise rhythms
2. Learners to perform **individually**
3. The performance to last **1-2 minutes**
4. On the assessment day, learner to individually introduce the percussion instrument to be played, highlighting the community of choice
5. Learners to perform improvised rhythms on the percussion instrument, observing
 - (i) Steady beat
 - (ii) Varied improvised rhythms
 - (iii) Safety for self and other

PART III: PHYSICAL AND HEALTH EDUCATION**(15 marks)**

Task 7- Performance task: Chest pass.

(8 marks)

Task 8- Performance task: Two handed ball catch.

(7 marks)

Instructions to the teacher**The teacher to:**

- i. Identify a safe area for performing the task.
- ii. Ensure **safety of all learners** as they perform the task.
- iii. Provide appropriate ball(s) /improvised ball (s) for performing the activities.
- iv. Organise the learners in appropriate pairs
- v. Ensure that learners perform adequate warm up prior to the assessment
- vi. Where necessary, a teacher or any other authorised personnel could pass the ball to the learner being assessed in catching or receive the ball from a learner being assessed for passing
- vii. Instruct members of each pair to maintain appropriate distance between them as they perform the activities
- viii. Give each pairs a maximum of three trials where necessary
- ix. Assess each learner individually.
- x. Use the checklist provided to assess the learner's competencies in the specified tasks
- xi. Use the scoring guides provided to rate each learner's performance.
- xii. Learner(s) with disability should be guided / supported by peers/teachers/Teacher Aides or any other authorised personnel to undertake the task.

Checklist for assessing the learner's competency in performing chest pass and two-handed ball catch

Task 7: Assessment of learner's competency in performing the chest pass				
	Skills to be performed	Descriptors	Marks	Total Marks
1	Stance	Standing comfortably, knees slightly bent, feet shoulder width apart	1	8
2	Grip	Holding the ball firmly with both hands at the chest level, elbows outwards, fingers spread and thumbs pointing each other behind the ball	1	
3	Body alignment	Stepping forward with one foot and extending arms your forward	1	
4	Eye focus	Focusing on the target/the receiver	1	
5	Release	Pushing the ball out from the chest and then snapping the wrist to propel the ball to the receiver's chest or head level.	1	
6	Follow through	Extending the hands fully with fingers pointing the direction of the ball	1	
7	Safety awareness	Being on a safe space when executing the pass and demonstration of a consistent behaviour that promotes safety of self and others	1	
8	Responsibility	Respecting others, caring for the resources, following all the instructions given and accepting own performance	1	

Task 8: Assessment of learner competencies in performing the two-handed ball catch				
Skills to be performed		Descriptors	marks	Total Marks

PART I: SCORING RUBRIC FOR STILL LIFE DRAWING

CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
1. Drawing skill <i>- clarity of forms</i> <i>-Overlapping of forms</i> <i>- use of space</i>	<ul style="list-style-type: none"> Overlapping forms are drawn with exceptional clarity and accuracy, creating a sense of depth Exceptional use of space; composition is balanced and well-organized 	<ul style="list-style-type: none"> Overlapping forms are drawn clearly and accurately, with a good sense of depth Good use of space; composition is mostly balanced and organized 	<ul style="list-style-type: none"> Overlapping forms are drawn with some clarity and accuracy, but depth is less convincing Basic use of space; composition has some balance but may appear cluttered or empty 	<ul style="list-style-type: none"> Overlapping forms are unclear and inaccurately drawn, lacking depth poor use of space; composition is unbalanced and poorly organized
	06 marks	05 marks	03 marks	01 marks
2. Execution skill <i>- Smudging & hatching technique</i> <i>– transitions ranging from dark to light</i>	<ul style="list-style-type: none"> Shading is consistent, neat with smooth, precise, transitions and within the outlines of the forms. There is seamless gradation ranging from light to dark 	<ul style="list-style-type: none"> Shading is consistent, smooth, accurate, and within the outlines of the forms. There is gradation ranging from light to dark. 	<ul style="list-style-type: none"> Shading is rough not consistent, and spreads out of some of the forms 	<ul style="list-style-type: none"> Shading not within the outlines of the forms/uneven OR very little or no attempt to shade.
	06 marks	05 marks	03 marks	01 mark
3 Neatness of drawing paper. <i>-no smudges</i> <i>-no folds</i> <i>-no tears</i>	Drawing is exceptionally neat and well-presented, with great attention to detail	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.	Drawing has smudges, with major tears or bends on the paper.
	03 marks	02 marks	01 mark	00 marks

PART II: SCORING RUBRIC FOR MUSIC

CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
Task 4: Choice of a Kenyan percussion instrument and appropriate introduction	<ul style="list-style-type: none"> Chooses an appropriate Kenyan percussion instrument and eloquently introduces the performance in detail 	Chooses appropriate Kenyan percussion instrument and gives a proper introduction	<ul style="list-style-type: none"> Chooses a percussion instrument with limited authenticity with faults in introduction 	<ul style="list-style-type: none"> Chooses a non-authentic percussion instrument and unable to introduce appropriately
4 marks	4 marks	3 marks	2 marks	1 mark
Task 5: Improvising varied rhythms on percussion instrument, keeping steady beat.	<ul style="list-style-type: none"> Improvises highly intricate rhythmic patterns, keeping a perfect steady beat with utmost consistency 	<ul style="list-style-type: none"> Improvises rhythmic patterns keeping the beat 	<ul style="list-style-type: none"> Improvises basic rhythmic patterns with flaws in beat and variety 	<ul style="list-style-type: none"> Has difficulty improvising any rhythmic pattern
7 marks	7 marks	5-6 marks	3-4 marks	1-2 marks
Task 6: Observing safety while performing	Performs the improvised rhythms while observing own and others' safety	Performs the improvised rhythms while observing own safety	Performs the improvised rhythms with little regard to safety	Performs the improvised rhythms with little regard to safety
4 marks	04 marks	03 marks	02 marks	01 marks

PART III SCORING RUBRIC FOR PHYSICAL AND HEALTH EDUCATION

CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
Task 7 chest pass	<ul style="list-style-type: none"> Learner who correctly performs 7 to 8 skills of chest pass 	Learner who correctly performs 5 to 6 skills of chest pass	<ul style="list-style-type: none"> Learner who correctly performs 3 to 4 skills of chest pass 	<ul style="list-style-type: none"> Learner who correctly performs only 2, 1 or none of the skills specified
8 marks	7- 8 marks	5-6 marks	3-4 marks	0-2 marks
Task 8 Two-handed ball catch	<ul style="list-style-type: none"> Learner who correctly performs all 7 skills of the two-handed ball catch 	<ul style="list-style-type: none"> Learner who correctly performs 5 to 6 skills of the two-handed ball catch 	<ul style="list-style-type: none"> Learner who correctly performs 3 to 4 skills of the two-handed ball catch 	<ul style="list-style-type: none"> Learner who correctly performs only 2, 1 or none of the two-handed ball catch
7 marks	7 marks	5 – 6 marks	3 – 4 marks	0 – 2 marks

SCORE RANGE AND PERFORMANCE LEVEL

RANGE	Performance level
36 – 45 marks	Exceeding Expectation (4)
25 - 35 marks	Meeting Expectation (3)
16 - 25 marks	Approaching Expectation (2)
01 - 15 marks	Below Expectation (1)