



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**CREATIVE ARTS PROJECT
SCHOOL BASED ASSESSMENT
Grade 4 – 2026**

FOR LEARNERS WITH VISUAL IMPAIRMENT

This project must be completed by 28th May 2026

This document consists of 14 printed pages.

Turn over

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 attached in this document 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) All tasks must be completed and submitted by **28th May 2026**
- (ix) Assessment should be conducted continuously as learners complete their tasks, with scores recorded on the provided score sheets on pages 10 and 11. Ensure the score sheets are printed according to the number of learners.
- (x) **All materials should be improvised where applicable. Schools are encouraged to reuse materials.**

Guidelines for the adaptation of performance-based assessment tasks for learners with visual impairment

- i. Learners with visual impairment should be guided and supported appropriately during the performance of all the tasks.
- ii. Appropriate pairing of learners for the purpose of assistance, prompting, guiding, or offering any necessary support is encouraged and recommended.
- iii. Those with partial vision loss and can perform the activity like their peers who have no visual impairment should perform the assessment activities as prescribed and should be assessed like their sighted peers. However, necessary instructions and support should be given as may be appropriate.
- iv. Learners should be allowed to use or may be provided with any assistive technology/adaptive technology/adapted device that may be necessary in the performance of the assessment tasks.
- v. **Teachers/Assessors are advised to modify the tasks in line with the individual learner's needs**
- vi. Learners with severe visual impairment including total vision loss should be guided by the teacher/aides/peers appropriately in order to:
 - a. Perform the assessment activities in the manner that was taught to them during instructions and learning processes.
 - b. Explain the process of performing/executing the PHE skill that is being assessed including details of the part(s) of the body that is/are used to perform the task. The criteria and the indicators/descriptors outlined in the checklists should guide the teachers/assessors in scoring and rating the learner's descriptions of the skill that is being assessed.
- vii. Assessment guidelines, checklists, scoring guides and assessment instructions provided should guide the teacher/assessor in assessing and rating the performance of each learner with visual impairment.

Task expectation: Make a keyholder strap using the overhand knot in the macramé technique. Your work should:

1. Use **3** to **4** colours
2. Show clear and tight overhand knots
3. Be strong enough to hold keys
4. Be neat and well finished.

Read the rubric carefully so you understand what is expected in each part.

This task will be done individually and **NOT** in groups.

Materials required:

- (i) Recyclable materials such as old fabric, manilla sacks, cloth carrier bag or any suitable material (each learner to collect)
- (ii) Scissors
- (iii) Wire for making a key ring or an old curtain ring

STEPS TO BE FOLLOWED

STEP 1: Collect recyclable materials such as old fabric, manilla sacks, cloth carrier bags or any other suitable materials that can be worn around the neck.

STEP 2: Wash the materials if necessary. Trim and cut them into long, thin strips.

STEP 3: Sort and group the strips according to their colours

STEP 4: Choose and arrange **3 to 4** coloured strips on a flat surface in the order you want your pattern to appear.

STEP 5: Find the middle of the strips and tie them firmly onto the key ring

STEP 6: Tie the first overhand knot close to the key ring to begin the strap

STEP 7: Continue tying even and tight overhand knots alternating the colours to create a decorative pattern.

STEP 8: Check the length to make sure the strap fits comfortably around your neck. Adjust by tightening or adding knots if needed.

STEP 5: Tie a final tight knot at the end to secure the strips then trim any excess material neatly.

PART II: MUSIC**Authentic performance task**

Title: “Singing to Change Our School”

Task Description

In groups of 10–15 members, learners should be guided to:

1. Select a topical song about an issue affecting their school or community (for example: keeping the environment clean, avoiding bullying, road safety, handwashing, or caring for school property). A topical song could also be created by fitting relevant text to an existing tune known to the learners.
2. Rehearse the song observing accuracy in pitch, rhythm and togetherness
3. Perform the song for assessment.

