



**THE KENYA NATIONAL EXAMINATIONS COUNCIL**

**CREATIVE ARTS PROJECT  
SCHOOL BASED ASSESSMENT  
Grade 4 – 2025**

**This project must be completed by 28<sup>th</sup> May 2025**

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

**Turn over**

## 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 attached in this document 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) All tasks must be completed and submitted by **28th May 2025**
- (ix) Assessment should be conducted continuously as learners complete their tasks, with scores recorded on the provided score sheets on pages 10 and 11. Ensure the score sheets are printed according to the number of learners.
- (x) **All materials should be improvised where applicable. Schools are encouraged to reuse materials.**

**Task expectation:** Create a percussion instrument holder or bracelet using the macramé technique with the overhand knot in **two** colours. The works should demonstrate knotting skills, creative colour use, functionality and craftsmanship.

Refer to the rubric to ensure all the steps are correctly followed and expectations for each criterion are met. This task will be done individually and **NOT** in groups.

**Materials required:**

- (i) Two different colours of cotton or nylon cord (60 to 100 cm)
- (ii) Scissors
- (iii) Small percussion instruments for the holder option
- (iv) Tape or clip to secure the cord while working

**Guidelines**

Choose only **ONE** option.

**Option 1: Percussion instrument holder or carrier**

**STEP 1:** Cut two pieces of cord (each 40 cm) in different colours

**STEP 2:** Tie an overhand knot at one end to create a loop

**STEP 3:** Place the instrument inside the loop and slightly tighten

**STEP 4:** Continue making evenly spaced overhand knots alternating colours to create a pattern.

**STEP 5:** Finish with a final overhand knot to create a secure handle, add available embellishments.

**Option 2: Overhand knot Bracelet**

**STEP 1:** Cut two 30 cm pieces of cord in different colours

**STEP 2:** Tie an overhand knot at one end to create a loop

**STEP 3:** Continue making evenly spaced overhand knots alternating colours for decorative effect

**STEP 4:** Measure the bracelet around your wrist and adjust the knots accordingly

**STEP 5:** Tie the overhand knot to secure it, add available embellishments.

## PART II: MUSIC

20 marks

This is a practical performance of a Kenyan Patriotic Song.

**Note:** The Kenya National Anthem, the East African Community Anthem and Political songs are **NOT** patriotic songs).

### Guidelines:

1. Working in groups of **12 to 15 members**, learners are required to identify and learn a **Kenyan Patriotic Song** in Kiswahili for a performance duration of 2 - 3 minutes. This could be sourced from the internet using a digital device.
2. The learners should perform the Patriotic Song for assessment, incorporating the following expressive elements:
  - (i) Accuracy in pitch
  - (ii) Accuracy in rhythm
  - (iii) Proper articulation of words
  - (iv) Appropriateness of gestures and expressions
  - (v) Accompaniment using appropriate percussion instrument.

**PART III: PHYSICAL AND HEALTH EDUCATION****(20 marks)**

Task 9 - Performance task: Elongated sprint starts

(8 marks)

Task 10 - Performance task: Sprinting

(7 marks)

Task 11 Sportsmanship

(5 Marks)

**Instructions to the teacher****The teacher to:**

- i. Guide the learners to the track/field or a safe area for performing the task.
- ii. Ensure **safety of all learners** as they perform the task.
- iii. Allow the learner to perform the assessment activity one at a time or Organise learners in appropriate groups.
- iv. Ensure that learners perform adequate warm up prior to the assessment.
- v. Mark a straight line from where the learners will perform the sprint start.
- vi. Score each learner individually.
- vii. Use the checklist provided to assess the learner's competencies in the specified tasks.
- viii. Use the scoring guides provided to rate each learner's performance.
- ix. Learner(s) with disability should be guided / supported by peers/teachers/teacher aides or any other authorised personnel to undertake or when undertaking the tasks.

