



THE KENYA NATIONAL EXAMINATIONS COUNCIL

CREATIVE ARTS AND SPORTS

SCHOOL BASED ASSESSMENT

Project

Grade 8 – 2025

This project must be completed by 31st July 2025

This document consists of 6 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 Folk Dance

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

1. Make dance performance groups of **12 to 16 members**
2. Select a folk dance from a Kenyan community for a performance lasting **2 – 3 minutes**.
3. Learn and rehearse the songs and dance steps, paying attention to the following aspects:
 - (i) Authentic singing with clear diction, vocal blend and projection
 - (ii) Choreography (authentic dance movements, coordinated body movements, pattern formations and synchrony with music)
 - (iii) Instrumentation (appropriate instruments, appropriate playing technique, relevant rhythms and/or melody, and keeping to the beat)
 - (iv) Appropriate costumes, props, ornaments and body adornments.
4. Prepare a written synopsis of the folk dance outlining the:
 - (i) Community from which the folk dance is drawn
 - (ii) Gender of the performers
 - (iii) Occasion during which the folk dance is performed
 - (iv) Message in the folk dance
 - (v) Role of folk dance in the community
 - (vi) Ethnic name(s) of instrument(s) accompanying the folk dance.
5. Take a role in the dance as **a soloist, a dancer, an instrumentalist or part of the singing group** in performing the folk dance for assessment.

This part consists of the following four tasks:

Marking in Netball

1. Dodging in Netball
2. Overarm serve in volleyball
3. Sportsmanship

Instructions to the Teacher

- i. Identify a safe and appropriate area for performing the assessment tasks.
- ii. Ensure safety of all learners as they perform the task.
- iii. Provide appropriate balls /improvised balls in netball and overarm serve in volleyball. A volleyball net/improvised net will be required during the serve.
- iv. Overarm serve in volleyball is to be done individually.
- v. Marking and dodging can be organized in trios or in mini games to allow a few learners participate at a time, enabling more effective assessment.
- 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 marking and dodging
- ix. Score each learner individually in all the tasks.
- x. Use the checklists provided to assess learner's competencies in marking and dodging, overarm serve and even in 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.

Assessing Learner's ability in marking and dodging in netball

Instructions:

- i. Learners may be organized in groups of three where they could be given roles as follows
- ii. Role 1: Dodger (Attacker) – attempts to dodge and get free so as to receive a pass
- iii. Role 2: Marker (Defender) – tries to mark and prevent the dodger from getting free.
- iv. Role 3: Feeder (with the ball) – stands 3–5 meters away/or at an appropriate distance, ready to pass the ball if the dodger gets open.
- v. The dodger starts near the marker, facing the feeder.
- vi. On a signal, the dodger tries to use a dodge to get free.
- vii. The marker actively tries to track and block the dodger from receiving the ball

- viii. If the dodger gets free, the feeder passes the ball to them.
- ix. Learners may rotate roles every few minutes so that all learners play all roles and get assessed
- x. Where applicable, learners could also be involved in minigames with few attackers and defenders where teachers assess their skills in a game situation
- xi. Any other arrangement that is appropriate may be adopted by teachers

Checklist for Assessing Learner's ability in marking and dodging in netball

Assessment aspect	Marking skills descriptors	Mark(s)	Dodging skills descriptors	Mark(s)
1 Movements	Uses controlled side-steps or shuffles to move with the attacker	1	Uses quick movements to escape marking and move into open space	1
2 Agility	Demonstrates quick changes of direction in line with the movements of the attacker	1	Changes direction rapidly to lose the opponent	1
3 Timing	Reacts swiftly to the opponent's dodge, pass, or movement attempt	1	Initiates dodge at the right time possibly when a pass is ready to be made or when the opponent is unaware so as to receive a pass	1
4 Use of Space	Maintains effective marking distance without contacting the opponent and without committing fouls	1	Dodges into usable, free and safe space to receive the pass. Avoids congested or risky zones if in a game situation	1
5 Outcome and Supporting Actions	Prevents passes with hands, blocks movement, attempts interceptions and communicates with teammate	1	successfully receives the ball or uses deceptive fakes/ moves and quick acceleration to evade the marker	1
Totals for each skill		5		5

