THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT
TEACHERS SCORING GUIDE

CREATIVE ARTS
GRADE 4
September – 2026

This scoring guide has 12 printed pages

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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. Allow each learner to choose one type of ball used in games or sports, such as a netball, football or volleyball. Where a school does not have the selected ball, provide a clear picture for observation.
   d. Position the real ball or picture where the learner can observe its shape and features clearly. Learners must draw through direct observation; tracing is **Not Allowed**.
   e. Ensure each learner works independently.
   f. Ensure each learner draws the selected ball large enough to cover more than half of the paper and paints it using light and dark colours to show tonal variation, blending and a three-dimensional effect.
   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 and the practical tasks.

PART I: ART AND CRAFT

Q. No.	CURRICULUM REFERENCE	TASK DESCRIPTION	COGNITIVE LEVEL
1.	**Grade 4** 1.0 **Creating and Executing** 1.1 Percussion and musical instruments (Drawing) (e) Make charcoal sticks for drawing P.1	The learner is assessed on the ability to describe the process of making drawing charcoal using suitable sticks.	Applying
2.	**Grade 4** 1.0 **Creating and Executing** 1.1 Percussion and musical instruments (Drawing) (f) Create tonal value on a drawing P.1-2	The learner is assessed on ability to apply proper handling practices to keep artwork clean during drawing and shading.	Applying
3.	**Grade 4** **1.0 Creating and Executing** 1.3 Painting and Montage (b) Colour value SLE – Create scale strips P. 6	The learner assessed on ability to identify the colour formed after mixing primary colours and adding white.	Understanding
4.	**Grade 4** **2.0 Performing and Display** 2.4 Photography SLO (c) Elements of Photography P. 21	The learner is assessed on the ability to suggest ways of improving a photograph using basic photography skills such as focus, lighting and positioning.	Applying
5	**Grade 4** **1.0 Creating and Executing** 1.3 Painting and Montage Colour value SLO – (c) P. 6	The learner is assessed on the ability to arrange pictures creatively to make a neat montage that communicates an idea or theme.	Applying
6.	**Grade 4** 1.1 Drawing - PRACTICAL (f) Still life drawing (smudge technique) SLE; Tonal variation P.2	The learner is assessed on the ability to draw and paint a ball showing accurate shape, tonal variation, blending, depth and neat presentation.	Creating

EXPECTED RESPONSES

PART 1: ART AND CRAFT

SECTION A (10 marks)

1. Describing how to make drawing charcoal

- Cut /trim the sticks.
- Put the dry sticks in a closed tin or container,
- Heat/burn the sticks until they turn black
- Allow them to cool

Any one explanation = 2 marks

2. How to prevent work from getting dirty when drawing and shading

- Place a clean paper under the hand while shading
- Cover the work with paper while shading
- Clean your hands
- Use clean eraser/rubber
- Avoid putting your hands on the work

Any two each 1 mark × 2 = 2 marks

3. Red and yellow make orange.
When white is added, the learner gets a lighter orange/pale orange.

1 mark for orange + 1 mark for light orange = 2 marks

4. (a) **The photograph** is blurred /not clear/out of focus. **Any = 1 mark**

(b) Ritu should hold the camera steady, focus the camera properly, ensure there is enough light, move closer to the object or clean the camera lens before taking the photograph. **1 mark**

Total = 2 marks

5. Describing how to arrange pictures in a montage

- Plan/place the pictures on the paper before gluing according to the theme.
- Arrange them close together or overlapping to cover the space neatly.

Any 2 × 1 mark = 2 marks

PART II: MUSIC

6. **Matching** the types of songs with their correct functions.