**Checklist for assessing the learner's competency in performing the elongated sprint start technique.**

<b>Task 9 : Assessment of learner's competency in performing the elongated sprint start technique</b>				
<b>Skills to be assessed</b>		<b>Descriptors</b>	<b>marks</b>	<b>Total Marks</b>
1	On your Mark command	Being in a crouch position	1	8
		Placing the hands on behind the starting line shoulder width apart	1	
		Placing the toes of the leading leg just behind the starting line	1	
		Placing the knee of the rear leg behind the heel of the leading leg	1	
2	Set Command	Raising the hips slightly Above Shoulders with the back Straight	1	
		eyes focused just ahead of the start line	1	
3	Go command	Pushing off powerfully with the front leg to initiate forward momentum Immediate response and quick Reaction time	1	
4	Demonstrating the core competency of Learning to learn	Knowing own strength and weaknesses, having positive attitude towards performance of the activities/tasks, demonstrating resilience and persistence to excel and showing intrinsic motivation for performing tasks (showing any of the attributes)	1	

**Checklist for assessing the learner's competency in demonstrating the sprinting technique.**

<b>Task 10 : Assessment of learner competencies in Sprinting</b>				
<b>Skills to be assessed</b>		<b>Descriptors</b>	<b>marks</b>	<b>Total Marks</b>      <b>7</b>
1	Acceleration	Arms swing forcefully in a coordinated motion with the legs. The opposite arm moves with the opposite leg	1	
2	Leg action	First few strides are short and quick, emphasizing power and stability. As speed builds, strides lengthen naturally.	1	
3	Arm action	Elbows are bent at approximately 90 degrees, and arm movements are compact and efficient.	1	
4	Body Alignment	Body leans Forward about 45 degrees from the ankles to channel energy into forward motion and speed	1	
5	Focus	The head is relaxed and eyes focused ahead	1	
5	Speed maintenance	The body assumes an upright position and rhythms maintained upon acquiring top speed	1	
7	Demonstration of Integrity	Avoids conflicts with others, displays honesty, and follows all the guidelines and instructions given	1	

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

<b>Task 11: Assessment of learner's Sportsmanship</b>				
<b>Skills to be assessed</b>		<b>Descriptors</b>	<b>marks</b>	<b>Total Marks</b>      <b>5</b>
1	Positive Attitude and Commitment	Shows enthusiasm and effort regardless of challenges or difficulties, maintains positive mindset, and demonstrates willingness to perform tasks even when they are challenging	1	
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	Running on own lane, not distracting/tripping/blocking others, or not inconveniencing other in any way, and ensuring that the running space is safe	1	
<b>Total Marks</b>			<b>20</b>	

**PART I: ART AND CRAFT - SCORING RUBRIC FOR PERCUSSION INSTRUMENT HOLDER OR BRACELET USING MACRAMÉ OVERHAND KNOT**

<b>CRITERIA</b>	<b>EXCEEDING EXPECTATION (4)</b>	<b>MEETING EXPECTATION (3)</b>	<b>APPROACHING EXPECTATION (2)</b>	<b>BELOW EXPECTATION (1)</b>
<b>1.Execution skill</b> - <i>Knotting</i> (overhand knot) - even length	<ul style="list-style-type: none"> <li>Correct knot</li> <li>Knots evenly spaced, uniform in length and consistent and accurately secured</li> </ul>	<ul style="list-style-type: none"> <li>Correct knot</li> <li>Knots are even in length with slight inconsistencies</li> </ul>	<ul style="list-style-type: none"> <li>Correct knot</li> <li>Knots are uneven in length and/or loose</li> </ul>	<ul style="list-style-type: none"> <li>Knots are inaccurately secure and/or incorrect</li> <li>Inconsistent knot length</li> </ul>
	<b>7-8 marks</b>	<b>5-6 marks</b>	<b>3-4 marks</b>	<b>2-1 mark</b>
<b>2. Colour use</b> - no. of colours - balance - patterns	<ul style="list-style-type: none"> <li>Uses two colours that contrast and create patterns</li> <li>Colours are balanced, and complement each other</li> </ul>	<ul style="list-style-type: none"> <li>Use of two colours</li> <li>Visible pattern or balance.</li> </ul>	<ul style="list-style-type: none"> <li>Some colour contrast and/ or inconsistent pattern</li> </ul>	<ul style="list-style-type: none"> <li>Uneven and/or no attempt in balancing colour in some sections</li> </ul>
	<b>04 marks</b>	<b>03 marks</b>	<b>02 marks</b>	<b>01 mark</b>
<b>3. Functionality</b> - secure holder - fitting bracelet	<ul style="list-style-type: none"> <li>Holder securely holds instrument exceptionally well or bracelet fits and stays in place</li> </ul>	<ul style="list-style-type: none"> <li>Holder is slightly loose or bracelet needs minor adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>Holder or bracelet is unstable and does not stay in place</li> </ul>	<ul style="list-style-type: none"> <li>Holder unfunctional or bracelet falls apart</li> </ul>
	<b>04 marks</b>	<b>03 marks</b>	<b>02 mark</b>	<b>01 mark</b>
<b>4. Craftsmanship</b>	Neat, with great attention to detail with no frayed ends or loose knots	Neat, work with no frayed ends or loose knots	Some visible fraying or loose ends	visible frayed ends and/ or loose knots
	<b>04 marks</b>	<b>03 marks</b>	<b>02 mark</b>	<b>01 marks</b>
<b>RANGE</b>	<b>16 - 20 marks</b>	<b>11 – 15 marks</b>	<b>06 – 10 marks</b>	<b>00 – 05 marks</b>

