



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**CREATIVE ARTS PROJECT
SCHOOL BASED ASSESSMENT**

Grade 5 – 2026

This project must be completed by 28th May 2026, marked and scores uploaded by 31st May 2026

This document consists of 17 printed pages.

NOTE TO THE TEACHER

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 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) Ensure that learners read their instructions carefully **(Page 15 to 17)** before undertaking the assessment
- ix) Assessment should be conducted continuously as learners carry out the tasks. Teachers should print enough copies of the observation schedule (**page 7**) based on the number of learners and use it to record scores for **Task 1** during the activity. The scores should be transferred to the assessment score sheets provided on pages **12**
- x) All tasks must be completed, marked and scores uploaded by **31st May 2026**
- xi) **All materials should be improvised where applicable. Schools are encouraged to reuse materials.**

Schools are encouraged to carry out exhibitions to showcase the learners' artworks at the end of the assessment period. Take photographs or record videos of learners actively engaging in tasks and upon completion, ensuring the documentation is securely stored as evidence of their progress and achievement.

PART I: ART AND CRAFT

ASSESSMENT TASK: CREATING A FUNCTIONAL FRUIT BOWL USING PAPIER MÂCHÉ TECHNIQUE

Learners are to individually create a fruit bowl using papier-mâché technique. The bowl should be strong, functional and suitable for holding fruit. It should take any shape of choice and be inspired by an animal, a fruit or a flower and be decorated using paint, creative patterns or textures. The completed fruit bowl should measure approximately **20 cm in width and 10 cm in depth** with a smooth finish and walls that are thin but strong enough to hold items such as fruits.

The collection of paper and preparation of the **papier-mâché pulp** should be carried out as a **group activity**, while the designing, casting, decorating and finishing of the bowl should be completed **individually by each learner**. **The group activity should be assessed using the observation schedule provided.**

Materials and tools required for the task

- | | |
|--|--|
| a) Drawing paper (A4 size) | f) Paint and brushes |
| b) Old newspaper or papers from old exercise books | g) Sandpaper or any other suitable material (<i>for smoothing dry papier mâché bowl</i>) |
| c) Glue | h) Scissors |
| d) Water | i) Decorative items (<i>optional</i>) |
| e) Salt | |

Teacher's Guide for Task Execution

- (i) Explain the project task clearly and allow learners time to discuss and research on different bowl shapes and sources of inspiration such as animals, fruits and flowers. Demonstrate the papier-mâché paper pulp technique.
- (ii) Guide learners to plan their ideas individually before starting the construction. Each learner should produce design sketches on A4 drawing paper inspired by an animal, a fruit or a flower.
- (iii) Ask learners to date each sketch on the day it is done. Encourage several attempts so they can compare ideas and choose the most suitable design to develop.
- (iv) Direct learners to plan decorative patterns using not more than **three** colours. They may explore colouring, painting or simple textures to test their colour scheme. Completed drawings should be kept in each learner's portfolio for reference.
- (v) Preparing the papier mâché pulp is a group activity in which learners collect wastepaper, tear it into small pieces, soak it in water until soft and then pound or mash until a pulpy mixture forms.
- (vi) Each learner will cast their own bowl following their chosen design.
- (vii) Emphasize drying time for a strong structure. Ensure the learners smoothen their bowls, draw and paint patterns with colours of choice.
- (viii) Offer feedback at different stages to help learners improve their work.
- (ix) Organise a class exhibition where learners present their bowls alongside their portfolios. Each item should be clearly labelled with **year of execution, learner's name, grade and assessment number**.

PART II MUSIC

Instructions to the Teacher

1. Clearly explain the task, learning goals, and assessment criteria using simple language and, if possible, show the rubric.
2. Refresh prior knowledge about wind instruments and how they produce sound, using real examples or a short demonstration.
3. Guide groups to brainstorm, then complete a simple plan (design, materials, steps, roles) that you check for realism and safety.
4. Discuss safe, locally available materials and enforce safety rules for handling tools and potentially dangerous items.
5. Help groups assign clear roles, encourage cooperation and respectful communication, and support all members to participate.
6. Demonstrate basic construction and joining techniques, and remind groups to build neatly while testing as they go.
7. Support experimentation with sound (tube length, holes, blowing technique) and encourage refinement to achieve at least two different sounds.
8. Prepare groups to present (who speaks/plays, what to explain), manage time and workspace, and give brief, specific feedback and reflection prompts.

