THE KENYA NATIONAL EXAMINATIONS COUNCIL

911-1 Creative Arts and Sports
SCHOOL BASED ASSESSMENT
Project
Grade 8 – 2026

This project must be completed by 26th July 2026

This document consists of 13 printed pages.

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NOTE TO THE TEACHER:

Included in this document are:

1. Guidelines for administration
2. Assessment task
3. Scoring rubric
4. Assessment score sheet

1. **Guidelines for administration**
   - **i)** This assessment is in 3 parts: **PART I: Performing Arts, PART II: Sports, PART III: Visual Arts**
   - ii) The task is to be done in class during the term.
   - iii) Read through the scoring rubrics with the learners before they begin the assessment so that they understand what will be expected of their final artwork. [the rubric can be printed, downloaded into learners' digital devices, written out on the board or projected].
   - iv) Ensure the work is carried out by each learner to completion.
   - v) **All required materials should be improvised where applicable. Schools are encouraged to reuse materials.**
   - **vi)** This project is marked out of **60 marks**

PART	CURRICULUM DESIGN(S)	Competencies assessed
III	**Strand 1.0** Foundations of Creative Arts and Sports **1.1** Roles of Creative Arts and Sports – Painting (Splattering) G8 p.14	The task assesses learner's ability to • design an original wall hanging using natural materials and respond creatively to a real-life context. • demonstrate correct and controlled use of the splatter painting technique. • use a complementary colour scheme. • vary shapes and sizes and pattern flow across two panels. • use trial pieces to test, improve and refine ideas before final execution. • produce work that meets size specifications, is neatly finished, securely mounted and properly labelled for presentation

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.

PART I Performing Arts

Task: Creating and Performing a Choral Verse **(20 marks)**

In groups of 8 to 12 learners, create and perform a choral verse in **English or Kiswahili** based on a selected societal issue from the PCIs (for example: peace and conflict resolution, environmental conservation, drug and substance abuse, social cohesion, child protection, responsible use of digital media).

Part A: Creating the choral verse (8 marks)

1. Select and explore a societal issue
   i. Choose one age-appropriate societal issue that affects your school or community.
   ii. Discuss causes, effects and possible solutions to the issue to develop the message of your verse.
2. Compose and script the verse
   i. Use correct verse elements and structure (title, clear stanzas, logical flow) in the chosen language.
   ii. Apply creativity and imagination through literary devices (imagery, repetition, contrast, similes, metaphors, personification).
   iii. Observe integrity and ethical considerations (original work, respectful language, no plagiarism, sensitivity to affected groups).
   iv. Produce a neat, legible and well-organised written script of the verse (about 2–3 minutes when performed).

Part B: Rehearsing and performing the choral verse (12 marks)

1. Rehearse the choral verse
   i. Internalise the text (memorisation and understanding of meaning and message).
   ii. Practise effective use of voice (diction/articulation, tone, projection, phrasing, intonation, unison and contrasts).
   iii. Practise coordinated use of body (posture, poise, gestures, movement, facial expressions, levels and simple group patterns).
   iv. Ensure performance length of **2–3 minutes**.
2. Perform the choral verse for an audience
   i. Use voice effectively to enhance message delivery (clear words, appropriate tone, phrasing, contrast between sections/voices).
   ii. Present with coordinated movement and expression (posture, poise, gestures, movement and expressions that support the meaning).
   iii. Demonstrate mastery and internalisation of the text (confident recall, minimal prompts, clear understanding of the storyline).
   iv. Use simple, safe and relevant props/costume (if any) to reinforce the message without distracting from the verse.

PART II: SPORTS: 20 MARKS

This part consists of five (5) tasks as follows:

1. Research Work – Middle Distance Races (3 marks)
   Other than the distance covered, state three differences between the two middle distance races
2. Research Work – Pivoting in Netball (3 marks)
   a) *Meaning of pivoting in Netball (1 mark)*
   b) *Description of how pivoting is performed in Netball (2 marks)*
3. Performance of Chest Pass in Netball (5 marks)
4. Performance of Volleying in Volleyball (5 marks)
5. Demonstration of Sportsmanship (4 marks)

