



**THE KENYA NATIONAL EXAMINATIONS COUNCIL**

**CREATIVE ARTS PROJECT  
SCHOOL BASED ASSESSMENT  
TEACHERS SCORING GUIDE  
Grade 5 – 2025**

**This project must be completed by 28<sup>th</sup> May 2025, marked and scores uploaded by 31<sup>st</sup> May 2025**

**This document consists of 13 printed pages.**

## NOTE TO THE TEACHER

### Guidelines for administration

- i) This assessment consists of **three** parts:
  - **PART I: Art and Craft**
  - **PART II: Music**
  - **PART III: Physical and Health Education**
- ii) Each part contains various tasks that you need to complete. Follow the instructions for each task carefully
- iii) Each task carries **20** marks.
- iv) The tasks should be done in class during the term.
- v) The tasks are to be carried out by each learner individually. However, there are steps that may require groupwork.
- vi) Read through the scoring rubrics with the learners before they begin the assessment so that they understand what will be expected of their final work. *[the rubric can be printed, downloaded into learners' digital devices, written out on the board or projected]*.
- vii) Ensure the work is carried out by each learner to completion.
- viii) Assessment should be conducted continuously as learners complete their tasks, with scores recorded on the provided score sheets on **pages 13 and 14**. Ensure the score sheets are printed according to the number of learners.
- ix) All tasks must be completed, marked and scores uploaded by **31<sup>st</sup> May 2025**
- x) **All materials should be improvised where applicable. Schools are encouraged to reuse materials.**

**Schools are encouraged to carry out exhibitions to showcase the learners' artworks at the end of the assessment period. Take photographs or record videos of learners actively engaging in tasks and upon completion, ensuring the documentation is securely stored as evidence of their progress and achievement.**

## PART I: ART AND CRAFT

### ASSESSMENT TASK: CREATING A FUNCTIONAL PEN HOLDER USING PAPIER MÂCHÉ TECHNIQUE

Learners are to individually create a pen holder using papier-mâché technique. The pen holder should serve as a functional desk organiser for storing pens and pencils neatly. It should take any shape of choice ( *circular, hexagonal, rectangular etc.*) and be decorated using painted patterns. The learners may also embellish with found materials if available, *this is optional*.

The completed holder should have the following dimensions: **Height 10 cm × Width 7 cm** and should have a smooth finish and a thin but strong wall to ensure durability.

*Collecting and making the **paper pulp for papier-mâché** should be done as a team activity, while the rest of the project is to be completed individually.*

#### Materials and tools required for the task

- |    |   |    |   |
|----|---|----|---|
| a) | Drawing paper                                   | f) | Paint and brushes                                   |
| b) | Old newspaper or papers from old exercise books | g) | Sandpaper ( <i>for smoothing dry papier mâché</i> ) |
| c) | Glue  | h) | Scissors  |
| d) | Water   | i) | Decorative items ( <i>optional</i> )                |
| e) | Salt  |    |   |

**All these materials can be improvised where applicable. Schools are encouraged to reuse materials.**

#### Teacher's Guide for Task Execution:

- (i) Provide learners with clear instructions and let them discuss and research on types of shapes of penholders and the papier-mâché paper pulp technique.
- (ii) Encourage learners to individually plan their designs before execution, the designs for the penholder should be made on A4 drawing paper. Ensure that each sketch is dated and encourage multiple trials before selecting the best design to develop further.
- (iii) Instruct learners to create patterns for the penholder and develop a colour scheme through colouring or painting. Ensure that each learner stores their completed drawings individually in their portfolio for future reference.
- (iv) In **groups** collect paper and prepare the papier mâché pulp
- (v) Individually create the pencil holder by following the steps for moulding
- (vi) Emphasize drying time to ensure a strong structure. Ensure the learners sand their holders, draw and paint patterns with colours of choice.
- (vii) Provide feedback at different stages to help learners refine their work.
- (viii) Encourage learners to hold an exhibition to showcase their work together with their portfolios, the works should be clearly labelled with year of execution, **Name, Grade and Assessment number**.

## PART II MUSIC

This is a practical performance of a **folksong** from a **Kenyan community**.