Column A: Type of folksong	Column B: Function
Marriage songs	To comfort mourners and honour the dead
Worship songs	To encourage workers and make work easier
Work songs	To celebrate and bless a couple during a wedding
Funeral songs	To praise, pray to, and thank God

Award 1 mark each for a type of song correctly matched with its functionx4 =4 marks

7. Below is a diagram of a traditional drum from Kenya.

a) Ways in which this drum can be made to produce a higher pitch

i. Warming in the sun
ii. Warming next to a fire
iii. Rubbing the membrane
iv. Tightening the laces

Award 1 mark each for any two correct responses x 2 =2 marks

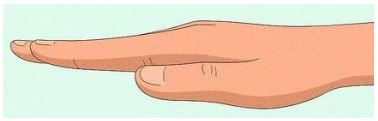
b) Name **one** part of the drum

Membrane/ resonator/ tuning laces

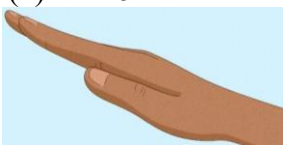
Award 1 mark for any part named **=1 mark**

8. Names of the hand signs below: **(2 marks)**

(a) …**Mi**……



(b) …**re**…….



c) Arranging solfa notes from **low** to **high:** **(1 mark)**

Do, re, mi

PART III: PHYSICAL HEALTH EDUCATION

Qn.	Expected Response	Marks
9a	**Any two types of netball passes** i. Chest pass; ii. Bounce pass; iii. Overhead pass; iv. Shoulder pass; **Award 1 mark for each correct type.**	**2**
9b	**Any two techniques for catching the ball:** i. Keep the eyes on the ball; ii. keep the hands open and ready; iii. spread the fingers; iv. move towards the ball; v. keep the hands in front of the body; vi. bend the elbows when receiving the ball; vii. bring the ball towards the body after catching; maintain a balanced body position. **Award 1 mark for each correct technique.**	**2**
10(a)	**Sprint start technique:** Elongated sprint start.	**1**
10(b)	**Starting command:** *On your marks.*	**1**
11(a)	**Learner A.**	**1**
11(b)	**Any one:** i. The learner had a wider base of support;	**1**

Qn.	Expected Response	Marks
	ii. spreading the hands and feet provided greater stability; iii. the body was well supported by the hands and feet; iv. a wider base helped the learner maintain balance.	
11(c)	**Any two ways of observing safety:** i. Perform the side roll on a soft/matted surface; ii. ensure there is enough space between learners; iii. remove obstacles from the practice area; iv. perform the roll under teacher supervision; follow the teacher's instructions; v. warm up before performing the roll; use the correct rolling technique; **Award 1 mark for each correct safety measure.**	**2**

CRITERIA FOR WRITTEN ASSESSMENT

Note: This task has only 3 performance levels. Work with them as indicated.

CRITERIA	MEETING EXPECTATION LEVEL 3	APPROACHING EXPECTATION LEVEL 2	BELOW EXPECTATION LEVEL 1
Q1 - Describing how to make drawing charcoal	Correctly describes two relevant steps in making drawing charcoal using suitable sticks.	Gives a partially correct step or unclear explanation.	Gives an incorrect or irrelevant response.
SCORE	**2**	**1**	**0**
Q2 - Preventing work from getting dirty when drawing and shading	Gives two correct ways of keeping the drawing clean.	Gives one correct way of keeping the drawing clean.	Gives incorrect or irrelevant ways.
SCORE	**2**	**1**	**0**
Q3 - Identifying colours after mixing	Correctly identifies orange and lighter/pale orange.	Correctly identifies only one of the colours.	Gives incorrect colour or colours.
SCORE	**2**	**1**	**0**
Q4 - Suggesting how to improve a photograph	Gives two correct ways of improving the photograph.	Gives one correct way of improving the photograph.	Gives an incorrect or irrelevant response.
SCORE	**2**	**1**	**0**
Q5 - Arranging pictures in a montage	Gives two correct ways of arranging pictures neatly in a montage.	Gives one correct way of arranging pictures in a montage.	Gives an incorrect or irrelevant response.
SCORE	**2**	**1**	**0**
TOTAL SCORE	**10**	**5**	**0**

SECTION B: PRACTICAL (15 MARKS)

Q. 12. Drawing and Painting

Criteria to be assessed:

1. Drawing of the ball
2. Use of dark and light tones, blending and gradation
3. Creation of depth (3D effect) through light and shadow
4. Neatness and overall presentation