Instructions to the Teacher

i. Identify and prepare suitable, safe, and well-organized areas for conducting all assessment tasks.
ii. Ensure the safety and well-being of all learners throughout the assessment process by observing necessary safety precautions
iii. Provide appropriate equipment, including netballs and volleyballs, or use suitable improvised materials where necessary.
iv. Organize learners effectively to facilitate smooth implementation of individual tasks.
v. Allocate sufficient time for learners to conduct research, practice, and prepare adequately for each task.
vi. Allow learners to perform appropriate warm-up activities before engaging in performance tasks to prevent injuries.
vii. Observe each learner carefully and assess their performance objectively using the provided checklists
viii. Promote and reinforce values of fair play, active participation, teamwork, and inclusivity during all activities
ix. Provide appropriate support to learners with special needs, including the use of assistive devices, peer support, and task adaptations where necessary.
x. Discuss the assessment with learners for them to be aware of the expectations
xi. During volleying, the learner being assessed should receive a ball that is well thrown to reach him /her above the head
xii. Other than individual assessment performance, provide opportunities of play for learners to apply the skills and get assessed in actual play set ups
xiii. Use the provided scoring guide and checklists consistently to ensure fair and accurate assessment of learner performance.
xiv. Maintain clear and well-organized evidence of learners' achievement and progress through the use of portfolios, photographs, Videos and other relevant documentation

Task : Chest Pass in Netball (5 Marks)

Checklist for Assessing Chest Pass skills in Netball

No.	Skills of Chest Pass	Descriptors	Marks
1	Grip on the Ball	Holds the ball with both hands, fingers well spread, and thumbs positioned behind the ball for control	1
2	Body Position	Stands balanced with feet shoulder-width apart and knees slightly bent in readiness	1
3	Preparation (Ball Positioning)	Brings the ball close to the chest level, ready for a controlled push pass	1
4	Arm Action	Pushes the ball forward using both hands equally, extending arms in the direction of the target	1
5	Release, Follow Through and Accuracy	Releases the ball smoothly with full arm extension; thumbs point downward after release; pass is straight and reaches the intended target accurately	1
Total Marks			**5**

Task : Performance of Volleying in Volleyball (5 Marks)

Checklist for Assessing Volleying Skills in Volleyball

No.	Skills of Volleying	Descriptors	Marks
1	Hand Position	Forms a triangle shape with fingers; hands positioned above the forehead and ready to receive the ball	1
2	Contact with Ball	Uses fingertips (not palms); ensures soft, controlled contact with the ball	1
3	Body Position	Knees slightly bent; body positioned under the ball for balance and control	1
4	Timing and Control	Meets the ball at the correct height just above the forehead before it drops too low; directs the ball accurately	1
5	Push and Release of the ball and Follow Through	Uses a quick wrist flick combined with arm extension to push the ball upward, ensuring smooth, controlled height and direction	1
Total Marks			**5**

Task : Demonstration of Sportsmanship (4 Marks)

Checklist for Assessing Sportsmanship in learners

No.	Attributes of Sportsmanship	Descriptor	Marks
1	Following Rules	Adheres to rules, instructions, and game regulations during activities	1
2	Respect for Others	Shows courtesy, listens, and values others' contributions	1
3	Participation	Actively engages in tasks and cooperates in group activities	1
4	Positive Attitude	Demonstrates effort, perseverance, and encouragement during tasks	1
5	Honesty (Fair Play)	Accepts outcomes and decisions without cheating or dispute	1
6	Self-Control	Manages emotions and behaves appropriately during activity	1
7	Responsibility	Completes assigned tasks and follows guidance independently	1
Any 4 well demonstrated Attributes- Maximum of 4 Marks			

PART III: VISUAL ARTS 20 marks

ASSESSMENT TASK: Wall Hanging using Splatter Painting Technique

Materials required

i) Leaves and flowers of different shapes and sizes
ii) Absorbent paper that holds paint without smudging
   a. Size A4 paper for trial work (**three** sheets per learner)
   b. Size A3 for final panels (**two** sheets per learner)
iii) Paintbrush or toothbrush *(for splattering)*
iv) Water colour paints (*assorted colours*)
v) Old carboard or carton board*, (for mounting*)
vi) Glue

Task description:

Your school has a new library and requires art pieces to decorate its walls. You are required to design and create a wall hanging using the splatter painting technique. The artwork should be visually appealing, well-finished and suitable for display in a public space.