MUSIC TASK: MAKING A SIMPLE WIND INSTRUMENT

Title: “Make and Play Your Own Wind Instrument”

Task Description:

In small groups (3 - 5), learners are required to design and make a simple wind instrument using locally available materials (for example: plastic tubes/bottles, straws, bamboo, reeds, dry sticks, maize stalks, paper tubes etc.).

With the guidance of the teacher, Learners should:

- (i) Plan the design of their instrument (name, materials, how sound will be produced and changed).
- (ii) Make the instrument, observing safety.
- (iii) Individually demonstrate how to play at least two different sounds or pitches on the instrument to the class.
- (iv) Briefly explain how the instrument produces sound and why they chose those materials.

PART III: PHYSICAL AND HEALTH EDUCATION

Task 10 – Performance task: Down sweep relay baton exchange	(8marks)
Task 11 – Performance task: Batting in rounders	(7 marks)
Task 12 – Demonstration of Sportsmanship	(5 marks)

Instructions to the Teacher:

- i. Explain and discuss each assessment task with the learners, clearly outlining the expectations for every task
- ii. Organize learners into small groups to read and discuss batting in rounders and baton exchange in relay races.
- iii. Guide learners to draw and label the parts of a rounders bat and illustrate the two baton exchange styles used in relay races.
- iv. Prepare a safe and appropriate playing area for all assessment activities.
- v. Provide suitable or improvised equipment for rounders batting and relay baton exchange.
- vi. Ensure the safety of learners at all times during the activities.
- vii. Use a competent pitcher/thrower to facilitate the batting activity.
- viii. Each learner bats a ball and assessed independently
- ix. Organize learners in pairs for the relay exchange, allowing them exchange roles of both passing and receiving and get assessed accordingly.
- x. Allow learners to perform adequate warm-up exercises before the assessment activities.
- xi. Collaborate with other teachers or aides where necessary to ensure smooth assessment.
- xii. Assess learners individually using the provided checklists.
- xiii. Apply the scoring guides consistently to ensure objective rating of performance.
- xiv. Use the checklist provided to assess learner competencies in batting, baton exchange, and demonstration of sportsmanship.
- xv. Provide learners with opportunities to apply their skills through **mini-game sessions in rounders and relay activities**. This allows for practice of batting and down sweep baton exchange in real play situations. Assessment may also be conducted during these sessions where appropriate.
- xvi. Ensure learners with disabilities receive appropriate guidance and support from peers, teachers, teacher aides, or authorised personnel while performing the tasks. Allow the use of assistive devices where necessary

PART I: ART AND CRAFT - Scoring Rubric for Fruit Bowl using Papier Mâché Pulp Technique

CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
TASK 1. Teamwork Preparation of pulp - <i>Collecting paper, Cutting</i> - <i>Soaking, Pounding</i>	Participation in 4 – 5 activities collecting, cutting, soaking, and pounding and guided group members	Participated in 3 - 4 activities and worked with group members	Participated in 1 – 2 activities with limited cooperation	1 or no participation in preparing the pulp and/or only watched others
	04 marks	03 marks	02 marks	01 mark
TASK 2. Execution skill (sketching, planning, moulding) - <i>sketching (legible)</i> - <i>developing pattern</i> - <i>casting</i> - <i>firmness of bowl</i> - <i>Drying & Smoothing</i>	- At least 4 - 5 dated clear sketches - Sketch shows accurate bowl and detailed planned pattern - Bowl is cast with precision, - Even wall thickness, - Glue is even with no visible excess or gaps - Uniform drying & smooth sanding	3 - 4 dated sketches with planned pattern - Bowl is cast with minor issues in precision - Glue is applied with few visible excess or gaps - Dry and smoothly sanded	1 - 2 dated sketches with some clarity issues. - Bowl unevenly cast - Glue application is in excess with gaps & some smudges - Uneven wall & drying with rough surface	0 -1 and/or no sketch - Bowl is unevenly cast with glue smudges with parts falling apart - Uneven walls with rough surface and /or not firm
	08 marks	06 marks	04 marks	02 marks
TASK 3. Decorating Skill - <i>Clarity of patterns</i> - <i>Paint application</i> - <i>No. of colours 3</i>	- Patterns are sharp, defined, and consistent - Paint is evenly & neatly applied with no visible streaks 3 colours used are in harmony & enhance the design.	- Patterns are clear and consistent - Paint is evenly applied 2 to 3 colours used complement the design	- Patterns are unclear but inconsistent or incomplete in some areas. - Paint is uneven, with visible streaks, smudges, or missed areas. 1 or 2 colours used clash or fail to enhance the design.	- Patterns are unclear, inconsistent, or difficult to recognize. - Paint is applied, with significant streaks, smudges 1 colour used are inconsistent
	04 marks	03 marks	02 marks	01 mark
TASK 4. Craftsmanship - <i>Functionality</i> - <i>Finish</i>	- Sturdy and functional bowl - Finish is smooth and polished	- Functional with minor stability issues - Finish is neat with minor air bubbles	- Functional but lacks durability - Finish has some visible wrinkles, bubbles or gaps	- 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

Observation Schedule for Art and Craft Task 1

Teamwork: Preparation of Papier Mache Pulp

[illegible]

PART II: MUSIC

Criterion	EXCEEDING EXPECTATION 4 Marks	MEETING EXPECTATION 3 Marks	APPROACHING EXPECTATION 2 marks	BELOW EXPECTATION 1 mark
Task 5 Design and creativity	Instrument design is very clear and original ; it shows a strong understanding of what a wind instrument is and uses locally available materials in an imaginative way.	Instrument design is clear with some creativity; it shows a basic understanding of a wind instrument and uses suitable local materials.	Instrument design is simple or partly copied; idea of a wind instrument is only partly clear and use of local materials is limited.	Instrument design is unclear or not appropriate for a wind instrument; choice of materials is poorly thought out.
Task 6 Appropriateness and use of local materials	Uses a good variety of local materials that are readily available, safe and well chosen for the purpose of making a wind instrument.	Uses mostly appropriate local materials that are generally safe and suitable for making the instrument.	Uses a few local materials; some are not very suitable or safe and need improvement.	Uses materials that are mostly unsuitable, unsafe or not locally available.
Task 7 Construction quality and safety	Instrument is strongly and neatly constructed; joints are firm, edges are smooth, and there are no visible safety risks.	Instrument is fairly well constructed; mostly stable and neat, with only minor weaknesses or small safety concerns.	Instrument is weakly or untidily constructed; some parts are loose or poorly joined, with noticeable safety concerns that need correction.	Instrument is very poorly constructed; it breaks easily, is very untidy, or has serious safety risks.
Task 8 Sound production and playability	Instrument produces a clear sound easily; learners can demonstrate at least two distinct sounds or pitches and show some control.	Instrument produces sound with some effort; at least two sounds or pitches can be demonstrated, but control is sometimes inconsistent.	Instrument produces weak or unclear sound; learners can mostly produce only one sound or struggle to change the sound.	Instrument does not produce a recognisable sound, or learners cannot demonstrate how it should be played.
Task 9 Group planning, cooperation and presentation	Group plans the work well, shares roles fairly, works cooperatively, and presents the instrument confidently with a clear explanation of how it works.	Group shows some planning and role sharing; members generally cooperate and give a reasonable explanation of how the instrument works.	Group planning is limited; cooperation is uneven, with only some members active; explanation of how the instrument works is incomplete or unclear.	Group shows little planning or cooperation; one or two members dominate, and the group cannot clearly explain how the instrument works.
RANGE	16 – 20 marks	10 – 15 marks	6 – 9 marks	1 – 5 marks

