

THE KENYA NATIONAL EXAMINATIONS COUNCIL

**SCHOOL BASED ASSESSMENT
TEACHERS SCORING GUIDE**

**CREATIVE ARTS
GRADE 5
September 2026**

This scoring guide has 11 printed pages

*Creative Arts
School Based Assessment
Grade 5
Scoring Guide*

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GUIDELINES FOR ASSESSMENT

This scoring guide provides guidance for assessing the Creative Arts Grade 4 School Based Assessment.

- (i) The scoring guide comprises:
 - a. **Section A:** Written tasks in **Part I: Art and Craft, Part II: Music** and **Part III: Physical and Health Education**.
 - b. **Section B:** The Art and Craft practical task.
- (ii) Administer the **Art and Craft practical task** within the school environment on a suitable day after learners have completed the written tasks, allowing adequate time and attention for the activity.
- (iii) Prepare and handle each learner's artwork as follows:
 - a. Provide each learner with A4 drawing paper. If a learner uses a drawing book, the finished work may be carefully cut out after assessment for placement in the learner's assessment portfolio.
 - b. Explain the task instructions and assessment criteria before learners begin but **do not** demonstrate the artwork or provide step-by-step assistance.
 - c. Provide each learner with an atlas and a dictionary available at the school or brought by the learner.
 - d. Guide learners to stack the atlas and dictionary in the same arrangement shown in the picture provided in the question paper. The picture shows how the books should be arranged; learners should observe and draw the actual books.
 - e. Position the stacked books where each learner can clearly observe their shapes, proportions, arrangement and spine lettering. Learners must draw through direct observation; tracing is **not allowed**.
 - f. Ensure each learner works independently, draws both books large enough to cover most of the paper space, paints them using the wash technique and keeps the writing on each spine clearly visible.
 - g. Remind learners to keep the artwork clean and neat and to write only their **full name, class, assessment number** and **date at the bottom right-hand corner** of the drawing paper.
 - h. Do not place ticks, marks or written comments on the front of the artwork while scoring. Record the score and any comments on the reverse side so that the learner's work remains clean and suitable for portfolio evidence.
- (iv) Use the rubric provided in this guide to assess learners' work.
- (v) Record the actual scores for both the written and practical tasks on the same score sheet provided, then upload the completed scores to the designated KNEC CBA portal.
- (vi) At the end of the assessment period, place each learner's completed written assessment, practical artwork and any preliminary sketches in the learner's assessment portfolio for evidence and future reference.
- (vii) Keep the completed score sheet and other assessment records with the school administration and maintain a copy in the subject teacher's records.

The sections that follow provide the expected responses and marking guides for the written tasks and the practical task.

PART I: Art and Craft

Q. No.	CURRICULUM REFERENCE	TASK DESCRIPTION	COGNITIVE LEVEL
1.	Grade 5 1.0 Creating and Executing 1.1 Wind Musical Instrument (e) Drawing-crayon etching, cross hatching p.1	The learner is assessed on the ability to analyse a picture and identify shading techniques used in a drawing, such as hatching/cross-hatching and smudging.	Analysing The learner studies the drawing and identifies the shading techniques used.
2.	Grade 5 1.0 Creating and Executing 1.4 Painting & Mosaic SLO (a) Identifying primary & secondary colours p.8	The learner is assessed on the ability to identify colours that can be mixed to produce purple.	Remembering The learner recalls the two colours mixed to produce purple: red and blue.
3.	Grade 5 1.0 Creating and Executing 1.6 Rounders (carving) SLO (c) p.13	The learner is assessed on the ability to arrange pictures in the correct sequence to show the wood carving process.	Analysing The learner examines pictures and arranges them in the correct process sequence
4.	Grade 5 2.0 Performing and Displaying 2.4 Puppetry SLO (c) p.23	The learner is assessed on the ability to state ways of operating puppets during a show using finger, hand and wrist movements.	Remembering The learner recalls ways in which puppets can be operated during a show.
5	Grade 5 2.0 Performing and Displaying 2.4 Puppetry SLO (c) p.25	The learner is assessed on the ability to explain how to use bridges in stencil/cut-out lettering so that inner parts of letters do not fall out.	Applying The learner explains what should be done when cutting stencil letters so that the inner part does not fall out.
12	Grade 5 1.0 Creating and Executing 1.4 Painting p.8	The learner is assessed on the ability to draw and paint a still life composition and apply wash technique.	Creating The learner creates an artwork by drawing and painting a still life composition and applying the wash technique.

