



**THE KENYA NATIONAL EXAMINATIONS COUNCIL**

**SCHOOL BASED ASSESSMENT**

**SCORING GUIDE**

**CREATIVE ARTS**

**GRADE 4**

**October – 2024**

***This scoring guide has 6 printed pages***

*Creative Arts  
School Based Assessment  
Grade 4  
Scoring Guide*

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## PART 1: ART AND CRAFT

### SECTION A (Total marks 10)

#### 1. Why some parts of the drawing are dark and others light

- The dark parts were made by pressing the pencil harder to achieve the darkest values and the light parts by pressing lightly.
- The dark parts were made by drawing lines closely and light parts by drawing the lines apart.

**Any one explanation = 2 marks**

#### 2. Two colours created by mixing primary colours

- **Green:** mixed yellow and blue
- **Orange:** mixed yellow and red
- **Purple:** mixed blue and red

**Any two colours = Each 1 mark × 2 = 2 marks**

#### 3. (a) Photograph that shows the correct placement is A 1 mark

- (b) **Reason,** the animals were clearly focused on and placed properly within the picture frame, or they animals and vegetation is clear 1 mark

**TOTAL = 2 marks**

#### 4. (a) Type of knot shown is: Overhand knot 1 mark

- (b) Art technique that uses the type of knot is macramé 1 mark

**Total = 2 marks**

#### 5. Two ways to take care of the displayed drawings to ensure they stay in good condition.

- Move the drawings away from direct sunlight by repositioning them or using curtains to block sunlight from the windows, to prevent the colours from fading.
- Ask visitors not to touch the drawings, especially the unframed ones, to avoid smudging and damage from oils or dirt on hands.
- Ensure framed drawings are securely fastened and use protective coverings like glass or plastic on unframed ones to protect them from dust.
- Monitor the room's temperature, keep it cool and dry to prevent moisture damage.
- Regularly check the cleanliness of the area to make sure dust or dirt doesn't settle on the drawings.

**Any 2 × 1 mark = 2 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
<b>Q1 - How the learner made the dark and light parts in the drawing.</b>	Correctly explains how value gradation is created for both light and dark tone	explains how value gradation is created for both light and dark tone	Incorrectly explains how value gradation is created
<b>SCORE</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Q2 -name of two colour created by mixing primary colours-Purple, orange, green</b>	Correctly identifies two colours	Names one colour missing out on the spelling	Names incorrect colour
<b>SCORE</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Q3 (a) identifying photograph with correct placement.</b> photograph A <b>Q3 (b)</b> Reason for answer	Correctly identifies the photograph with correct placement Correctly gives reason	Incorrectly identifies the photograph with correct placement Gives reason which is incorrect	Incorrectly identifies the photograph with correct placement Incorrect reason
<b>SCORE</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>4. (a) &amp; (b) Type of knot - Overhand</b>	Correctly names knot and technique	Correct knot and /or incorrect technique	Incorrect knot and technique
<b>SCORE</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>5. Care of displayed drawing</b>	Correctly identifies two reasons	Correctly identifies one reason	Incorrect reasons
<b>SCORE</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>TOTAL SCORE</b>	<b>10</b>	<b>5</b>	<b>0</b>

**SECTION B: PRACTICAL****6. Drawing and Painting****Criteria to be assessed:**

1. Drawing of the cylinders
2. Use of dark and light tones
3. Colour blending and gradation
4. Creation of depth (3D effect)
5. Neatness and overall presentation

