



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**CREATIVE ARTS AND SPORTS
SCHOOL BASED ASSESSMENT**

Project

Grade 7 – 2025

This project must be completed by 31st July 2025

This document consists of 7 printed pages.

CREATIVE ARTS AND SPORTS

Instructions to Learners

- (i) This project includes activities from all components of the Creative Arts and Sports subject: Performing Arts, Sports and Visual Arts.
- (ii) Under the guidance of the teacher, learners are expected to carry out all the tasks to completion.
- (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.
- (iv) All required materials should be improvised where applicable. Schools are encouraged to reuse materials.

Note:

Schools are encouraged to carry out exhibitions to showcase the learners' works at the end of the assessment period. Photographs or videos of learners can be taken as they carry out the tasks and be kept as evidence in their portfolios.

PART I: PERFORMING ARTS

20 Marks

Assessment Task: Group performance of a Kenyan Folksong

With the guidance of the teacher, learners are required to:

1. Form performance groups of **10 to 15 members**
2. Select an appropriate **Kenyan folksong** for a performance lasting **2-3 minutes**.
3. Learn the group folksong.
4. Take a role in the performance as one of the following: **soloist, instrumentalist, or part of the response group**.
5. Perform the folksong for assessment, paying attention to the following aspects:
 - (i) Singing with clear tone and voice projection.
 - (ii) Clarity of diction and pronunciation of words.
 - (iii) Coordinated body movements.
 - (iv) Appropriate costumes, props and body adornments.
 - (v) An overall performance that entails stage presence, confidence, artistic passion, focused concentration and expressiveness.

PART II: PHYSICAL EDUCATION AND SPORTS

20 Marks

This part consists of 3 tasks as follows:

1. Javelin throw
2. Side pass in Handball
3. Sportsmanship

Instructions to the teacher:

- i. Identify appropriate and safe area (s) for performing the tasks.
- ii. Ensure safety of all learners as they perform the assessment tasks.
- iii. Provide appropriate javelin /improvised javelin for throwing and an appropriate ball for performing the side pass.
- iv. Organize Learners appropriately for Assessment: Javelin throw should be done individually.
- v. Allow learners to work in pairs during the performance of side pass where learners pass the ball to each other as they are being assessed
- vi. Collaborate with other teachers, teacher aides, or authorized personnel to ensure the assessment runs smoothly and efficiently.
- vii. Provide learners with opportunity for adequate warm up prior to performance of tasks to prepare their muscles for optimal performance with minimal injuries.
- viii. Give learners opportunity to engage in mini plays to apply the skills where necessary especially the side pass in handball and where necessary, assessment could also be done in this set up.
- ix. Score each learner individually in all the tasks.
- x. Use the checklists provided to assess learner's competencies in javelin throw, the performance of side pass in handball and the demonstration of sportsmanship
- xi. Use the scoring guide provided to rate each learner's performance.
- xii. Ensure that learner(s) with disability are appropriately guided / supported/spotted by peers/teachers/teacher aides or any other authorised personnel when performing assessment tasks. They could also be allowed to use their assistive devices when performing the assessment tasks. Teachers to adhere to the adaptation guidelines for the assessment of learners with special needs.

Checklist for Assessing Learner's Ability to Effectively Perform a Javelin Throw

Javelin throw				
Skills of a Javelin throw		Skill Descriptors	Marks	Total Marks
1.	Correct Grip	Javelin is correctly held at the cord with the index finger and thumb around the cord (the wrapped grip area of the javelin). The javelin rests diagonally across the palm while the other three fingers loosely support the shaft		9
2.	Javelin positioning	javelin is pointed slightly upwards and aligned with the throwing arm	1	
3.	Approach/Run-Up Phase	Building up speed progressively and rhythmically with steps coordinated without overstriding or stumbling. The thrower should be focused and moving ahead towards the throwing area	1	
4.	Arm and javelin control	The javelin should be stable (not wobbling) during the run-up.	1	
5.	Withdrawal Phase	Javelin is pulled back smoothly with the tip higher than the rest of the javelin parts, and the throwing arm extended. The Torso /upper body is rotated/turned while keeping the lower body moving forward with good coordination and balance	1	
6.	Cross-Step (Crossover) Phase	crossover steps should be long, strong, and controlled.	1	
7.	Release/Delivery Phase	The front leg firmly planted to block and stop forward body momentum. Hips and torso rotation drives ahead of the shoulders to transfer power and the arm is extended fully, releasing the javelin at a high point	1	
8.	Follow-through	A smooth natural forward body movement with the arm finishing across the body and the back leg stepping forward to control momentum.	1	
9.	Landing	Javelin should land tip-first for the throw to be valid	1	