EXPECTED RESPONSES:

1. Two shading techniques used in the drawing.

- Hatching/ Cross hatching
- Smudging

2 × 1 = 2 marks

2. Two colours they would mix to produce purple.

- Red
- Blue

2 × 1 = 2 marks

3. Arranging the pictures in the correct order to show the wood carving process.

- IV, I, II, III

Correct sequence = 2 marks

4. Two ways in which puppets can be operated during a show.

- i. Insert fingers into the puppet and move them to control the puppet's hands or arms.
- ii. Open and close the hand inside the puppet to make the mouth appear to talk.
- iii. Use finger movements to make the puppet wave, clap, walk, dance or run.
- iv. Bend or turn the wrist to make the puppet face or look in different directions.

Any 2 × 1 = 2 marks

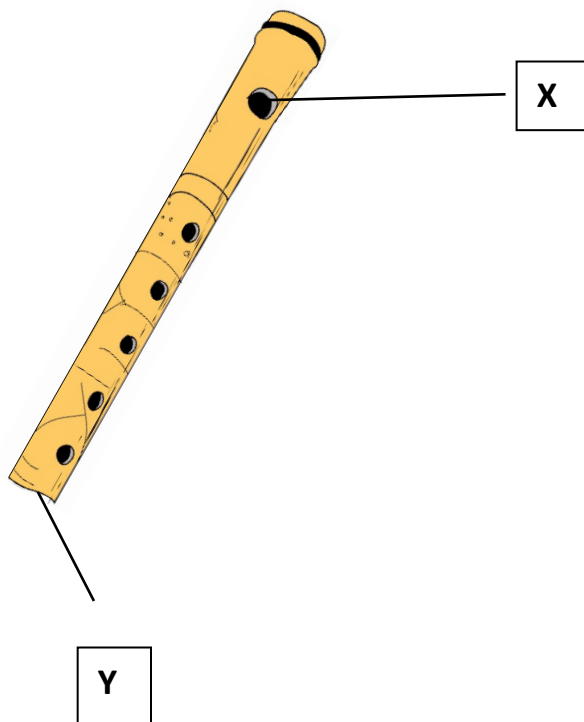
5. What the learner should do so that the middle part of letter D does not fall out.

- Add bridges to hold the inner part of letter D in place.
- Draw small connecting strips between the inner part and the outer part of letter D.
- Cut along the outline carefully, leaving the connecting strips uncut.
- Ensure the bridges are wide enough to support the middle part.

Any 2 correct responses × 1 = 2 marks

PART II: MUSIC

1. Kenyan wind instrument with parts labelled X and Y. Study it and answer the questions that follow:



(a) Name the community – **Mijikenda** (1 mark)

(b) functions of the parts labelled X and Y

(i) X – **Blown to produce sound** (1 mark)

(ii) Y – **Open to let sound out** (1 mark)

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

(i) Bamboo reeds (1 mark)

(ii) Plastic pipe/ plumbing pipe (1 mark)

2.

- a) Minim 1 mark
- b) Taa-aa. 1 mark

3. How the following components helped make the folk dance meaningful and effective:

(i) Songs - They carried text/ words which conveyed the message in the performance

(1 mark)

(ii) Costumes – They added cultural beauty to the performance (1 mark)

(iii) Drum Accompaniment – Provided steady beat and rhythmic accompaniment

(1 mark)

PART III: PHYSICAL HEALTH EDUCATION

Qn.	Expected response	Marks
9(a)	Any one: i. Instep kick; ii. Toe kick	1
9(b)	Any one: i. Inside-of-the-foot stop/control; ii. sole-of-the-foot stop/control.	1
9(c)	Any two: (i) Move into the path of the ball and maintain balance. (ii) Place the appropriate part of the foot in the path of the ball and cushion/relax the foot slightly on contact. (iii) Watch the ball until it is under control. (iv) Keep the ball close after stopping it. (iv) Maintain balance and prepare for the next movement.	2
10(a)	A – Handle/grip: Used to hold the bat firmly and control the swing. B – Blade/batting surface: Used to hit/strike the ball.	2
10(b)	Any one i. Move quickly towards the ball; ii. stop/catch the ball; iii. throw accurately to the appropriate base/player; iv. return the ball quickly; v. position appropriately to intercept the ball; vi. back up teammates; vii. communicate with other fielders.	1
11(a)	Visual baton exchange or Downward baton exchange	1

Qn.	Expected response	Marks
11(b)	Any two: - Receiver extends the hand at the appropriate time; receiver looks back at the incoming baton; - passer places the baton firmly into the receiver's hand; - coordinate timing and speed; - practise the exchange; - communicate clearly - maintain correct running direction/position.	2