### Guidelines:

1. Working in groups of 10-12, learners should be guided to identify and perform a folksong from a Kenyan community. Age appropriateness and messages in the songs should be considered when selecting the folksong. The song should last 2 to 3 minutes.
2. The following aspects should be considered in the preparation and presentation of the song:
  - (i) Clarity of tone and voice projection
  - (ii) Coordination body movements
  - (iii) Proper diction and pronunciation of words
  - (iv) appropriate percussive accompaniment.
3. Before every presentation, one performer from the group give a verbal introduction of the folksong highlighting the following:
  - (i) the community from which the folksong is drawn
  - (ii) the message(s) in the folksong.
4. Learners to observe safety and proper etiquette during the performance.

### PART III PHYSICAL AND HEALTH EDUCATION

Task - Performance task: Single foot dribbling in football	(8 marks)
Task - Performance task: Instep kick in football	(7 marks)
Task – Sportsmanship	(5 marks)

#### Instructions to the teacher:

The teacher to:

- i. Identify a safe area for performing the task.
- ii. Ensure safety of all learners as they perform the task.
- iii. Provide appropriate ball /improvised balls for performing the activities.
- iv. Set up dribbling course by arranging five cones or improvised cones at appropriate intervals to create a clear dribbling path. Ensure the distances are suitable for the learners' skill levels.
- v. Organize Learners appropriately for Assessment: Activities could be structured to allow each learner to dribble the ball around the cones from one end to the other (Cone weaving). Once they complete the dribbling task, they could kick the ball back using the instep kick technique.
- 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
- viii. Give learners opportunity to engage in mini plays to apply the skills where necessary
- ix. Score each learner individually
- x. Use the checklist provided to assess learner's competencies dribbling and performing the instep kick
- xi. Use the scoring guide provided to rate each learner's performance.
- xii. Allow learners opportunities for skill application by engaging them in mini-game sessions to apply the skills of dribbling and kicking in a practical context, where necessary and assessment could also be done in this set up
- xiii. 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 guided for the assessment of learners with special needs.

**PART I: ART AND CRAFT - Scoring Rubric for Pen holder using Papier Mâché Pulp Technique**

CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
<b>1. Teamwork</b> <u>Preparation of Pulp</u> - Collecting paper, Cutting - Soaking, Pounding	Active participation in collecting, cutting, soaking, and pounding paper.	Participated in most steps of preparation, with minor gaps.	Contributed in a limited way to paper preparation.	Minimal or no participation in preparing the pulp.
	<b>04 marks</b>	<b>03 marks</b>	<b>02 marks</b>	<b>01 mark</b>
<b>2. Execution skill</b> - sketching (legible) -developing pattern -sticking -gluing skill; firmness of glue -Drying & Sanding	<ul style="list-style-type: none"> <li>Detailed and accurate sketch that clearly guides the design</li> <li>Pulp is stuck with precision,</li> <li>Even wall thickness,</li> <li>Glue is even with no visible excess or gaps</li> <li>Uniform drying &amp; smooth sanding</li> </ul>	<ul style="list-style-type: none"> <li>Clear sketch that adequately guides the design</li> <li>Pulp is stuck with minor issues in precision</li> <li>Glue is applied with minor visible excess or gaps</li> <li>Dry and smoothly sanded</li> </ul>	<ul style="list-style-type: none"> <li>Basic sketch with some clarity issues.</li> <li>Pulp poorly stuck</li> <li>Glue application is basic, with some visible excess or gap unevenly glued with <b>some</b> smudges</li> <li>Uneven drying with rough sanding</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate and/ or no sketch, causing confusion in the design</li> <li>Glue is unevenly applied with smudges and drips with parts falling apart</li> <li>Uneven walls, with rough sanding</li> </ul>
	<b>08 marks</b>	<b>06 marks</b>	<b>04 marks</b>	<b>02 marks</b>
<b>3. Decorating Skill</b> - Clarity of patterns - Paint application - Colour choice	<ul style="list-style-type: none"> <li>Patterns are sharp, well-defined, and consistent</li> <li>Paint is evenly &amp; neatly applied with no visible streaks</li> <li>Colours are in harmony &amp; enhance the design.</li> </ul>	<ul style="list-style-type: none"> <li>Patterns are clear and mostly consistent</li> <li>Paint is evenly applied</li> <li>Colours mostly complement the design,</li> </ul>	<ul style="list-style-type: none"> <li>Patterns are somewhat clear but inconsistent or incomplete in areas.</li> <li>Paint is uneven, with visible streaks, smudges, or missed areas.</li> <li>Some colours clash or fail to enhance the design.</li> </ul>	<ul style="list-style-type: none"> <li>Patterns are unclear, inconsistent, or difficult to recognize.</li> <li>Paint is applied, with significant streaks, smudges,</li> <li>Colour choices are inconsistent</li> </ul>
	<b>04 marks</b>	<b>03 marks</b>	<b>02 marks</b>	<b>01 mark</b>
<b>4. Craftsmanship</b> - Functionality - Finish	<ul style="list-style-type: none"> <li>Sturdy and functional pen holder.</li> <li>Finish is smooth and polished</li> </ul>	<ul style="list-style-type: none"> <li>Functional with minor stability issues</li> <li>Finish is neat with minor air bubbles,</li> </ul>	<ul style="list-style-type: none"> <li>Functional but lacks durability</li> <li>Finish has some visible wrinkles, bubbles or gaps</li> </ul>	<ul style="list-style-type: none"> <li>Structure not functional and/or falls apart easily.</li> <li>Finish is rough with wrinkles, air bubbles and/ or gaps</li> </ul>
	<b>04 marks</b>	<b>03 marks</b>	<b>02 mark</b>	<b>01 mark</b>
<b>RANGE</b>	<b>16 - 20 marks</b>	<b>10 -14 marks</b>	<b>06 - 09 marks</b>	<b>01 - 05 marks</b>