Checklist for Assessing Learner's ability to perform side pass in handball

Side pass in handball				
Attributes of Side pass in handball		Descriptors	Marks	Total Marks
1	Grip and Ball Control	Fingers spread around the ball with fingertips lightly pressed on the ball. The ball may be held with one hand or the two hands	1	
2	Body Position	Body is balanced, with knees slightly bent and shoulders aligned towards the pass.	1	
3	Arm and Hand Action	The passing arm(s) moving smoothly sideways with proper wrist flick for accuracy.	1	
4	Throwing Action	Stepping towards the target with the foot closest to the target (lead foot). Transfers body weight from the back foot to the front foot during the throw.		
5	Accuracy of the Pass	The ball to reach the position of the intended teammate precisely without being intercepted if there will be an opponent or without dropping	1	
6	Follow-through	Smooth extension of the arm in the direction of the pass, with a relaxed wrist flick to guide the ball accurately and the body slightly leaning towards the passing side to maintain balance and control.	1	

Checklist for assessing the learner's demonstration of Sportsmanship

Assessment of learner's Sportsmanship				
Attributes of sportsmanship to be assessed		Descriptors	Marks	Total Marks
1	Respect	Acknowledging the rules of the event and giving others space to throw and respecting others fair play and not making aggressive passes.	1	Maximum of 5 Marks
2	Responsibility	Making ownership of their actions, learners ensure they prepare properly and follow safety guidelines and take responsibility for their passes and ensure they communicate effectively with teammates.	1	
3	Teamwork	Sense of collective responsibility and demonstration of teamwork by passing the ball accurately and moving to support teammates.	1	
4	Fair play	Demonstrating fairness by adhering to the rules and competing honestly.	1	
5	Effort resilience and Perseverance	Trying even after unsuccessful throws, maintaining a cheerful outlook toward improvement and even trying to make better passes even if they miss out on some required moves	1	
6	Efficacy	Believing in their ability to improve and throw farther, even after setbacks or and demonstration of confidence in their skills to make accurate passes without hesitation.	1	
7	Integrity	Being honest about their performance and not cheating, such as stepping out of bounds or measuring throws inaccurately and passing the ball within the rules of the game and show respect for the game's integrity.	1	

ASSESSMENT TASK: Crayon etching - Fruits Still Life**Materials required**

- i) Size A4 or A3 drawing paper
- ii) Wax crayons (assorted colours and black)
- iii) Black paint or black ink
- iv) Sharpened stick, pin or old pen
- v) Mounting board (old carton box, calendar)
- vi) Glue or masking tape
- vii) Old cloth for cleaning hands and workspace

Task description

A community health centre that promotes healthy eating requires an eye-catching image of fruits to display in their children's waiting area.

Individually, create a colourful and textured still life of assorted fruits for the health centre using crayon etching technique.

STEPS TO FOLLOW WHEN CREATING THE CRAYON ETCHING ARTWORK:

STEP I: Research on different types of fruits and choose any **four** (*e.g., bananas, grapes, oranges, mangoes, pineapple, watermelon or others*)

STEP II: Draw a still life composition of the **four** selected fruits arranged in a basket on drawing paper. Try different layouts. Record the date on all sketches on the day they are made and keep them safely in your assessment portfolio.

STEP III: Choose the best sketch and colour the fruits using coloured pencils, crayons or paint to explore suitable colour schemes for the final artwork. Keep the artwork in the assessment portfolio.

Use the coloured sketch as a reference guide for your crayon etching.

STEP IV: Final artwork on paper measuring 29.7 cm × 30 cm (Size A3)

- i. Colour the entire paper using wax crayons in different colours of choice according to sketch and colouring made at **STEP III**.
- ii. Evenly apply black paint or ink layer over the coloured surface
- iii. Carefully etch (scratch) the fruit outlines, textures, and patterns to reveal the fruits, basket and background details.
- iv. Finishing and mounting: Neatly mount the completed artwork, ensure all edges are straight and tidy.
- v. Clearly write your **full name** and **assessment number** on the back of the mounted artwork

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