Checklist for Assessing Learner's ability in performing the overarm serve in volleyball

Serving Skill	Descriptor	Mark(s)
1. Ready Position	Stands behind the endline with feet shoulder-width apart, non-dominant foot slightly forward, body balanced.	1
2. Ball Toss	Tosses the ball with one hand to a height above head level, in front of hitting shoulder	1
3. Arm Swing & Contact	Draws hitting arm back fully and while the ball is at the appropriate height, the one making the serve makes good contact with the ball using the palm or heel of the hand while the ball is still above the level of the shoulders	1
4. Timing & Coordination	Coordinates the toss and hit smoothly without hesitation or double motion.	1
5. Accuracy & Power	Sends the ball over the net into or withing the opponent's court with appropriate force and direction.	1
		5

Checklist for Assessing Learner's demonstration of Sportsmanship

SN	Indicator of sportsmanship	Description -How the indicators may be manifested by learners	Marks	
1	Fair Play	Follows rules during skill execution; avoids cheating, pushing, or unfair advantages.	1	Maximum Marks 5
2	Respect for Others	Treats teammates, teachers, and opponents politely, regardless of their performance.	1	
3	Accepting Mistakes or Defeat	Shows a positive attitude after errors or losing or not performing well without blaming others.	1	
4	Observing Safety Rules	Uses equipment and facilities correctly, avoids dangerous actions such as reckless throwing or running and wears appropriate gear when needed.	1	
5	Turn-taking and Cooperation	Waits patiently for their turn, helps organize peers, and follows group instructions.	1	
6	Honesty during Play	Admits faults (e.g., stepping out, double contact) without being prompted.	1	
7	Self-Control	Manages frustration or excitement appropriately during the performance of tasks	1	
8	Helping Others to Improve	Shares tips Ideas, opinion or helps struggling peers without being asked.	1	

PART III: VISUAL ARTS

20 marks

ASSESSMENT TASK: Montage Picture-Making – “Hilly Landscape at Sunset”

Materials required

- Size A4 or A3 drawing paper
- Paints or coloured pencils (*assorted colours and black*)
- Old magazines, newspaper, calendars, brochures, fliers
- Scissors
- Mounting board (*old carton box, calendar*)
- Glue
- Old cloth for cleaning hands and workspace

Task description:

A local tourism board is developing a visual campaign to promote beautiful landscapes across the country. You have been hired to create a montage artwork showing a “Hilly landscape at Sunset”.

Task Instructions:

Individually create a montage using cut-out images from magazines, newspapers, or other printed sources, focusing on dominance, contrast, and including at least **four** landscape features. Your final piece should capture the mood and richness of a sunset scene.

NOTE: All sketches and drawings must be clearly dated at the time they are created and stored in your assessment portfolio, as they form part of the work to be assessed.

To begin the project:

- (i) Carry out research on different types of landscapes to help you develop ideas and plan your composition effectively.
- (ii) Sketch the idea of a hilly landscape scene on drawing paper *measuring 29.7 cm × 30 cm (Size A3)*.
- (iii) Paint or colour the drawing to show the colours and forms of hills and sky during sunset. Pay attention to dominance (*what stands out most*) and contrast (*light vs. dark, warm vs. cool colours*).
- (iv) Collect a variety of pictures from old magazines, calendars, fliers, brochures or other sources but **NOT** photographs. Look for textures, trees, clouds, rocks and sunset colours that match the theme of a hilly landscape at sunset.
- (v) Neatly cut out the selected pictures and carefully arrange them on the working surface. Use overlapping to create depth and visual interest. Refer to your sketch as a *guide while placing the images*.
- (vi) Once you are satisfied with the arrangement, carefully glue each picture in place to complete the montage.
- (vii) Mounting and finishing
 - Ensure your artwork is neat, balanced, and securely glued.
 - Mount your final piece on a clean supporting sheet (*such as old cardboard or carton board*).
 - Write your **full name** and **assessment number** neatly on the back of the mounted montage artwork.