**PART II: MUSIC**

<b>LEVEL CRITERIA</b>	<b>4 EXCEEDING EXPECTATION</b>	<b>3 MEETING EXPECTATION</b>	<b>2 APPROACHING EXPECTATION</b>	<b>1 BELOW EXPECTATION</b>
<b>Task 5: Verbal introduction</b>	Elaborately and eloquently introduces the folksong highlighting the community, message(s), occasion, gender and other relevant information.	Introduces the folksong highlighting the community and the message(s).	Introduces the folksong highlighting either the community or the message(s).	Introduces the folksong neither highlighting the community nor the message(s).
	<b>4 Marks</b>	<b>3 Marks</b>	<b>2 marks</b>	<b>1 mark</b>
<b>Task 6: Singing</b>	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.
	<b>4 Marks</b>	<b>3 Marks</b>	<b>2 marks</b>	<b>1 mark</b>
<b>Task 7 Clarity of diction</b>	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.
	<b>4 Marks</b>	<b>3 Marks</b>	<b>2 marks</b>	<b>1 mark</b>
<b>Task 8 Coordinated body movements</b>	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.
	<b>4 Marks</b>	<b>3 Marks</b>	<b>2 marks</b>	<b>1 mark</b>
<b>Task 9 Observing safety and etiquette</b>	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).
	<b>4 Marks</b>	<b>3 Marks</b>	<b>2 marks</b>	<b>1 mark</b>

### PART III: PHYSICAL AND HEALTH EDUCATION

#### Checklist for Assessing Learner's competency in single foot dribbling in football

Task Single Foot Dribbling		Descriptors	Marks	Total Marks
1	Starting Position	Standing behind the ball with the dominant ready to control the ball	1	8
2	Body Orientation	keeping the body relaxed and trunk slightly bent forward	1	
3	Balance & Stability	knees slightly bent and the hands held out for balance	1	
4	Movement with the ball	Tapping the ball lightly forward using the inside and outside of your dominant foot.	1	
		Navigating around each cone with the ball only one foot, alternating between the inside and outside while using arms for balance	1	
		Pushing the ball gently to one side to move around the cone with small, controlled touches	1	
5	Focus	Keeping eyes focused on the ball while anticipating the next cone	1	8
6	Ball control	Keeping the ball close to the foot and guiding it back to the center while passing each cone	1	