Task Instructions:

Step 1: Preparation

(i) Collect leaves and flowers of different shapes and sizes.
(ii) Prepare a working surface absorbent paper (A3 size).
(iii) Carefully arrange the leaves and flowers on the surface ensuring balance and spacing.

Step 2: Trial work

(i) Create **three** trial pieces to practise the splatter painting technique.
(ii) Allow the paint to dry, then carefully remove the leaves and flowers.
(iii) Date each trial piece clearly.

NOTE: *All trial pieces must be clearly dated at the time they are created and kept in your assessment portfolio, as they form part of the work to be assessed.*

Step 3: Final work

(i) Create **two-panels** each measuring **29.7 cm × 30 cm (Size A3)**.
(ii) Arrange 6 – 8 leaves and flowers on each panel neatly so they fit comfortably within the space. The shapes should show clear variation in form and size.
(iii) Arrange the two panels so that patterns and colours flow from one panel to the other forming one continuous wall hanging rather than two isolated images
(iv) Use one complementary colour pair with varied tints or shades for the artwork.
(v) Apply the splatter painting technique evenly and neatly, ensuring splatters are distinct.
(vi) Allow the work to dry completely before carefully removing the leaves and flowers.
(vii) Mount each final panel on a clean supporting sheet (*such as old cardboard or carton board*). Ensure the artwork is neat, balanced and securely glued.
(viii) Write your **full name** and **assessment number** neatly on the back of each mounted panel.

PART I: PERFORMING ARTS - Choral Verse Rubric -Creating and Performing

CRITERIA	EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Task1 **1. Creating: Content, structure & creativity** (8)	Clear, age-appropriate PCI issue; strong message; well-structured stanzas; good flow; creative use of devices; neat, complete script.	Clear issue; message makes sense; generally logical structure; some devices; script mostly neat and complete.	Issue present but vague; simple message; weak structure; few or repetitive devices; script partly complete/untidy.	Issue unclear/ inappropriate; message confused; no clear structure; no devices; script missing or very poor.
	7 - 8 marks	**5 - 6 marks**	**3 - 4 marks**	**0 - 2 marks**
Task 2 **2. Performing: Vocal delivery & choral technique** (6)	Clear, well-projected voices; clear words; good tone, phrasing and intonation; accurate unison/entries; good blend.	Mostly clear and audible; diction mostly clear; minor slips in tone or tuning; generally together.	Uneven projection/diction; several tuning or ensemble errors; sometimes untidy.	Hard to hear or understand; frequent tuning and ensemble problems; very untidy.
	5 - 6 marks	**4 marks**	**2 – 3 marks**	**0-1 marks**
Task 3 **3. Performing: Movement, expression & stage use** (4)	Good posture and formation; movements and expressions clearly support meaning; space used purposefully; confident presence.	Generally good posture; movements/expressions related to message; some variety in space; mostly confident.	Limited or poorly timed movement; little space use; shy or uneven presence.	Minimal/ unsuitable movement; poor posture and space use; very weak presence.
	4 marks	**3 marks**	**2 marks**	**1 mark**
Task 4 **4. Performing: Mastery of text & use of props** (2)		Text well memorised; confident delivery; props/costume simple and clearly support message.	Mostly memorised; minor prompts, Noticeable reliance on script; limited understanding; props/costume weakly linked.	Heavy reliance on script; poor recall; props/costume absent, unsafe or distracting.
		02 marks	**01 mark**	**0 mark**
RANGE				**00 - 04 marks**

