



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**SCHOOL BASED ASSESSMENT
CREATIVE ARTS
Grade 5 – 2024**

(Regular)

This project must be completed by 26th July 2024

This document consists of 12 printed pages.

Turn over

This assessment tool consists of the following documents:

1. Guidelines for administration of assessment
2. Suggested timelines within which assessments could be accomplished
3. Assessment tasks
4. Scoring rubric for assessment tasks
5. Assessment score sheet

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 should be undertaken by all learners in Grade five
- iii) Each of the three Parts carries 15 marks, thus making a total of 45 marks for the creative arts assessment project
- iv) Instructions given for each task should be carefully followed
- v) Learners' safety when carrying out the assessment tasks should be prioritized
- vi) The tasks should be accomplished within the specified period during the term.
- vii) Teachers should read through the scoring rubrics with the learners before the commencement of the assessment so that learners understand what is expected of them. [the rubric may be printed, downloaded into learners' digital devices, written out on the board or projected].
- viii) Each learner is expected to perform all the tasks to completion.
- ix) Materials should be improvised where applicable and schools are encouraged to reuse materials
- x) All the tasks must be completed, and learners scores submitted by **26th July 2024**

Materials and tools required for the assessment

- Suitable adhesive
- Found objects e.g., used bottles, gourds, spoilt cups, used containers, etc.
- Mosaic materials e.g., recycled paper, banana fibre, eggshells, inedible seeds
- pair of scissors or cutters

Timelines for the project

The following is a **four-week** suggested timeframe:

FROM THE DAY PROJECT IS RECEIVED AS PER KNEC GUIDELINES	
WEEK 1	
	<p>The teacher guides the learners:</p> <ul style="list-style-type: none"> • on the task expectations as per the scoring rubric provided. • in discussing mosaic artworks from virtual and actual sources • to individually, collect used objects and mosaic materials
WEEK 2	
	<p>Guide the learners to individually:</p> <ul style="list-style-type: none"> • draw patterns on paper that will guide the decoration. • make several patterns and choose what they like
	<ul style="list-style-type: none"> • build their assessment portfolios and store all drawings and patterns, these must include dates when they were made. • draw the pattern on the object and prepare the materials to be used for the mosaic task and start working. • The preparation may include, drying the materials, sorting, cutting, shaping, painting etc. <p>NOTE: Do not buy portfolios/folders; Learners are encouraged to improvise with materials that are locally available.</p>
WEEK 3 - 4	
	<ul style="list-style-type: none"> • Supervise learners work to completion.
	<ul style="list-style-type: none"> • The teacher collects the final pieces and scores using the rubrics, records the scores in the assessment score sheet provided at the end of this document, before keying the scores in the KNEC portal. Once the scores are uploaded, hand over the assessment sheet together with the all the learner's artworks to the Head teacher/Senior teacher for secure storage as evidence for future reference.

NOTE:

- The timelines suggested here are for guidance purposes.
- Some learners may require more time to complete the task than others. Such learners need to be encouraged and given time to finish their work.
- Some other learners may experience difficulties at one point or the other. Teachers are therefore advised to break down the tasks into manageable steps.
- Learners with visual impairment could do the same task with guidance and support
- All the learners work should be properly labelled before storing them for the next session.

Schools are encouraged to carry out exhibitions to showcase the learners' artworks at the end of the assessment period. Take photographs or record videos as the learners carry out the tasks and upon completion and keep as evidence.

ASSESSMENT TASK: DECORATING A USED OBJECT USING MOSAIC TECHNIQUE

Art and Craft can be used to make old items beautiful.

You are required to find one old object, such as glass or plastic bottle and decorate using mosaic technique.

Decorate the object using any one of the following materials that should be collected in groups:

- a) Differently coloured paper
- b) Inedible seeds
- c) Banana fibre
- d) Egg shells
- e) bottle tops

STEPS TO BE FOLLOWED

STEP I: draw the pattern on plain paper, that will guide the decoration. Try out different patterns, then choose the best.

STEP II: draw the chosen pattern on the object to be decorated.

STEP III: prepare the mosaic materials.

STEP IV: stick the materials to create the patterns.

STEP V: complete and display the work.

TASK: PERFORMING IN A FOLK DANCE FROM A KENYAN INDIGENOUS COMMUNITY

The learners are guided by the teacher to:

1. Form groups of **10– 15 members**.
2. Identify an appropriate folk dance from a Kenyan indigenous Community, considering the following:
 - a) age appropriateness
 - b) message(s) in the folk dance
 - c) Performance time limit (**3 – 4 minutes**)
3. Learn and rehearse the folk dance incorporating:
 - a) Appropriate singing
 - b) Appropriate and coordinated body movements
 - c) Appropriate costumes, body adornments and ornaments
 - d) Suitable instrumental accompaniment.
4. Perform the selected folk dance:
 - a) Including a verbal introduction by one of the group members with the following background details:
 - i) the community from which the dance is drawn
 - ii) the occasion during which the dance is performed
 - iii) the age and gender of performers
 - iv) the message conveyed through the dance.
 - b) Considering
 - i) appropriateness of singing
 - ii) coordination and authenticity of body movements
 - iii) variation of dance formations
 - iv) appropriateness of costumes, body adornments and ornaments
 - v) suitability of instrumental accompaniment
 - vi) adherence to time limit (3-4 minute).
 - c) Observing:
 - i) etiquette (appropriate dressing, keeping to their roles and morally acceptable body movements)
 - ii) safety while using props and exploring movements.