### Checklist for Assessing Learner's competency in performing instep kick in football

Task Instep kick in soccer		Descriptors	Marks	Total Marks
1	Approach	Taking a few steps back and then a short run at a slight angle to the ball for a better striking motion.	1	7
		Placing/stepping with the non-kicking foot beside the ball with the toes pointing towards the target.	1	
2	Body orientation	Slightly leaning forward with arms stretched out to maintain balance stability	1	
3	Eyes Focus	Focusing on the part of the ball to be stricken aiming for the center to make a powerful shot	1	
4	The Leg swing	Swinging the kicking leg backward, bending it slightly at the knee and then Forward to strike the ball with the instep (laces area) of your shoe.	1	
5	Striking the Ball	Locking the ankle of the kicking leg so that the toes point downward, and the foot remains firm upon contact of the ball use the Instep, Striking the ball with the top part of your foot (the laces area of your shoe).	1	
6	Follow Through	Swinging the kicking leg forward after striking the ball and letting it continue its motion naturally in the direction of the target with the body moving forward with the kick	1	

**Checklist for assessing the learner's Sportsmanship**

Task : Assessment of learner’s Sportsmanship				
Skills to be assessed		Descriptors	marks	Total Marks
1	Positive Attitude and Commitment	Shows enthusiasm and effort regardless of challenges or difficulties, maintains positive mindset, and demonstrates willing ness to perform tasks even when they are challenging	1	5
2	Fair Play and Honesty	Follows the rules, admits mistakes, such as fouls or rule violations, even if unnoticed and always acts with integrity while avoiding unfair advantages.	1	
3	Teamwork and Cooperation	Encourages and supports teammates rather than laying blames, communicates effectively and works well with others,	1	
4	Responsibility	Takes responsibility for personal actions and behaviour, leads by example in promoting good sportsmanship.	1	
5	Safety awareness	Avoids dangerous play, adheres to rules given, helps others to follow the rules uses the equipment and facilities safely	1	
Total Marks			20	

<b>CRITERIA</b>	<b>EXCEEDING EXPECTATION 4</b>	<b>MEETING EXPECTATION 3</b>	<b>APPROACHING EXPECTATION 2</b>	<b>BELOW EXPECTATION 1</b>
<b>8 marks</b>	7-8 marks	5-6 marks	3-4 marks	0-2 marks
<b>Task 10 Single Foot Dribbling</b>	Learner who correctly performs 7 to 8 skills of Single Foot Dribbling	Learner who correctly performs 5 to 6 skills of Single Foot Dribbling	Learner who correctly performs 3 to 4 skills of Single Foot Dribbling	Learner who correctly performs only 2, 1 or none of Single Foot Dribbling skills specified
<b>7 marks</b>	7 marks	5-6 marks	3-4 marks	0-2 marks
<b>Task 11 Instep Kicking in Football</b>	Learner who correctly performs all 7 skills of Instep Kicking in Football	Learner who correctly performs 5 to 6 skills of Instep Kicking in Football	Learner who correctly performs 3 to 4 skills of Instep Kicking in Football	Learner who correctly performs only 2, 1 or none of the skills of Instep Kicking in Football specified
<b>5 Marks</b>	5 Marks	3-4 Marks	2 marks	0-1 marks
<b>Task 12 Sportsmanship</b>	Learner who demonstrates all the 5 attributes of sportsmanship	Learner who demonstrates 3 or 4 attributes of sportsmanship	Learner who demonstrates 2 attributes of sportsmanship	Learner who demonstrates only 1 or none of the attributes of sportsmanship
<b>RANGE</b>	<b>16 - 20 marks</b>	<b>10 -14 marks</b>	<b>06 - 09 marks</b>	<b>01 - 05 marks</b>

### SCORE RANGE AND PERFORMANCE LEVEL

<b>RANGE</b>	<b>Performance level</b>
<b>16 - 20 marks</b>	Exceeding Expectation (4)
<b>10 -14 marks</b>	Meeting Expectation (3)
<b>06 - 09 marks</b>	Approaching Expectation (2)
<b>01 - 05 marks</b>	Below Expectation (1)

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