PART III: PHYSICAL AND HEALTH EDUCATION

Task 10: Checklist for Assessing Learner's Competency in Down Sweep Relay Baton Exchange

Passing (Incoming Runner)			Receiving (Outgoing Runner)		
Skills	Descriptors	Marks	Skills	Descriptors	Marks
Acceleration and timing	Runs towards the receiver with controlled speed while remaining within the exchange zone.	1	Acceleration timing	Starts running at the correct moment to match the passer's speed and ensure smooth exchange.	1
Secure baton grip	Holds the baton firmly near the lower end with relaxed control, preparing for accurate transfer.	1	Correct hand position	Extends receiving hand backward with palm facing upward and fingers open, forming a clear target for the baton.	1
Down sweep action	Places the baton downward into the receiver's hand using the correct down sweep technique with smooth motion.	1	Secure reception	Grasps the baton firmly upon contact without fumbling or dropping.	1
Accurate baton placement	Guides the baton precisely into the receiver's hand of the receiver while maintaining running rhythm and coordination.	1	Continuation of the run	Maintains speed, balance, and running rhythm immediately after receiving the baton.	1
		4			4
Total marks			8		

Task 11: Checklist for Assessing Learner's Competency in Batting in Rounders

Skill		Descriptors	Marks
1	Grip	Holds the bat correctly with both hands; grip is firm but not too tight, allowing free movement of the bat.	1
2	Stance	Stands sideways facing the pitcher; feet are shoulder-width apart and knees slightly bent to maintain balance.	1
3	Eye focus	Watches the ball carefully from the time it leaves the pitcher's hand until it hits the bat.	1
4	Swing preparation	Moves the bat backward in a smooth and controlled way, getting ready to hit the ball.	1
5	Contact with ball	Hits the ball with the correct part of the bat and at the right time to make good contact.	1
6	ball control and direction	Hits the ball into a clear or open space away from fielders.	1
7	Follow through	Continues the swing naturally after hitting the ball, allowing the body to turn towards the direction of the hit.	1
Total Marks			7

Task 12: Checklist for Assessing Learner's demonstration of Sportsmanship

Skill		Descriptor	Marks
1	Positive Attitude	Demonstrates enthusiasm, persistence, and active engagement during batting and relay activities, even after mistakes.	1
2	Fair Play and Honesty	Adheres to game rules consistently and openly admits faults or errors without prompting.	1
3	Teamwork and Cooperation	Collaborates effectively with teammates, communicates clearly,	1
4	Responsibility and Self-Control	Demonstrates emotional control, respects others, and always handles equipment and materials appropriately.	1
5	Safety Awareness	Cares about safety of self, others and materials and avoids reckless behaviour and strictly follows safety during batting and relay performance	1
6	Respect for others	Treats others courteously with respect and accepts decisions without argument.	1
7	Encouragement and Support of Peers	Motivates teammates, gives positive feedback, and acknowledges good performance by others.	1
Any Five Attributes (5)			Maximum 5 marks

Scoring Rubric for Physical and Health Education Tasks

PL Criteria	4 EXCEEDING EXPECTATION	3 MEETING EXPECTATION	2 APPROACHING EXPECTATION	1 BELOW EXPECTATION
8 marks	7-8 marks	5-6 marks	3-4 marks	0-2 marks
Task 10 Down sweep relay baton exchange	Correctly performs 7 to 8 skills of Baton Exchange	Correctly performs 5 to 6 skills of Baton Exchange	Correctly performs 3 to 4 skills of Baton Exchange	Correctly performs only 2, 1 or none of Baton Exchange skills specified
7 marks	7 marks	5-6 marks	3-4 marks	0-2 marks
Task: 11 Batting in rounders	Correctly performs all the 7 skills of batting in rounders	Correctly performs 5 to 6 skills of batting in rounders	Correctly performs 3 to 4 skills of batting in rounders	Correctly performs only 2, 1 or none of the batting skills specified
5 Marks	5 Marks	3-4 Marks	2 marks	0-1 marks
Task 12 Sportsmanship	Demonstrates all the 5 attributes of sportsmanship	Demonstrates 3 or 4 attributes of sportsmanship	Demonstrates 2 attributes of sportsmanship	Demonstrates only 1 or none of the attributes of sportsmanship
Range for the Total Score	16 - 20	11 - 15	06 - 10	00 - 05