PART II: SPORTS

LEVEL / CRITERIA	4 EXCEEDING EXPECTATION	3 MEETING EXPECTATION	2 APPROACHING EXPECTATION	1 BELOW EXPECTATION
3 marks	**3 marks**	**2 marks**	**1 mark**	**0 marks**
Task 5 Research Work: Middle distance Races	Learner who scores 3 out of the 3 marks	Learner who scores 2 out of the 3 marks	Learner who scores 1 out of the 3 marks	Learner who scores 0 out of the 3 marks
3 marks	**3 marks**	**2 marks**	**1 mark**	**0 marks**
Task 6 Research Work: Pivoting in Netball	Learner who scores 3 out of the 3 marks	Learner who scores 2 out of the 3 marks	Learner who scores 1 out of the 3 marks	Learner who scores 0 out of the 3 marks
5 Marks	**5 Marks**	**3-4 Marks**	**2 marks**	**0-1 marks**
Task 7: Performing Chest pass	Learner who correctly demonstrates all the 5 specified skills of chest pass	Learner who correctly demonstrates 3 or 4 skills of chest pass	Learner who correctly demonstrates 2 skills of chest pass	Learner who correctly demonstrates only 1 or none of the specified skills of chest pass
5 Marks	**5 Marks**	**3-4 Marks**	**2 marks**	**0-1 marks**
Task 8 Performing Volleying in volleyball	Learner who Accurately demonstrates all the 5 skills of Volleying	Learner who Accurately demonstrates 3 out of 5 skills of Volleying	Learner who Accurately demonstrates 2 out of 5 skills of Volleying	Learner who Accurately demonstrates only 1 or none of the specified skills of the of Volleying
4 Marks	**4 Marks**	**3 Marks**	**2 marks**	**0-1 marks**
Task 9 Sportsmanship	Learner who demonstrates any 4 or more attributes of sportsmanship	Learner who demonstrates 3 attributes of sportsmanship	Learner who demonstrates 2 attributes of sportsmanship	Learner who demonstrates only 1 or none of the attributes of sportsmanship
Range for the Total Score	**16 - 20**	**11 - 15**	**06 - 10**	**00 - 05**

PART III: VISUAL ARTS - Scoring Rubric for Wall hanging using Splattering Technique

CRITERIA	EXCEEDING EXPECTATION LEVEL 4	MEETING EXPECTATION LEVEL 3	APPROACHING EXPECTATION LEVEL 2	BELOW EXPECTATION LEVEL 1
Task 10 **A. Execution of splatter painting technique** *(max: 8)* *-Trial pieces – 3* 6 marks *-Splatter clarity* 2 marks *-clarity of forms*	• Three (3) dated trial pieces submitted clearly show improvement before final work • Final panels show distinct, sharp splatter marks with no paint flooding or smudging • Leaf and/or flower silhouettes are clearly defined with visible negative space	• Three dated trial pieces submitted • Splatter marks are distinct with minor blurring in small areas • Most leaf and flower shapes remain recognisable	• Only two trial pieces submitted or trials poorly dated • Splatter marks are inconsistent or partially blurred/unclear • Some shapes unclear due to paint overlap	• One trial piece submitted • Splatter technique poorly applied; paint smeared, flooded or brushed instead of splattered • Shapes not recognisable
	7 - 8 marks	**5 - 6 marks**	**3 - 4 marks**	**1 - 2 marks**
Task 11 **B. Design, colour use & pattern development** (*max: 8)* *-Variety of shapes & sizes* *-Complementary colours ((e.g. red–green, blue–orange, yellow purple))* *-Balance* *-Patterns formed*	• Uses one correct pair of complementary colours with varied tints and shades • Includes 6 or more leaf/flower clear varied shapes and sizes flowing across panels • Repeated splatter impressions create a visually coherent pattern	• Uses one complementary colour pair, though dominance uneven • Includes 4 - 5 varied shapes of leaf/flower • Pattern is visible and flows across panels • Arrangement is balanced;	• Colour use shows partial or ineffective complementary relationships • Limited variation (2-3) in shapes of leaf/flower used • Pattern appears accidental rather than planned and /or irregular across panels	• Colours unrelated (no complementary relationship) or random • Little or no shape variation or random placement • No visible pattern or connection between panels

