



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**CREATIVE ARTS PROJECT
SCHOOL BASED ASSESSMENT
Grade 5 – 2025**

This project must be completed by 28th May 2025

This document consists of 11 printed pages.

Instructions for Learners

- 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 individually. However, there are steps that may require groupwork.
- vi) Read through the scoring rubrics before starting the assessment to understand what will be expected of the final work.
- vii) All tasks must be completed and submitted by **28th May 2025**

Take photographs or record videos during task performance and store them as evidence in the portfolio.

PART I: ART AND CRAFT

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

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*) and be decorated using painted patterns. (*Optional: Learners may choose to embellish with found materials.*)

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.

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

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

All these materials can be improvised where applicable.

STEPS TO BE FOLLOWED

STEP I: Create detailed sketches showing the design of the penholder on A4-size drawing paper. Ensure to write dates on all sketches made.

STEP II: Create decorative patterns for the penholder and develop a colour scheme by colouring or painting. Store the completed drawings in a portfolio.

STEP III: In groups collect paper and prepare the papier mâché pulp.

STEP IV: Individually create the pencil holder following the steps in moulding using papier mâché pulp.

STEP V: Leave the holder to dry completely, then sand it.

STEP VI: Paint patterns using preferred colours and let it dry again.

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

PART II: MUSIC

LEVEL CRITERIA	4 EXCEEDING EXPECTATION	3 MEETING EXPECTATION	2 APPROACHING EXPECTATION	1 BELOW EXPECTATION
Task 5: Verbal introduction	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).
	4 Marks	3 Marks	2 marks	1 mark
Task 6: Singing	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.
	4 Marks	3 Marks	2 marks	1 mark
Task 7 Clarity of diction	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.
	4 Marks	3 Marks	2 marks	1 mark
Task 8 Coordinated body movements	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.
	4 Marks	3 Marks	2 marks	1 mark
Task 9 Observing safety and etiquette	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).
	4 Marks	3 Marks	2 marks	1 mark

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	

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

SCORE RANGE AND PERFORMANCE LEVEL

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

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