



**THE KENYA NATIONAL EXAMINATIONS COUNCIL**

**SCHOOL BASED ASSESSMENT  
CREATIVE ARTS  
TEACHERS SCORING GUIDE**

**ADAPTED FOR LEARNERS WITH VISUAL  
IMPAIRMENT**

**GRADE 4  
September – 2026**

***This scoring guide has 11 printed pages***

*Creative Arts  
School Based Assessment  
Grade 4  
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:** 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 a separate A4 mounting card, a real ball, plain fabric or textured paper, string or wool, glue, a raised circular template and Braille labelling materials, where applicable.
  - b. Explain the task instructions and assessment criteria before learners begin, but do not construct or demonstrate the tactile representation or provide step-by-step assistance.
  - c. Allow each learner to choose one type of ball used in a game or sport, such as a netball, football or volleyball.
  - d. Position the real ball where the learner can explore its shape, lines and surface features carefully using touch.
  - e. Ensure each learner works independently. Provide only reasonable access support that does not complete any assessed part of the task.
  - f. Ensure each learner uses the raised circular template to trace the ball shape, fills the outline with fabric or textured paper, and uses string or wool to show the selected ball's lines or surface pattern.
  - g. Remind learners to make the tactile representation firm, neat and recognizable by touch and to write or Braille their full name, class, assessment number and date on a separate label placed beside the finished work.
  - h. Do not place marks or written comments on the front of the work. Record the score and comments on the reverse side so the learner's work remains 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.     | <b>Grade 4</b><br><b>1.0 Creating and Executing</b><br>1.1 Percussion and musical instruments (Drawing) (e)<br>Make charcoal sticks for drawing<br>P.1 | The learner is assessed on the ability to describe the process of making drawing charcoal using suitable sticks.                                                                                   | Applying        |
| 2.     | <b>Grade 4</b><br><b>1.0 Creating and Executing</b><br>1.1 Percussion and musical instruments (Drawing) (f)<br>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.     | <b>Grade 4</b><br><b>1.0 Creating and Executing</b><br>1.3 Painting and Montage (b)<br>Colour value SLE – Create scale strips<br>P. 6                  | The learner assessed on ability to identify the colour formed after mixing primary colours and adding white.                                                                                       | Understanding   |
| 4.     | <b>Grade 4</b><br><b>2.0 Performing and Display</b><br>2.4 Photography SLO (c)<br>Elements of Photography<br>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      | <b>Grade 4</b><br><b>1.0 Creating and Executing</b><br>1.3 Painting and Montage<br>Colour value SLO – (c)<br>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.     | <b>Grade 4</b><br>1.3 Painting and Montage – PRACTICAL<br>Creating a tactile representation using textured materials                                   | The learner is assessed on the ability to create a firm and recognizable tactile representation of a selected ball using a raised circular outline, textured material and raised surface patterns. | 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  $\times$  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 tactile pictures in a montage**

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

**Any 2  $\times$  1 mark = 2 marks**

## CRITERIA FOR WRITTEN ASSESSMENT

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

| CRITERIA                                                                | MEETING<br>EXPECTATION<br>LEVEL 3                                                        | APPROACHING<br>EXPECTATION<br>LEVEL 2                     | BELOW<br>EXPECTATION<br>LEVEL 1            |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------|
| <b>Q1 - Describing how to make drawing charcoal</b>                     | 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. |
| <b>SCORE</b>                                                            | <b>2</b>                                                                                 | <b>1</b>                                                  | <b>0</b>                                   |
| <b>Q2 - Preventing work from getting dirty when drawing and shading</b> | Gives two correct ways of keeping the drawing clean.                                     | Gives one correct way of keeping the drawing clean.       | Gives incorrect or irrelevant ways.        |
| <b>SCORE</b>                                                            | <b>2</b>                                                                                 | <b>1</b>                                                  | <b>0</b>                                   |
| <b>Q3 - Identifying colours after mixing</b>                            | Correctly identifies orange and lighter/pale orange.                                     | Correctly identifies only one of the colours.             | Gives incorrect colour or colours.         |
| <b>SCORE</b>                                                            | <b>2</b>                                                                                 | <b>1</b>                                                  | <b>0</b>                                   |
| <b>Q4 - Suggesting how to improve a photograph</b>                      | Gives two correct ways of improving the photograph.                                      | Gives one correct way of improving the photograph.        | Gives an incorrect or irrelevant response. |
| <b>SCORE</b>                                                            | <b>2</b>                                                                                 | <b>1</b>                                                  | <b>0</b>                                   |
| <b>Q5 - Arranging pictures in a montage</b>                             | 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. |
| <b>SCORE</b>                                                            | <b>2</b>                                                                                 | <b>1</b>                                                  | <b>0</b>                                   |
| <b>TOTAL SCORE</b>                                                      | <b>10</b>                                                                                | <b>5</b>                                                  | <b>0</b>                                   |

### SECTION B: PRACTICAL (15 MARKS)

#### Question 8. Tactile Representation of a Ball

This practical task should be done separately on a different day, after completing the Creative Arts written tasks.

#### Instructions to Learners

Use a separate A4 mounting card.

#### Materials required:

- A real ball
- A4 mounting card
- Plain fabric or textured paper
- String or wool
- Glue
- A raised circular template
- Braille labelling materials, where applicable

#### Task description:

Schools use different balls for games and sports, such as netball, football and volleyball.

