



THE KENYA NATIONAL EXAMINATIONS COUNCIL
KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT

911/1

CREATIVE ARTS AND SPORTS

Paper 1

Project

May-July 2025

DURATION: 3 months

INSTRUCTIONS TO SCHOOLS

1. This project paper should be taken in **3 months**, during **Term II** and completed by **31st July 2025**.
2. Teachers are provided with scoring guides.
3. The project will be assessed in parts, where each milestone should be scored, and a record maintained for each learner.
4. The project carries a total of **100 marks**.

This document consists of 10 printed pages.

INTRODUCTION

- (i) This project includes activities from all component disciplines of the Creative Arts and Sports subject: Performing Arts (Music & Theatre), Sports and Visual Arts.
- (ii) Under the guidance of the teacher, learners are expected to complete all the projects in full. The assessment scores obtained will contribute to the learner's final summative assessment.
- (iii) Each task will be assessed using a specific assessment rubric. Learners should have access to the rubric to ensure their work aligns with the task requirements.

Part 1: Music 30 marks

The learner is provided with two versions of the music “*All Through the Night*” in two different keys. The music in G major is for **medium high voice (Soprano and Tenor)**, while the one in F major is for **medium low voice (Alto and Baritone)**. Further, **an audio recording** of the piano accompaniment is provided to facilitate rehearsal and performance.

Guided by the teacher, the learner is required to:

- (i) Select the song version that is appropriate (as per voice range).
- (ii) Learn, rehearse, and perform the selected song for assessment
- (iii) Observe the following aspects during preparation and performance:
 - a) Note accuracy (rhythm, pitch)
 - b) Vocal technique (Tone quality, phrasing and breathe control)
 - c) Diction/Pronunciation of text
 - d) Performance directions (tempo, dynamics)
 - e) Compatibility with accompaniment
 - f) Musicianship

** The music scores are attached after Part 4*

Part 2: Theatre 10 marks

Working in **groups of 6 to 8**, learners are required to develop, rehearse, and perform a 3-minute story (Narrative) that addresses a contemporary societal issue.

Task Components

- (i) Composing the Story
 - Select a relevant social issue as the theme of the story.
 - Develop characters and arrange story milestones in a clear sequence (beginning, middle, and end).
 - Write a 3 -minute script, ensuring the story is engaging, well-paced, and with a clear theme.
- (ii) Developing and Refining the Performance
 - Rehearse the story, refining voice projection, facial expressions, gestures, and movement.
- (iii) Delivering the Final Performance
 - Perform the story with appropriate expression and proper use of voice and body.
 - Use appropriate costumes and props.

Part 3: Sports**30 marks**

The task requires the learners to work in groups of between 3 and 5 members. With the assistance of the teacher/parent/guardian/athletics coach, they are required to:

- Identify a race classified in the World Athletics Championship (800m, 1500m, 3000m steeplechase with lower barriers, and 5000m).
- Explore the race through discussions, watching videos and live performances, and make presentations in a format of choice such as oral, written, pictorial, digital etc.
- Discuss and record the rules that govern the race chosen.
- Identify and improvise materials required for the race.
- Using the improvised materials, model a mini track and indicate the key features.
- Participate in the race while fostering team and sportsmanship spirit. (The event may be organised by school or the community)
- Identify different career opportunities related to the sport.
- Reflect on personal performance, team dynamics and application of learnt skills.
- Maintain a portfolio to show the progress of your work. The portfolio may be physical (hardcopy) or electronic (soft copy).

Part 4: Visual Arts**30 marks**

A newly constructed sports stadium is looking for a beautiful piece of art to enhance its entrance. The goal is to create a mosaic that represents the energy and motion of sports movements.

