



THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

CREATIVE ARTS ADAPTED FOR LEARNERS WITH VISUAL IMPAIRMENT Grade 5 September 2026

LEARNER'S NAME: _____ GRADE: _____

ASSESSMENT NO: _____ DATE: _____

SCHOOL NAME: _____

INSTRUCTIONS TO LEARNERS

1. This paper consists of **two** sections: **A** and **B**
2. **Section A: Written tasks** has three parts:
Part I – Art and Craft
Part II - Music
Part III – Physical Health Education
3. Answer **All** the questions in the spaces provided.
4. **Section B: Practical** (Art and Craft)
Complete the practical after **finishing all the written tasks**

FOR ASSESSOR'S USE ONLY

	SECTION A: WRITTEN TASKS											SECTION B: PRACTICAL	TOTAL SCORE
	PART I: Art and Craft					PART II: Music			PART III: PHE			Art and Craft	
Task Number	1	2	3	4	5	6	7	8	9	10	11	12	
Maximum score	2	2	2	2	2	4	3	3	4	2	4	15	45
Learner's Score													

This paper consists of 5 printed pages

Turn over

PART II: MUSIC (10 MARKS)

6. Chivoti is a wind instrument from Kenya.

(a) Name the community that plays it. (1 mark)

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(b) State the functions of the part: (2 marks)

(i) Mouth hole

(ii) Open end

(c) Name **two** locally available materials that are commonly used to make this instrument. (2 marks)

(i)

(ii)

7. Learners clapped a rhythm containing **two crotchets** The teacher then asked them to replace the crotchets with **one note** of equal duration.

a) Name the note value.

.....1 mark

b) Write its French rhythm name.

..... 1 mark

8. During a school cultural day, Grade 5 learners watched a group perform a Kenyan folk dance. The performance included singing, coordinated body movements, colourful costumes, a circular formation and drum accompaniment.

Explain how the following components helped make the folk dance meaningful and effective:

(i) Songs (1 mark)

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(ii) Costumes

(1 mark)

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(iii) Drum Accompaniment

(1 mark)

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PART III: PHYSICAL AND HEALTH EDUCATION – 10 MARKS

- 9.a) During a football match, a player was awarded a penalty kick. Name one type of kick that would have been suitable for taking the penalty kick (1 mark)

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- b) During a football match, a player received a fast-moving ball rolling along the ground from a teammate. Which ball-stopping technique would have been most suitable for the player to use? (1 mark)

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- c) Explain how the player would stop the ball successfully using the technique identified in (a). (2 marks)

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10. a) A Grade 5 learner was asked to write the functions the following parts of a rounders bat. What functions did the learner write?

i) Grip(1mark)

ii) Blade(1mark)

- b) During a rounders game, your school team was fielding. Explain what the fielders should do to help their team prevent the batting team from scoring. (2 marks)

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- c) During a relay race, two athletes exchanged the baton where the outgoing athlete received the baton from the incoming athlete without turning around to look at it.

11. a) Name the type of baton exchange described above. (1 mark)

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b) Explain how athletes can improve the baton exchange during the race? (2 mark)

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SECTION B: PRACTICAL (15 marks)**12. Instructions to Learners**

Carry out this practical task after completing the written tasks. Work on a firm board or tray.

Materials required:

- Modelling clay or plasticine
- A firm board or tray
- An atlas and a dictionary for tactile observation

Objects to explore by touch: An atlas and a dictionary.

Explore the atlas and dictionary carefully by touch, noting their shapes, sizes and arrangement when stacked.

- (a) Use modelling clay or plasticine to make an atlas and a dictionary.
- (b) Arrange the two model books in a stack, with one resting on the other.
- (c) Use raised lines or marks to distinguish the atlas from the dictionary and to represent writing on each spine.
- (d) Ensure that the models are well shaped, firmly joined where necessary, clean and neat.

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