



THE KENYA NATIONAL EXAMINATIONS COUNCIL

CREATIVE ARTS AND SPORTS

SCHOOL BASED ASSESSMENT

GRADE 7 – 2024

(Regular)

This project must be completed by 26th July 2024

This document consists of 13 Printed pages.

This assessment tool consists of the following documents:

1. Guidelines for administration of assessment
2. Assessment tasks
3. Scoring rubric for assessment tasks
4. Assessment score sheet

Guidelines for administration

- i) This assessment is in 3 parts: **PART I Performing Arts, PART II Sports, PART III Visual Arts**
- ii) Each part contains various tasks that should be undertaken by all learners in Grade five
- iii) Each of the three Parts carries 20 marks, thus making a total of 60 marks for the creative arts and sports assessment project
- iv) Instructions given for each task should be carefully followed
- v) Learners' safety when carrying out the assessment tasks should be prioritized
- vi) The tasks should be accomplished within the specified period during the term.
- vii) Teachers should read through the scoring rubrics with the learners before the commencement of the assessment so that learners understand what is expected of them. [the rubric may be printed, downloaded into learners' digital devices, written out on the board or projected].
- viii) Each learner is expected to perform all the tasks to completion.
- ix) Materials should be improvised where applicable and schools are encouraged to reuse materials
- x) All the tasks must be completed, and learners scores submitted by **26th July 2024**

TASK	CURRICULUM DESIGN(S)	TASK DESCRIPTION
1.	Strand 2.10 Indigenous Kenyan Crafts 2.10 Ornaments G7 P.29 Grade 7 learners- are to make a necklace using materials sourced from the local environment The materials for making the necklace are not to be bought use locally available materials. Examples have been provided.	The task assesses learner's competency in <ul style="list-style-type: none"> • Making an ornament(necklace). • designing and a necklace • aesthetic judgement in selecting reusable materials for the project • making functional and aesthetically pleasing ornamental items. • using materials in an environmentally sustainable manner. • financial responsibility.

Schools are encouraged to carry out exhibitions to showcase the learners' artworks at the end of the assessment period. Take photographs or record videos as the learners carry out the tasks and upon completion and keep as evidence.

PART I: PERFORMING ARTS

Task: This is a practical performance of a Kenyan Indigenous Folksong.

Guidelines:

1. Working in groups of **10 - 15 members**, learners are required to identify and learn an appropriate **Kenyan indigenous Folksong** for a performance duration of **2 – 3 minutes**.
2. Each learner will be expected to play a part in the group performance either as a **soloist, instrumentalist**, or part of the **response group**.
3. One member of the group should introduce the folksong (in English or Kiswahili) highlighting the following information:
 - (i) The community of origin
 - (ii) Occasion
 - (iii) Gender that performs the folksong
 - (iv) The message
4. The learners perform the Kenyan Folksong incorporating the following techniques:
 - i. Singing style
 - ii. Clarity of diction
 - iii. Coordinated body movements
 - iv. Facial expressions
 - v. Instrumental accompaniment
5. During the performance of the Kenyan Folksong, learners should observe **safety and etiquette**.

PART II : SPORTS

Sequence Task : Catching the ball, Dribbling and Performing a standing shot.

Instructions to the teacher

The teacher to:

1. Ensure that each learner performs the sequence of tasks prescribed
2. Share with learners the criteria and aspects of good performance so that they know what is expected of them.
3. Identify a safe area for performing the task.
4. Ensure **safety of all learners** as they perform the task.
5. Provide appropriate ball(s) /improvised ball(s) and Goal area for performing the activity.
6. Ensure that learners have adequately warmed up before performing the assessment tasks
7. Organize for a peer learner, teacher or any other authorized personnel to throw the ball to the learner being assessed
8. Instruct the learners to perform the handball tasks in sequence: ball catching, dribbling while moving forward and stopping while at a designated place to perform standing shot
9. Assess each learner individually.
10. Give learners a maximum of three trials/attempts where necessary
11. Use the checklist provided to assess learner's competency in catching the ball, dribbling as they move forward and the performing a standing shot
12. Use the scoring guide provided to rate each learner's performance.
13. Ensure that learner(s) with disability are appropriately guided/supported or spotted by peers/teachers/teacher aides or any other authorized personnel when performing the tasks.