Instructions to the Teacher:

1. Guide groups to choose a clear topic and develop simple, age-appropriate lyrics if composing. Fit the lyrics to an existing familiar tune for each group.
2. Allow practice time focusing on clear singing, correct rhythm, and expressive performance (facial expressions, simple movements).
3. Invite groups to perform in front of a real audience, if possible.
4. Assess each group using the rubric below, but also give brief oral feedback in learner-friendly language.

PART III: PHYSICAL AND HEALTH EDUCATION

(20 marks)

Task - Performance task: Improvising a Netball ball using macrame method (8 marks).

Task - Performance task: Catching a ball (7 marks).

Task Demonstration of Sportsmanship (5 Marks)

Instructions to the Teacher

The teacher to:

- i. Introduce the task, Explain the activities and expected outcomes to the learners.
- ii. Demonstrate key macramé knots for ball improvisation and the proper two-handed catching technique for netball.
- iii. Explain the assessment criteria and how learners will be evaluated.
- iv. Organize learners for the macramé task into small groups of up to three for the ball improvisation activity.
- v. Instruct learners to read and discuss the process of improvising a ball using macramé techniques and guide each learner to individually write down or list the materials required to improvise the ball.
- vi. Supervise and support the macramé task to ensure correct use of materials and knotting techniques.
- vii. Ensure the safety of all learners throughout the assessment
- viii. Award a group score for the Organize learners for the catching activity
- ix. Pair learners or form small groups so each learner can throw and catch the ball.
- x. Ensure learners perform warm-up exercises before starting to prevent injuries.
- xi. Assess each learner individually during the catching activity.
- xii. Supervise and guide all activities and provide support and feedback at all time
- xiii. Use the checklists provided to assess competencies in Ball improvisation, ball catching and the demonstration of Sportsmanship
- xiv. Encourage learners to reflect on their work, after completing the tasks.

Checklist for assessing the learner's competency in improvising a netball ball using macrame method of knotting

Task : Assessment of learner's competency in improvising a netball ball using macrame method of knotting				
Skills to be assessed		Descriptors	Marks	Total Marks
1	Research work	Studies about the improvisation of a ball using macramé techniques and makes a list of the materials required to improvise the ball.	1	8
2	Choice and preparation of materials	Selects appropriate strings/ropes and suitable inner filler materials based on durability, availability, and intended use; demonstrates proper preparation of materials (measuring, cutting, arranging); shows evidence of creativity through recycling or effective improvisation of locally available materials.	1	
3	Application of macramé knots	Demonstrates correct tying of required knots (e.g., square knot, spiral knot, gathering knot or any other); maintains consistent tension throughout the knotting process; produces a neat, uniform, and well-aligned knotting pattern.	1	
4	Shape and symmetry	Produces a well-rounded, spherical, and balanced ball; ensures even distribution of knots and inner materials; avoids visible bulges, flat surfaces, or irregular shaping.	1	
5	Firmness and structural stability	Constructs a firm ball that maintains shape when squeezed or handled; ensures knots are tight and secure without slipping; fully encloses and secures the inner core materials.	1	
6	Creativity and innovation	Demonstrates originality in design, pattern formation, and arrangement of knots; effectively combines colours or mixed materials Producing aesthetically appealing final product.; shows problem-solving ability in adapting available resources.	1	
7	Functionality and usability	Produces a ball suitable for play or training; ensures size and weight are appropriate or close to standard netball requirements; ball can be handled, passed, and caught effectively.	1	
8	Safety considerations	Ensures no sharp, harmful, or unsafe materials are included; secures all knots firmly to prevent unravelling; uses safe, non-toxic, and user-friendly materials suitable for handling during play.	1	

Checklist for assessing the learner's competency in performing catching in Netball