CRITERIA	MEETING EXPECTATION (LEVEL 3)	APPROACHING EXPECTATION (LEVEL 2)	BELOW EXPECTATION (LEVEL 1)
1 Drawing of ball *-Accuracy* *-Size* *-Recognizable*	• Ball accurately round, fills ¾ of space • Clearly recognizable	• Ball is round, fills ½ the space • Partially recognizable	• Ball is not round, covers less than ¼ space • Not recognizable

-*Correct features*	• Correct features e.g. football patches, volleyball lines	• Features incomplete or misplaced	• Features are missing
SCORE	**4 marks**	**2 - 3 marks**	**0 - 1 mark**
2. Use of dark and light tones, blending and gradation *- Clear difference between light and dark areas,* *- Smooth and gradual colour changes/ transitions*	• Uses a clear range of dark and light tones. • Colours blend smoothly, with consistent gradation between tones	• Uses some dark and light tones, but the tonal range is limited. • Blending or gradation is uneven, with visible breaks.	• Shows little or no variation between dark and light tones. • Shows minimal or no blending and gradation.
SCORE	**5 marks**	**3 - 4 marks**	**0 - 2 marks**
3. Creation of depth (3D effect) through light and shadow *- Ball appears rounded rather than flat* *- Light and shadow are placed appropriately.*	• Shows a distinct light area, middle tones and a dark shadow area. • The placement of light and shadow makes the ball appear rounded.	• Shows light and dark areas, but middle tones are limited or uneven. • The ball appears only partly rounded.	• Shows little or no difference between light and shadow areas. • The ball appears flat.
SCORE	**4 marks**	**2 - 3 marks**	**0 - 1 mark**
4. Neatness and overall presentation *- Completed work that is clean and free from visible smudges, stray marks, tears, creases and dirt marks.*	• The painting is complete and neat • No visible smudges, stray marks, tears, creases or dirt marks.	• The painting has noticeable smudges and/or • Stray marks with some tears, creases or dirt marks	• The painting is incomplete or has prominent smudges, stray marks, tears, creases and dirt marks
SCORE	**2 marks**	**1 mark**	**0 mark**

SCORE RANGE AND PERFORMANCE LEVEL FOR PRACTICAL TASK

RANGE	Performance level
11 - 15 marks	Meeting Expectation (3)
06 - 10 marks	Approaching Expectation (2)
00 - 05 marks	Below Expectation (1)

PART II: MUSIC RUBRIC

TASK	EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
6	Scores 4 out of 4 marks	Scores 3 out of 4 marks	Scores 2out of 4 marks	Scores 1 or no score out of 4 marks
7	Scores 3 out of 3 marks	Scores 2 out of 4 marks	Scores 1 out of 3 marks	Scores 0 out of 3 marks
8	Scores 3 out of 3 marks	Scores 2 out of 3 marks	Scores 1 out of 3 marks	Scores 0 out of 3 marks

PART III: PHYSICAL AND HEALTH EDUCATION RUBRUC

TASK	EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
9	Scores 4 out of 4 marks	Scores 3 out of 4 marks	Scores 2 out of 4 marks	Scores 1 or no score out of 4 marks
10 (3 Performance Levels)		Scores 2 out of 2 marks	Scores 1out of 2 marks	Scores 0 out of 2 marks
11	Scores 4 out of 4 marks	Scores 3 out of 4 marks	Scores 2 out of 4 marks	Scores 1 or no score out of 4 marks

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SCHOOL BASED ASSESSMENT
Creative arts Grade 4 SBA 2026
SCHOOL SUMMARY ASSESSMENT SCORE SHEET

Learners' Names / Criteria		Tasks											
		1	2	3	4	5	6	7	8	9	10	11	12
Name	**Assessment No.**	**PL**	**PL**	**PL**	**PL**	**PL**	**PL**	**PL**	**PL**	**PL**	**PL**	**PL**	**PL**

Criteria / Learners' Names		Tasks											
		1	2	3	4	5	6	7	8	9	10	11	12
Name	**Assessment No.**	**PL**	**PL**	**PL**	**PL**	**PL**	**PL**	**PL**	**PL**	**PL**	**PL**	**PL**	**PL**