Checklist for Assessing Learner's competency in catching the ball, dribbling and performing a standing shot

Tasks		Skills to assess			Marks	Total Marks
Catching the ball	i.	Stance	Comfortable stance, feet shoulder width apart		1	7
	ii.	Body alignment	knees slightly bent with the body slightly leaning forward facing the direction of the oncoming ball		1	
	iii.	Eye Focus	Eyes should be focused on the ball		1	
	iv.	Hands positioning	Hands placed at the chest level close to each other with open palms		1	
	v.	Ball reception	Fingers spread, thumbs and index finger forming a “W” shape, receive the ball with a firm grip of both hands		1	
	vi.	Follow through	Cushion the ball by bringing it close to the body immediately after the grip		1	
	vii.	Shows persistence to perform tasks correctly, Reflects and adjusts/improves own performance, Seeks advice, guidance and feedback from peers and teachers			1	
Dribbling	i.	Ball handling	The ball is bounced repeatedly on the ground using one hand		1	6
	ii.	Push	Ball is pushed to the ground with the fingers and a flip/flex of the wrist (Not tapping)		1	
	iii.	Proximity with the ball	Ball is kept close to the body slightly on the side to allow for movement		1	
	iv.	Body Alignment	The head is held up facing forward		1	
	v.	Eye focus	Focused forward		1	
	vi.	Movement	The ball is bounced at least once in every three steps to avoid traveling		1	
Performing a standing shot in Handball	i.	Stance	Catch the ball with both hands from the dribbling movement, Position self appropriately with feet shoulder width apart and the foot opposite the shooting hand slightly ahead of the other		1	7
	ii.	Body alignment	The trunk is slightly angled to the goal		1	
	iii.	Eye Focus	Eyes focused on the goal			
	iv.	Ball handling	The ball is held with the dominant hand		1	
	v.	Swing	Swing the ball with the hand backwards and then forward forcefully		1	

		vi.	Release	Release the ball with to the goal with the extension of the hand and flick of the wrist	1	
		vii.	Safety	Always observes safety of self and others	1	
		TOTAL			20	

PART III VISUAL ARTS

1.0 ASSESSMENT TASK: Making a necklace using beadwork technique inspired by culture

Materials required

Look for materials that are locally available such as

- a. Inedible seeds
- b. Biro pen tubes
- c. Natural reeds
- d. Bamboo sticks
- e. straws
- f. Clay beads
- g. Papier mâché beads
- h. Paper roll beads
- i. Cut sticks
- j. Strings (reused yarns, sisal strings, manilla twine, copper/aluminium wire, nylon twine)

Task description

Grade 7 learners are preparing for a cultural showcase event where they will perform an indigenous Kenyan folk song. The necklaces will be part of their dance costumes, symbolizing heritage and tradition

You are required to:

- (i) create a beaded necklace in not more than **four** colours using traditional beadwork techniques, reflecting the cultural significance of the indigenous Kenyan community of choice.
- (ii) combine any of the materials in necklace design
- (iii) the completed necklace should be finished appropriately and be functional
- (iv) label your work with your name and assessment number

PART I: MUSIC-SCORING RUBRIC

LEVEL CRITERIA	4 EXCEEDING EXPECTATION	3 MEETING EXPECTATION	2 APPROACHING EXPECTATION	1 BELOW EXPECTATION
4 marks	4 marks	3 marks	2 marks	1 mark
Task 1 Singing style	Expressively sings the folksong with clear authentic tone and projective voices.	Sings the folksong with clear tone and projective voices.	Sings the folksong with either clear tone or projective voices.	Sings the folksong with neither clear tone nor projective voices.
4 marks	4 marks	3 marks	2 marks	1 mark
Task 2 Clarity diction	Sings the folksong with clear articulation of words and are well understood in the language of the performance.	Sings the folksong with clear articulation of words throughout the performance.	Sings the folksong with a few errors in articulation of words.	Sings the folksong with many errors in articulation of words.
4 marks	4 marks	3 marks	2 marks	1 mark
Task 3 Coordinated body movements	Performs the folksong with well-coordinated body movements which are relevant and varied.	Performs the folksong with coordinated body movements.	Performs the folksong with some uncoordinated body movements.	Performs the folksong with many uncoordinated body movements.
4 marks	4 marks	3 marks	2 marks	1 mark
Task 4 Observing safety and etiquette	Performs the folksong while observing own and others' safety (in use of props) and proper etiquette (appropriate dressing, morally acceptable body movements, keeping to their roles such as soloist, instrumentalist or singer).	Performs the folksong while observing safety (in use of props) and proper etiquette (appropriate dressing, morally acceptable body movements, keeping to their roles such as soloist, instrumentalist or singer).	Performs the folksong while observing some safety measures (in use of props) and etiquette (appropriate dressing, morally acceptable body movements, keeping to their roles such as soloist, instrumentalist or singer).	Performs the folksong while overlooking many safety measures (in use of props) and etiquette (appropriate dressing, morally acceptable body movements, keeping to their roles such as soloist, instrumentalist or singer).
4 marks	4 marks	3 marks	2 marks	1 mark
Task 5 Individual musicianship	Consistently demonstrates outstanding confidence, focused concentration on their role and is highly expressive in the performance of the folksong.	Demonstrates confidence, focused concentration on their role and is expressive in the performance of the folksong.	Demonstrates developing levels of confidence, concentration on their role and expressiveness in the performance of the folksong.	Demonstrates limitations in levels of confidence, concentration on their role and expressiveness in the performance of the folksong.
RANGE FOR THE PART	16 – 20 marks	09 - 15 marks	05 - 08 marks	00 - 04 marks