Materials required for making the mosaic:

- Drawing paper
- Paint or coloured pencils
- Base for the mosaic (*hardboard, cardboard or carton board depending on the type of tesserae*) measuring **29.7 cm × 42 cm (A3 size)**.
- Tesserae; coloured paper, banana fibre, eggshells or broken tiles
- Scissors or suitable cutters (*for cutting tesserae where applicable*)
- Glue or adhesive suitable for the materials used
- Protective covering for the workspace (e.g., old newspapers or carton board or plastic sheet)
- Cleaning cloth or sponge (*for cleaning any excess glue*)

Task Description

Design a mosaic for the stadium inspired by the actions of athletes, such as *running, jumping, and spinning*. The mosaic should reflect motion using shapes and a suitable colour scheme that captures the energy and movement of the sporting world.

The mosaic should be made from any **one** of the following materials: paper, eggshells, banana fibre or broken tiles.

The complete mosaic should be within an area measuring 29.7 cm × 42 cm (A3 size).

Individually,

- Plan the design: Start by making sketches that relate to sports movement on A4 or A3-sized drawing papers. Focus on clearly showing the action and movement.

Turn over

- (ii) Choose a colour scheme: Use colours that show action and energy. Paint or colour the sketches, date each one, and include them in the assessment portfolio as they form part of the final assessment.
- (iii) Source the tesserae: Use the chosen colour scheme to find suitable materials for the mosaic pieces.
- (iv) Prepare the tesserae: Carefully cut or break the tesserae (*mosaic pieces*) to ensure clean and precise pieces for effective arrangement.
- (v) Arrange and glue the tesserae on a suitable surface that clearly shows movement and flow. Secure them with glue, making sure they are firmly attached, with even, neat spacing.
- (vi) Finish the mosaic; Ensure that the mosaic is neat with all areas covered and edges tidy with no glue smears.

1. Medium High Voice (Soprano and Tenor)

ALL THROUGH THE NIGHT

Welsh Carol

Arranged by RUTH ELAINE SCHRAM

Gently, with feeling (♩ = 70)

mp

5 **[6]** *mp*

Sleep, my child, and peace at-tend thee, All through the

9 night. Guard - ian an-gels God will send thee, All through the

13 night. , **[14]**

Soft the drow - sy hours are creep - ing,

16 *decresc.* *rit.* *mp a tempo*

Hill and vale in slum - ber sleep - ing, I my lov - ing

decresc. *rit.* *mp* *a tempo*

19

vig - il keep - ing, All through the night.

cresc.

23 *mf*

While the moon her watch is keep - ing, All through the night.

mf

27

While the wear - y world is sleep - ing, All through the night.

31 *decresc.* *rit.*

O'er thy spir - it gen - tly steal - ing, Vi - sions of de - light re - veal - ing,

decresc. *rit.*

35 *mp a tempo*

Breathes a pure and ho - ly feel - ing, All through the

mp a tempo

38 39

night. Sleep, my child, and peace at - tend - thee,

41 *rit.* , Slower *pp*

All through the night. All - through the night.

rit. Slower

2. Medium Low Voice (Alto and Baritone)

ALL THROUGH THE NIGHT

Welsh Carol

Arranged by RUTH ELAINE SCHRAM

Gently, with feeling (♩ = 70)

mp

5 6 *mp*

Sleep, my child, and peace at-tend thee, All through the

9

night. Guard - ian an - gels God will send thee, All through the

13 , 14

night. Soft the drow - sy hours are creep - ing,

16 *decresc.* *rit.* *mp a tempo*

Hill and vale in slum - ber sleep - ing, I my lov - ing

decresc. *rit.* *mp a tempo*

19

vig - il keep - ing, All through the night.

cresc.

23 *mf*

While the moon her watch is keep - ing, All through the night.

mf

27

While the wear - y world is sleep - ing, All through the night.

31

O'er thy spir - it gen - tly steal - ing, Vi - sions of de - light re - veal - ing,

decresc. *rit.*

decresc. *rit.*

35 *mp a tempo*

Breathes a pure and ho - ly feel - ing, All through the

mp a tempo

38

night. Sleep, my child, and peace at - tend - thee,

39

41

All through the night. All - through the night.

rit. , Slower *pp*

rit. Slower