<b>CRITERIA</b>	<b>MEETING EXPECTATION (3)</b>	<b>APPROACHING EXPECTATION (2)</b>	<b>BELOW EXPECTATION (1)</b>
<b>1 Drawing of cylinder</b>	<ul style="list-style-type: none"> <li>• Cylinders are drawn with some precise and consistent shapes, with correct proportions and curves and straight edges</li> </ul>	<ul style="list-style-type: none"> <li>• Cylinders are mostly well-drawn, with some line quality that makes some parts unclear</li> </ul>	Cylinders have visible inaccuracies in shape, or curves with line quality that makes the form unclear
<b>SCORE</b>	<b>3</b>	<b>2</b>	<b>0 - 1</b>
<b>2. Use of dark and light tones</b>	<ul style="list-style-type: none"> <li>• Tones are appropriately used, with clear differentiation between light and dark.</li> <li>• Shadows and highlights are visible but may lack subtlety.</li> </ul>	<ul style="list-style-type: none"> <li>• Some attempt at using light and dark tones, but transitions are uneven or unclear.</li> <li>• Shadows or highlights may be present but not fully developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Little to no use of dark and light tones.</li> <li>• Shadows and highlights are either missing or do not enhance the image.</li> </ul>
<b>SCORE</b>	<b>3</b>	<b>2</b>	<b>0 - 1</b>
<b>3. Colour blending and gradation</b>	<ul style="list-style-type: none"> <li>• Colours are blended seamlessly, with smooth transitions between light and dark tones</li> <li>• The gradation is consistent and enhances the form of the cylinders.</li> </ul>	<ul style="list-style-type: none"> <li>• Blending is uneven or inconsistent.</li> <li>• Gradation is incomplete, with visible breaks between light and dark tones</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal or no blending.</li> <li>• Colours appear flat, with little to no gradation between light and dark tones.</li> </ul>
<b>SCORE</b>	<b>3</b>	<b>2</b>	<b>0 - 1</b>
<b>4. Creation of depth (3D effect)</b>	<ul style="list-style-type: none"> <li>• Cylinders have a visible three-dimensional effect, though some areas may lack depth.</li> <li>• Light and shadow are mostly well-placed.</li> </ul>	<ul style="list-style-type: none"> <li>• Cylinders show limited depth. Light and shadow are uneven, causing the cylinders to appear somewhat flat.</li> </ul>	<ul style="list-style-type: none"> <li>• Cylinders lack depth and appear flat. Light and shadow are not used effectively to create a three-dimensional appearance.</li> </ul>
	<b>3</b>	<b>2</b>	<b>0 - 1</b>

<b>5. Neatness and overall presentation</b>	<ul style="list-style-type: none"> <li>• The painting is neat and well-presented.</li> <li>• No visible smudges or stray marks, and the cylinders are clearly defined and well-executed, with no tears, creases, or dirt marks on paper</li> </ul>	<ul style="list-style-type: none"> <li>• The painting has noticeable smudges or stray marks. The cylinders may be somewhat uneven or not clearly defined with some tears, creases or dirt marks</li> </ul>	<ul style="list-style-type: none"> <li>• The painting is messy or unfinished. Stray marks or smudges are prominent, and the cylinders are poorly defined. creases, tears, and dirt marks on paper</li> </ul>
<b>SCORE</b>	<b>3</b>	<b>2</b>	<b>0 - 1</b>

### SCORE RANGE AND PERFORMANCE LEVEL FOR PRACTICAL TASK

<b>RANGE</b>	<b>Performance level</b>
<b>13 - 15 marks</b>	Meeting Expectation (3)
<b>09 - 12 marks</b>	Approaching Expectation (2)
<b>00 - 08 marks</b>	Below Expectation (1)

### PART II: MUSIC

7.

a) Parts of a drum

X- Membrane

**1 mark**

Y- Resonator

**1 mark**

b) Animal/cow skin

**1 mark**

c) To amplify/increase the sound produced

**1 mark**

8. Occasions of performing the Kenya National Anthem

(i) When hoisting the national flag

(ii) During a public celebration

(iii) During international meetings

(iv) During international sports activities when a country wins

1 mark each x3

**(3 marks)**

9. Topical song

**1 mark**

10. Folksong performance

i) During work

ii) During naming of children

iii) During happy occasions

iv) When storytelling

v) During funerals

1 mark each x 2

**( 2 marks)**

**PART III: PHYSICAL AND HEALTH EDUCATION**

<b>Question Number</b>	<b>Expected responses</b>	<b>Marks</b>
11.	Shooting	1 Mark
12.	To have a good grip on the ball	1 Mark
13.	Underarm pass	1 Mark
14.	Papers/pieces of cloths or strings/ropes/cloth strips	1 Mark
15.	Set	1 Mark
16.	For Acceleration/to gather speed	1 Mark
17.	The finish	1 Mark
18.	Tuck the head/ bend the neck to bring the head towards the body	1 Mark
19.	Hands	1 Mark
20.	Warm up/ prepare for physical activities	1 Mark
<b>TOTAL</b>		<b>10 MARKS</b>

**PERFORMANCE LEVELS FOR PARTS II & III**

<b>RANGE</b>	<b>Performance level</b>
<b>10 marks</b>	Exceeding Expectation (4)
<b>06 - 09 marks</b>	Meeting Expectation (3)
<b>04- 06 marks</b>	Approaching Expectation (2)
<b>00-03 marks</b>	Below Expectation (1)