PART III: PHYSICAL AND HEALTH EDUCATION**(15 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 and bats /improvised balls and bats for performing the activities.
- iv. Collaborate with other teachers , teacher aid or any other authorised personnel to facilitate learners and ensure that the assessment is effectively carried out
- v. Organize learners appropriately for the assessment
- vi. Provide opportunity for adequate warm up prior to performance of tasks
- vii. Guide learners to cool down after performance to avoid build up of lactic acid in the muscles that may cause fatigue and muscle pains
- viii. Give each learner an opportunity to perform all the assessment tasks
- ix. Use the checklist provided to assess learner's competencies in batting and fielding
- x. Use the scoring guide provided to rate each learner's performance.
- xi. Give each learner a maximum of three trials/attempts where necessary
- 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

Checklist for Assessing Learner's competency in performing batting and fielding in rounders

Task 9 Batting skills		Descriptors	Marks	Total Marks
1	Stance	Positioned at the batting square, Feet comfortably apart, preferably shoulder width apart and Knees a little bent	1	8
2	Body Orientation	Body to be positioned side-on to the bowler	1	
3	Focus	Eyes focused on the ball	1	
4	Grip	Bat is held firmly at the grip with both hands and tip pointing up while positioned to one side of the rear foot	1	
5	Swing	Swing back and then forward in a smooth motion with an appropriate timing to hit the ball	1	
6	Hit	Contact the ball at the barrel to send the ball within the field of play	1	
7	Follow through	Extend the swing through the hit	1	
8	Safety	Observe safety if self and others while batting	1	

Checklist for Assessing Learner’s competency in performing fielding in round				
Task 10 Fielding skills		Descriptors	Marks	Total Marks
1	Positioning self appropriately in readiness for the batted ball		1	7
2	Catching high balls appropriately		1	
3	Throwing the ball accurately		1	
4	Demonstration of agility when responding to the batted balls		1	
5	Quick reaction to the batted balls		1	
6	Ability to stop ground balls effectively		1	
7	Awareness of own roles and responsibilities as a fielder		1	
Total Marks for Part III			15	

SCORING RUBRICS

PART I- ART AND CRAFT

PL CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
TASK 1. Planning - <i>collecting</i> - <i>reused object</i> - <i>mosaic material</i>	Selects appropriate reusable object and assembles variety material for mosaic.	Reusable material assembles material for mosaic.	Collects inappropriate reusable object assembles material for mosaic.	The sketches and write ups made are inaccurate and or do not show development of the idea.
	04 marks	03 marks	02 marks	01 mark
TASK 2. Execution skill - sketching (legible) - <i>developing pattern</i> - <i>sticking</i> - <i>spacing</i> - <i>gluing skill</i> - <i>evenness,</i> - <i>firmness of glue</i>	<ul style="list-style-type: none"> Detailed and accurate sketch that clearly guides the mosaic design Materials are stuck/pasted with precision and care, Spacing between tesserae is consistent and visually appealing Glue is even with no visible excess or gaps 	<ul style="list-style-type: none"> Clear sketch that adequately guides the mosaic design Materials are stuck/pasted well with minor issues in precision Spacing between tesserae is mostly consistent with minor inconsistencies Glue is applied well with minor visible excess or gaps 	<ul style="list-style-type: none"> Basic sketch with some clarity issues; Materials are poorly stuck/pasted, Spacing between tesserae is somewhat inconsistent, affecting visual appeal Glue application is basic, with some visible excess or gap unevenly glued with some smudges 	<ul style="list-style-type: none"> poor or no sketch, causing confusion in the mosaic design Glue is unevenly applied with smudges and drips
	08 marks	06 marks	04 marks	02 marks
TASK 3. Craftsmanship Finish	<ul style="list-style-type: none"> Finish is smooth and polished, with no visible flaws 	<ul style="list-style-type: none"> Finish is neat with minor visible flaws 	<ul style="list-style-type: none"> Finish is basic, with some visible flaws 	<ul style="list-style-type: none"> Finish is rough and messy, with many visible flaws
	03 marks	02 marks	01 mark	00 mark
RANGE	12 - 15 marks	07 -11 marks	04 - 06 marks	01 - 03 marks