## PART II: SCORING RUBRIC FOR MUSIC

CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
5. Accuracy of pitch and rhythm	Confidently and comfortably sings in accurate pitch and rhythm throughout the performance.	Sings with accurate pitch and rhythm throughout the performance.	Sings with some inaccuracies in either pitch or rhythm.	Sings with inaccuracies in both pitch and rhythm throughout the performance.
	<b>7-8 marks</b>	<b>5-6 marks</b>	<b>3-4 marks</b>	<b>2-1 mark</b>
6. Articulation of words	Sings with clearly pronounced words in an expressive tone throughout the performance.	Sings with clear pronunciation of words throughout the performance.	Sings with some unclearly pronounced words in the performance.	Sings with unclearly pronounced words throughout the performance.
	<b>4 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>
7. Use of gestures and expressions	Artistically and imaginatively uses gestures and expressions in portraying the mood and meaning of the message in the patriotic song	Uses suitable gestures and expressions in portraying the mood and meaning of the message in the patriotic song	Uses some gestures and expressions with a few inadequacies in portraying the mood and meaning of the message in the patriotic song	Uses inappropriate gestures and expressions that neither portray the mood nor the meaning of the message in the patriotic song
	<b>4 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>
8. Accompaniment using appropriate percussion instrument.	Appropriately uses a variety of percussion instruments and rhythmic patterns to accompany the song.	Appropriately uses percussion instrument(s) to accompany the song.	Uses percussion instrument(s) with some inconsistencies in maintaining a steady beat.	Uses percussion instrument(s) with a lot of inconsistencies in maintaining a steady beat.
	<b>4 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>

<b>RANGE</b>	<b>16 – 20 marks</b>	<b>11- 15 marks</b>	<b>6-10 marks</b>	<b>0-5 marks</b>
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### PART III SCORING RUBRIC FOR PHYSICAL AND HEALTH EDUCATION

CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
<b>8 marks</b>	7-8 marks	5-6 marks	3-4 marks	0-2 marks
<b>Task 9 Performing the elongated sprint start technique</b>	Learner who correctly performs 7 to 8 the elongated sprint start technique	Learner who correctly performs 5 to 6 skills of the elongated sprint start technique	Learner who correctly performs 3 to 4 skills of the elongated sprint start technique	Learner who correctly performs only 2, 1 or none of the skills specified for the elongated sprint start technique
<b>7 marks</b>	7 marks	5-6 marks	3-4 marks	0-2 marks
<b>Task 10 Sprinting</b>	Learner who correctly performs all the 7 Sprinting skills	Learner who correctly performs 5 to 6 Sprinting skills	Learner who correctly performs 3 to 4 Sprinting skills	Learner who correctly performs only 2, 1 or none of the Sprinting skills specified
<b>5 Marks</b>	5 Marks	3-4 Marks	2 marks	0-1 marks
<b>Task 11 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 for the Total Score</b>	<b>16 - 20</b>	<b>11 - 15</b>	<b>06 - 10</b>	<b>00 - 05</b>

### SCORE RANGE AND PERFORMANCE LEVEL

RANGE	Performance level
<b>45 – 60 marks</b>	Exceeding Expectation (4)
<b>30 - 44 marks</b>	Meeting Expectation (3)
<b>15 - 29 marks</b>	Approaching Expectation (2)
<b>00 - 14 marks</b>	Below Expectation (1)

[illegible]

Name of Teacher		TSC NO:		Signature		Date	
Name of Head Teacher		TSC NO:		Signature		Date	

Official School Stamp