PART II- SCORING RUBRIC- PHYSICAL EDUCATION AND SPORTS

PL Tasks	4 EXCEEDING EXPECTATION	3 MEETING EXPECTATION	2 APPROACHING EXPECTATION	1 BELOW EXPECTATION
7 marks	7 marks	5-6 marks	3-4 marks	0-2 marks
Task 6 Catching a ball	Learner who correctly performs all the 7 skills of Catching the ball	Learner who correctly performs 5 or 6 skills of Catching the ball	Learner who correctly performs 3 or 4 skills of Catching the ball	Learner who correctly performs only 2, 1 or none of the skills of Catching the ball Batting
6 marks	6 marks	4-5 marks	2-3 marks	0-1 mark
Task 7 Dribbling	Learner who correctly performs all the 6 skills of Dribbling	Learner who correctly performs 4 or 5 skills of Dribbling	Learner who correctly performs 2 or 3 skills of Dribbling	Learner who correctly performs only 1 or none of the skills of Dribbling
7 marks	7 marks	5-6 marks	3-4 marks	0-2 marks
Task 8 Performing standing shot in handball	Learner who correctly performs all the 7 skills of a standing shot in handball	Learner who correctly performs 5 or 6 skills of a standing shot in handball	Learner who correctly performs 3 or 4 skills of a standing shot in handball	Learner who correctly performs only 2, 1 or none of a standing shot in handball
RANGE FOR THE PART	16 – 20 marks	09 - 15 marks	05 - 08 marks	00 - 04 marks

PART II: ART AND CRAFT -SCORING RUBRIC

PL CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
Task 9 A. Creativity and Design <i>cultural relevance</i>	Innovative and unique design; demonstrates exceptional creativity and originality strongly reflects indigenous cultural significance	Well-designed and creative; shows originality design reflects indigenous cultural significance	Basic design with some creativity; lacks originality design somewhat reflects indigenous cultural significance	Simple or copied design; minimal creativity design does not reflect indigenous cultural significance
	04 marks	03 marks	02 marks	01 mark
Task 10 B. Execution skill <i>making the beads Stringing/Stitching/Sticking Beads -colour and pattern</i>	<ul style="list-style-type: none"> Beads are strung, stitched, or stuck precise and neat execution Exceptional use of four colours in a cohesive and visually appealing pattern 	<ul style="list-style-type: none"> Beads are strung, stitched, or stuck well, neat and mostly precise execution four colours in a consistent pattern 	<ul style="list-style-type: none"> Beads are strung, stitched, or stuck with some errors and lack of neatness; somewhat neat but lacks precision Three colours; pattern is present but lacks consistency and appeal 	<ul style="list-style-type: none"> Beads are poorly strung, stitched, or stuck, with many errors and lack of neatness, messy and imprecise execution use two colours; pattern is inconsistent
	08 marks	06 marks	04 marks	02 marks
Task 11 C. Craftsmanship <i>-Functionality (Wearability) -Finish</i>	<ul style="list-style-type: none"> functional and wearable; comfortably fits edges are smooth, and overall appearance is polished 	<ul style="list-style-type: none"> functional and wearable; fits well and is durable edges are mostly smooth, and overall appearance is neat 	<ul style="list-style-type: none"> Somewhat functional and wearable; may have minor issues with fit some rough edges, overall appearance lacks polish 	<ul style="list-style-type: none"> not functional or wearable; significant issues with fit and/or durability rough edges, and overall appearance is messy
06 marks	08 marks	04 marks	02 marks	01 mark
RANGE FOR THE PART	16 – 20 marks	09 - 15 marks	05 - 08 marks	00 - 04 marks

FINAL SCORE RANGE AND LEARNERS PERFORMANCE LEVEL I CREATIVE ARTS AND SPORTS

RANGE	PERFORMANCE LEVEL
51 - 60 marks	Exceeding Expectation (4)
41 - 50 marks	Meeting Expectation (3)
21 - 40 marks	Approaching Expectation (2)
00 - 20 marks	Below Expectation (1)

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