SCORING CRITERIA FOR QUESTIONS 1 - 5

CRITERIA	MEETING EXPECTATION Level 3	APPROACHING EXPECTATION Level 2	BELOW EXPECTATION Level 1
Q1 Shading techniques used in a drawing	Identifies two correct shading techniques.	Identifies one correct shading technique.	Gives an incorrect response or no response.
SCORE	2 marks	1 mark	0 mark
Q2 Colours mixed to produce purple	States the two correct colours: red and blue.	States one correct colour.	Gives incorrect colours or no response.
SCORE	2 marks	1 mark	0 mark
Q3 Correct sequence of wood carving process	Arranges all pictures in the correct sequence.	Arranges some pictures correctly but not the full sequence.	Gives an incorrect sequence or no response.
SCORE	2 marks	1 mark	0 mark
Q4 Ways of operating puppets during a show	States two correct ways of operating puppets.	States one correct way of operating puppets.	Gives an incorrect response or no response.
SCORE	2 marks	1 mark	0 mark
Q5 Use of bridges in stencil lettering	States two correct actions for using bridges to hold the inner part of letter D.	States one correct action for using bridges.	Gives an incorrect response or no response.
SCORE	2 marks	1 mark	0 mark
TOTAL SCORE	10 marks	5 marks	0 mark

SECTION B: PRACTICAL (15 marks)**Q.12. Drawing and Painting**

Task: Arrange an actual atlas and dictionary in a stack as shown in the picture provided, then draw the books from direct observation. Ensure the work covers most of the paper space, paint the books using the wash technique, make the writing on each spine clearly visible and keep the work clean and neat.

Criteria to be assessed:

- Accuracy of drawing the actual atlas and dictionary from direct observation in the arrangement shown.
- Use of paper space and arrangement of the books.
- Application of wash technique.
- Visibility of spine lettering and neatness of presentation.

CRITERIA	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
1. Accuracy of drawing from the picture <i>Checks whether both actual books are drawn recognisably, with correct shapes, proportions and the stacking arrangement shown in the picture.</i>	Draws both the actual atlas and dictionary; the books are recognisable, correctly shaped and proportioned, and arranged as shown in the picture.	Draws both books but with some errors in shape, proportion or stacking arrangement; at least one book is recognisable.	Draws only one book, wrong objects or books that are not clearly recognisable.
SCORE	4 marks	2 - 3 marks	0 - 1 mark
2. Use of paper space and arrangement <i>Checks whether the work covers most of the paper space and is well positioned.</i>	The books cover most of the paper space and are accurately positioned, balanced and not crowded	The books cover about half of the paper space or are slightly too small, too large or unevenly placed.	The drawing is very small, poorly placed, crowded or leaves most of the paper unused.
SCORE	4 marks	2 - 3 marks	0 - 1 mark
3. Application of wash technique <i>- Uses thin, watery paint evenly</i>	Uses thin, watery paint evenly; colour is controlled, transparent and does not hide the drawing or spine lettering.	Uses wash technique partly; paint is uneven, too dark in some areas or slightly hides some details.	Does not use wash technique clearly; paint is very thick, uncontrolled, incomplete or hides the drawing.
SCORE	4 marks	2 - 3 marks	0 - 1 mark
4. Spine lettering and neatness <i>- Writing on the spine is clear and readable</i>	Writing on the spine is clear and readable; the work is clean, well finished, and has no unnecessary smudges, dirt marks, tears or creases.	Some spine writing is visible but not very clear; the work has minor smudges, dirt marks, tears or creases.	Spine writing is missing or not readable; the work is untidy, smudged, dirty, torn or poorly finished.
SCORE	3 marks	2 marks	0 - 1 mark

SCORE RANGE AND PERFORMANCE LEVEL

RANGE	Performance level
12 - 15 marks	Meeting Expectation (3)
07 - 11 marks	Approaching Expectation (2)
00 - 06 marks	Below Expectation (1)

PART II: MUSIC RUBRICS

TASKS	SCORES	EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Task 6	5 marks	Any learner scoring 5 out of the 5 marks	Any learner scoring 3 or 4 out of the 5 marks	Any learner scoring 2 out of the 5 marks	Any learner scoring 1 or no mark out of the 5 marks
Task 7 (3 performance Levels)	2 marks		Any learner scoring 2 out of the 2 marks	Any learner scoring 1 out of the 2 marks	Any learner scoring no mark out of the 2 marks
Task 8	3 marks	Any learner scoring 3 out of the 3 marks	Any learner scoring 2 out of the 3 marks	Any learner scoring 1 out of the 3 marks	Any learner scoring no mark out of the 3 marks

PART II: PHYSICAL AND HEALTH EDUCATION RUBRICS

TASKS	SCORES	EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Task 9	4 marks	Any learner scoring 4 out of the 4 marks	Any learner scoring 3 out of the 4 marks	Any learner scoring 2 out of the 4 marks	Any learner scoring 1 or no mark out of the 4 marks
Task 10	3 marks	Any learner scoring 3 out of the 3 marks	Any learner scoring 2 out of the 3 marks	Any learner scoring 1 out of the 3 marks	Any learner scoring no mark out of the 3 marks
Task 11	3 marks	Any learner scoring 3 out of the 3 marks	Any learner scoring 2 out of the 3 marks	Any learner scoring 1 out of the 3 marks	Any learner scoring no mark out of the 3 marks

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