CRITERIA	EXCEEDING EXPECTATION LEVEL 4	MEETING EXPECTATION LEVEL 3	APPROACHING EXPECTATION LEVEL 2	BELOW EXPECTATION LEVEL 1
	• Leaf and flower arrangement is balanced		• Arrangement shows imbalance;	
	7 - 8 marks	**5 - 6 marks**	**3 - 4 marks**	**1 - 2 marks**
Task 12 **C. Craftsmanship** *Finishing and mounting (max: 4)* *-correct size* *-Mounted* *-Labelled*	• Panels measure accurately (29.7 × 30 cm) • Artwork is clean, flat, securely mounted on supporting board with straight trimmed edges and accurate alignment • Labelling neat	• Panels slightly off size (±0.5 cm) • Generally neat mounting with minor glue marks • Labelling correctly done.	• Panels noticeably incorrect in size • Mounting with uneven edges and /or misaligned, visible glue or loosely fixed • Labelling incomplete or untidy	• Incorrect size or missing panels/ incomplete work • Poor and /or no mounting with visible glue marks • No identification details
	04 marks	**03 marks**	**02 marks**	**01 mark**
RANGE	**16 – 20 marks**	**09 - 15 marks**	**05 - 08 marks**	**00 - 04 marks**

5. Guidelines to teachers

Part II Sports: Guideline for scoring of task 5 and task 6

Task 5: Differences between the two middle distance races (800m and 1500m) (3 marks)

i. The 800m race is run at a very fast pace, close to sprinting speed, **while** the 1500m race is run at a slightly slower, steady, and controlled pace that can be maintained for a longer time.
ii. The 800m requires a fast or explosive start, good positioning, and the ability to maintain high speed throughout the race, **while** the 1500m requires a moderate start, proper pacing, tactical positioning, and a strong finishing kick at the end of the race.
iii. Runners in the 800m need speed, power, and the ability to handle intense running, **while** runners in the 1500m need endurance, stamina, and the ability to control their pace over a longer distance.
iv. In the 800m, runners experience rapid fatigue due to the high intensity of the race, **while** in the 1500m fatigue develops gradually due to the prolonged effort required.
Award 1 mark for each correct difference, Maximum score: 3 marks

Task 6: Pivoting in Netball (3 marks)

a) Meaning of pivoting in netball (1 mark)

Pivoting in netball is the movement of a player while holding the ball, where one foot remains fixed on the ground (pivot foot) as the player turns or rotates to pass, shoot, or look for a teammate.

Award 1 mark for a correct and complete meaning.

b) How pivoting is performed (2 marks)

i. The player lands on one foot and keeps it fixed on the ground as the pivot foot, which must not be lifted or dragged.
ii. The player uses the other foot to step and turn the body in different directions while maintaining control of movement.
iii. The player maintains balance and control of the ball while preparing to pass or shoot.
Award 1 mark for each correct point. Maximum score: 2 marks (any two correct points).

PART III: Visual Arts Guidelines

(Creation of Panels – Leaf/Flower Splatter Technique)

(i) Learners should produce trial pieces before starting the final work. Each learner should make at least **three** dated trial pieces using an old toothbrush or a paintbrush with stiff bristles. The trail pieces should be used to practise arranging leaves and/or flowers and controlling the splatter technique.
(ii) Ensure the paint is not too watery so that splatters remain controlled and not messy.
(iii) Guide learners to collect varied natural leaves and /or flowers. Where flowers are scarce, learners should work with different types, sizes and shapes of leaves only. Emphasise on variety rather than quantity.

(iv) Demonstrate how to arrange leaves and/or flowers flat on the surface before splattering. Learners may press them between books beforehand or hold them down gently with small stones to prevent lifting or curling during spattering.

(v) Emphasise that trial pieces form part of the assessment evidence and must be kept safely for reference and scoring in their assessment portfolio.

(vi) Guide learners to plan the panel layout in advance, ensuring forms are well spaced, balanced and not scattered randomly.

(vii) Move around continuously during execution, giving immediate feedback on:
- clarity of splatters (distinct, not flooded),
- spacing and balance,
- paint control.

(viii) Reinforce that the assessment covers the process as well as the final product and learners should show improvement from trial pieces to final panels.

(ix) Guide learners to treat the two panels as one related artwork, ensuring visual flow, balance and harmony rather than isolated images.

(x) During marking, adhere strictly to the rubric and score only what is observable: trial pieces, technique control, arrangement, colour use and finishing/mounting.

(xi) Record all scores in the official score sheet and ensure they are uploaded to the portal within the given deadline.

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GRADE 8: CREATIVE ARTS AND SPORTS-SCHOOL BASED ASSESSMENT (SBA)-2026

SCHOOL SUMMARY ASSESSMENT SHEET

Assessment No.	Learners Name	Learners Performance level												Teachers Comments
		T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	