PART II – MUSIC SCORING RUBRIC: PERFORMANCE OF A FOLK DANCE FROM A KENYAN COMMUNITY

LEVEL CRITERIA	4 EXCEEDING EXPECTATION	3 MEETING EXPECTATION	2 APPROACHING EXPECTATION	1 BELOW EXPECTATION
TASK 4 Authenticity in singing	Creatively and expressively sings authentically with clear diction and appropriate tone.	Sings authentically with clear diction and appropriate tone.	Sings with some errors in either diction or tone.	Sings with many errors in diction and tone.
	3 Marks	2 Marks	1 Mark	00 mark
TASK 5 Authenticity, coordination and variation of dance movements	Creatively and skilfully performs authentic and coordinated body movements, as well as clear and varied dance formations	Performs authentic and coordinated body movements as well as clear and varied dance formations	Performs with some inconsistencies either in authenticity and coordination of body movements or in clarity and variation of dance formations	Performs with many inconsistencies in both authenticity and coordination of body movements and in clarity and variation of dance formations
	3 Marks	2 Marks	1 Mark	00 mark
TASK 6 Use of costumes, body adornments and ornaments	Creatively, skilfully, and functionally uses costumes, body adornments and ornaments drawn from the given cultural community.	Uses costumes, body adornments and ornaments drawn from the given cultural community functionally.	Uses costumes, body adornments and ornaments with some errors in functionality.	Uses costumes, body adornments and ornaments with many errors in functionality.
	3 Marks	2 Marks	1 Mark	00 mark
TASK 7 Etiquette and safety	Performs the folk dance while providing leadership in observing proper etiquette (decent behavior and performance mannerisms) and safety (proper use of stage and handling of props and instruments).	Performs the folk dance observing proper etiquette (decent behavior and performance mannerisms) and safety (proper use of stage and handling of props and instruments).	Performs the folk dance with some lapses in either etiquette (decent behavior and performance mannerisms) or safety (proper use of stage and handling of props and instruments).	Performs the folk dance with many lapses in both etiquette (decent behavior and performance mannerisms) and safety (proper use of stage and handling of props and instruments).
	3 Marks	2 Marks	1 Mark	00 mark
TASK 8 Individual musicianship	Displays outstanding focused attention on their individual role, expressions, and interaction with	Displays focused attention on their individual role, expressions, and interaction	Displays some lapses in attention on their individual role,	Displays little attention on their individual role, expressions, and

LEVEL CRITERIA	4 EXCEEDING EXPECTATION	3 MEETING EXPECTATION	2 APPROACHING EXPECTATION	1 BELOW EXPECTATION
	the rest of the performers during the performance of the folk dance.	with the rest of the performers during the performance of the folk dance.	expressions, and interaction with the rest of the performers during the performance of the folk dance.	interaction with the rest of the performers during the performance of the folk dance.
	3 Marks	2 Marks	1 Mark	00 mark
RANGE	12 - 15 marks	07 -11 marks	04 - 06 marks	01 - 03 marks

PART III- SCORING RUBRIC FOR PHYSICAL AND HEALTH EDUCATION

PL Tasks	4 EXCEEDING EXPECTATION	3 MEETING EXPECTATION	2 APPROACHING EXPECTATION	1 BELOW EXPECTATION
Task 9 Batting in Rounders	Learner who correctly performs 7 to 8 skills of Batting	Learner who correctly performs 5 to 6 skills of Batting	Learner who correctly performs 3 to 4 skills of Batting	Learner who correctly performs only 2, 1 or none of Batting
8 marks	7-8 marks	5-6 marks	3-4 marks	0-2 marks
Task 10 Fielding in Rounders	Learner who correctly performs all 7 skills of fielding	Learner who correctly performs 5 to 6 skills of fielding	Learner who correctly performs 3 to 4 skills of fielding	Learner who correctly performs only 2, 1 or none of the skills of fielding
7 marks	7 marks	5-6 marks	3-4 marks	0-2 marks
RANGE	12 - 15 marks	07 -11 marks	04 - 06 marks	01 - 03 marks

FINAL SCORE RANGE AND PERFORMANCE LEVEL FOR GRADE 5 CREATIVE ARTS 2024 PROJECT

RANGE	PERFORMANCE LEVEL
36 – 45 marks	Exceeding Expectation (4)
25 - 35 marks	Meeting Expectation (3)
16 - 25 marks	Approaching Expectation (2)
01 - 15 marks	Below Expectation (1)



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CREATIVE ARTS - GRADE 5 – 2024 SCHOOL BASED ASSESSMENT PROJECT SCORES

S No	ASSESSMENT NO	LEARNERS NAME (<i>WRITE IN BLOCK LETTERS</i>)	Indicate each learners scores per task as guided by the scoring rubrics, their total score and final Performance level in the space provided												
			TASKS AND THEIR RESPECTIVE MAXIMUM SCORE/MARK										TOTAL	4,3, 2 or 1 PL	TEACHER'S REMARKS
			T1	T2	T3	T4	T5	T6	T7	T8	T9	T 10			
			4	8	3	3	3	3	3	3	8	7	45		