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)

OVERALL SCORE RANGE AND PERFORMANCE LEVEL

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

[illegible]

[illegible]

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

Official School Stamp



THE KENYA NATIONAL EXAMINATIONS COUNCIL

CREATIVE ARTS PROJECT SCHOOL BASED ASSESSMENT Grade 5 – 2026

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 2026**

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 BOWL USING PAPIER MÂCHÉ TECHNIQUE

Create a functional fruit bowl using papier-mâché technique. The bowl should be inspired by an animal, a fruit or a flower and be decorated using paint, creative patterns or textures. It should be strong, functional and suitable for holding fruits.

The completed fruit bowl should measure approximately **20 cm** in **width** and **10 cm** in **depth** with a smooth finish and walls that are thin but strong enough to hold items such as fruits.

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

- (i) Drawing paper (Size A4)
- (ii) Old newspaper or papers from old exercise books
- (iii) Glue
- (iv) Water
- (v) Salt
- (vi) Paint and brushes
- (vii) Sandpaper or any other suitable material (*for smoothing dry papier mâché bowl*)
- (viii) Scissors
- (ix) Decorative items (*optional*)

All these materials can be improvised where applicable.

STEPS TO BE FOLLOWED

STEP I Produce **four** to **five** clear sketches of your bowl design on A4 drawing paper. Base your design inspiration from an animal, a fruit or a flower. Each design should show a different idea or improvement of the design. Write the date on every sketch on the day you create it.

STEP II: Create decorative patterns for the bowl using not more than **three** colours. You may explore colouring, painting or simple textures to test your colour ideas. Keep all completed drawings in your portfolio for reference.

STEP III: In groups, collect wastepaper, tear it into small pieces and soak it in water until it becomes soft. Pound or mash the soaked paper until a smooth pulp is formed then mix in some glue.

STEP IV: Using the prepared pulp, create your bowl by casting it over a mould according to your chosen design.

STEP V: Allow the bowl to dry completely, then smooth the surface and edges.

STEP VI: Decorate the surface using paint, creative patterns or textures with colours of your choice. Allow the work to dry before submission.

PART II MUSIC

Making a Simple Wind Instrument

Title: “Make and Play Your Own Wind Instrument”

Task Description:

In small groups (3 - 5), learners are required to design and make a simple wind instrument using locally available materials (for example: plastic tubes/bottles, straws, bamboo, reeds, dry sticks, maize stalks, paper tubes etc.).

With the guidance of the teacher, Learners should:

- (i) Plan the design of their instrument (name, materials, how sound will be produced and changed).
- (ii) Make the instrument, observing safety.
- (iii) Individually demonstrate how to play at least two different sounds or pitches on the instrument to the class.
- (iv) Briefly explain how the instrument produces sound and why they chose those materials.

PART III PHYSICAL AND HEALTH EDUCATION

Instructions to the Learner for Physical and health education Tasks

Read the guidelines provided carefully before performing the tasks

You are always required to warm up before starting the activities.

The following are the assessment activities that you are required to perform

Task 1: Down Sweep Relay Baton Exchange

Work in pairs as guided by the teacher, and take turns to be the passer and the receiver of the relay baton. The passer runs in the exchange zone and passes the baton using the down sweep method.

The receiver starts running at the right time, stretches the hand backward, and receives the baton without looking back.

Keep running smoothly before and after the exchange.

Each learner will be assessed in both roles i.e. passing and receiving.

Task 2: Batting in Rounders

Hold the bat correctly with both hands.

Stand sideways facing the pitcher with knees slightly bent.

Watch the ball carefully.

Swing the bat smoothly and hit the ball into an open space.

Finish the swing properly.

Each learner will bat and be assessed alone.

Task 3: Sportsmanship

During the activities:

Follow rules and be honest and work well with others.

Show a positive attitude and try your best and use equipment safely.

Always respect and encourage others.