- i. Choose one type of ball used in a game or sport.
- ii. Explore the real ball carefully using touch.
- iii. Use a raised circular template to trace the shape of the ball on the mounting card.
- iv. Cut and stick plain fabric or textured paper inside the circular outline.
- v. Use string or wool to show the lines or surface pattern of the chosen ball.
- vi. Ensure that the tactile representation is firm, neat and recognizable by touch.
- vii. Write or Braille your full name, class, assessment number and date on a separate label. Place the label beside the finished tactile representation.

**Criteria to be assessed:**

1. Shape and size of the ball outline
2. Use and attachment of tactile materials
3. Raised lines or surface pattern and tactile recognizability
4. Neatness, firmness and labelling

| <b>CRITERIA</b>                                                       | <b>MEETING EXPECTATION (LEVEL 3)</b>                                                                                                                | <b>APPROACHING EXPECTATION (LEVEL 2)</b>                                                                                          | <b>BELOW EXPECTATION (LEVEL 1)</b>                                                                                       |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>1. Shape and size of the ball outline</b>                          | Raised circular outline is complete, clearly defined and appropriately sized on the mounting card.                                                  | Circular outline is identifiable but partly uneven, incomplete or poorly sized.                                                   | Circular outline is missing, substantially incomplete or not recognizable by touch.                                      |
| <b>SCORE</b>                                                          | <b>4 marks</b>                                                                                                                                      | <b>2 - 3 marks</b>                                                                                                                | <b>0 - 1 mark</b>                                                                                                        |
| <b>2. Use and attachment of tactile materials</b>                     | Fabric or textured paper fills the circular outline appropriately and is firmly and evenly attached.                                                | Material covers most of the outline but has gaps, overlaps or partly loose sections.                                              | Material covers little of the outline, is poorly positioned or is not securely attached.                                 |
| <b>SCORE</b>                                                          | <b>5 marks</b>                                                                                                                                      | <b>3 - 4 marks</b>                                                                                                                | <b>0 - 2 marks</b>                                                                                                       |
| <b>3. Raised lines or surface pattern and tactile recognizability</b> | String or wool forms clear, securely attached raised lines or patterns that accurately represent the chosen ball and make it recognizable by touch. | Some raised lines or patterns are present, but they are incomplete, uneven, partly loose or only partly identify the chosen ball. | Raised lines or patterns are missing, incorrectly placed or too loose or unclear for the ball to be recognized by touch. |
| <b>SCORE</b>                                                          | <b>4 marks</b>                                                                                                                                      | <b>2 - 3 marks</b>                                                                                                                | <b>0 - 1 mark</b>                                                                                                        |
| <b>4. Neatness, firmness and labelling</b>                            | The representation is neat and firm, with a complete written or Braille label correctly placed beside it.                                           | The representation has minor loose or untidy areas, or the label is incomplete or poorly placed.                                  | The representation is untidy or insecure, and the required label is missing.                                             |
| <b>SCORE</b>                                                          | <b>2 marks</b>                                                                                                                                      | <b>1 mark</b>                                                                                                                     | <b>0 mark</b>                                                                                                            |

**SCORE RANGE AND PERFORMANCE LEVEL FOR PRACTICAL TASK**

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

## PART II: MUSIC

1. **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**

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

- Warming in the sun
- Warming next to a fire
- Rubbing the membrane
- Tightening the laces

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

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

Membrane/ resonator/ tuning laces

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

2. Names of the hand signs below: **(3 marks)**

***Do, re, mi***

### PART III: PHYSICAL HEALTH EDUCATION

| Qn.   | Expected Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 9a    | <b>Any two types of netball passes</b> <ol style="list-style-type: none"> <li>Chest pass;</li> <li>Bounce pass;</li> <li>Overhead pass;</li> <li>Shoulder pass; <b>Award 1 mark for each correct type.</b></li> </ol>                                                                                                                                                                                                                                                             | 2     |
| 9b    | <b>Any two techniques for catching the ball:</b> <ol style="list-style-type: none"> <li>Keep the eyes on the ball;</li> <li>keep the hands open and ready;</li> <li>spread the fingers;</li> <li>move towards the ball;</li> <li>keep the hands in front of the body;</li> <li>bend the elbows when receiving the ball;</li> <li>bring the ball towards the body after catching;</li> </ol> maintain a balanced body position. <b>Award 1 mark for each correct technique.</b>    | 2     |
| 10(a) | <b>Sprint start technique:</b> Elongated sprint start.                                                                                                                                                                                                                                                                                                                                                                                                                            | 1     |
| 10(b) | <b>Starting command:</b> <i>On your marks.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1     |
| 11(a) | <b>Learner A.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1     |
| 11(b) | <b>Any one:</b> <ol style="list-style-type: none"> <li>The learner had a wider base of support;</li> <li>spreading the hands and feet provided greater stability;</li> <li>the body was well supported by the hands and feet;</li> <li>a wider base helped the learner maintain balance.</li> </ol>                                                                                                                                                                               | 1     |
| 11(c) | <b>Any two ways of observing safety:</b> <ol style="list-style-type: none"> <li>Perform the side roll on a soft/matted surface;</li> <li>ensure there is enough space between learners;</li> <li>remove obstacles from the practice area;</li> <li>perform the roll under teacher supervision; follow the teacher's instructions;</li> <li>warm up before performing the roll; use the correct rolling technique; <b>Award 1 mark for each correct safety measure.</b></li> </ol> | 2     |

## 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 2 out of 4 marks | Scores 1 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 4 marks | Scores 1 out of 3 marks | Scores 0 out of 3 marks |

## PART III: PHYSICAL AND HEALTH EDUCATION RUBRIC

| 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 out of 4 marks |
| 10<br>(3 Performance Levels) |                         | Scores 2 out of 2 marks | Scores 1 out 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 out of 4 marks |