Assessment of learner competencies in performing catching in netball				
Skills to be assessed		Descriptors	marks	Total Marks
1	Body positioning	Moves into the correct space to receive the pass, Balanced stance with knees slightly bent	1	7
2	Hand readiness and shape	Hands prepared early with fingers spread, Forms a soft "W" shape for chest/high passes	1	
3	Eye-ball coordination	Keeps eyes on the ball throughout the flight, Anticipates speed and direction	1	
4	Timing and anticipation	Adjusts movement to meet the ball at the right moment Reads the passer's intention	1	
5	Cushioning and control	Absorbs the force of the ball using arms and fingers, Prevents the ball from bouncing off hands	1	
6	Security of catch	Completes a clean catch without fumbles or drops, Maintains possession under pressure	1	
7	Footwork on reception	If airborne, lands correctly on one or both feet in accordance with netball rules and immediately establishes a stable pivot foot. If grounded when receiving the ball, observes footwork regulations by not moving both feet simultaneously, maintains balance, and pivots legally without stepping or dragging the feet.	1	

Checklist for assessing the learner's demonstration of Sportsmanship

Task : Assessment of learner's Sportsmanship				
Attributes to be demonstrated		Descriptors	marks	Total Marks
1	Respect for others	Actively listens to peers' ideas during group improvisation and acknowledges their contributions; treats teammates and others politely throughout activities; accepts feedback and correction positively without conflict.	1	5
2	Cooperation and teamwork	Shares materials, space, and roles willingly during ball improvisation; follows instructions and group decisions respectfully; supports peers and prioritises group success over individual recognition.	1	
3	Responsibility and accountability	Handles tools, ropes, and materials safely and appropriately; completes assigned roles diligently and on time; demonstrates self-discipline and willingly admits and corrects mistakes.	1	
4	Positive attitude and effort	Demonstrates enthusiasm, commitment, and persistence during improvisation and catching tasks; remains motivated despite challenges; shows readiness to learn and improve performance.	1	
5	Communication and encouragement	Uses clear and respectful verbal and non-verbal communication during group work and gameplay; provides constructive and supportive feedback; calls for the ball appropriately and encourages teammates.	1	
6	Emotional control and resilience	Manages frustration and disappointment effectively after errors (e.g., missed catches); accepts success and failure gracefully; demonstrates patience, tolerance, and calmness during group decision-making and performance.	1	
Any five (5) well demonstrated attributes				

PART I: ART AND CRAFT - SCORING RUBRIC FOR KEY HOLDER USING OVERHAND KNOT

CRITERIA	EXCEEDING EXPECTATION (4)	MEETING EXPECTATION (3)	APPROACHING EXPECTATION (2)	BELOW EXPECTATION (1)
TASK 1 Preparation of materials <i>Cutting, trimming, washing -key ring</i>	Collects recyclable material; cuts strips evenly and neatly; Sorts and arranges colours. Ring available	Materials collected and cut with some differences in width; ring available.	Materials unevenly cut or partly prepared. ring available	Some materials and/or available not prepared or missing ring parts.
	04 marks	03 marks	02 mark	0 – 1 mark
TASK 2 Execution skill - Knotting (overhand knot) <i>- even length</i>	20 or more knots are tight and evenly spaced, uniform in length. - Strips firmly attached to key ring.	20 even knots some with slight inconsistencies. - Key ring firmly attached	- Uses less than 15 correct knots some uneven in length and/or loose - Key ring loosely attached	- Uses less than 10 knots inaccurately and/or incorrect - Inconsistent knot length
	7 – 8 marks	5 - 6 marks	3 - 4 marks	2-1 mark
TASK 3 Colour use <i>- no. of colours 3- 4</i> <i>- balance, patterns</i>	Uses 3 - 4 colours that are balanced, creates visible alternating repeat patterns	Use 3 colours and knots to create visible patterns.	Uses 2 colours with some colour contrast and/ or inconsistent patterns.	Uses 1 colour, Uneven and/or no attempt in balancing colour in some sections.
	04 marks	03 marks	02 mark	01 mark
TASK 4 Craftsmanship & Functionality <i>- secure holder</i>	- Strong strap with even length, key ring securely in place - Excess material trimmed neatly - Strap fits around the neck	- Strap strong with minor looseness or slightly uneven length - Neat with no frayed ends Strap fits around the neck.	- Strap loose or uneven with some loose knots - Visible fraying, ring not firmly attached Strap : fit key	Strap falls apart or cannot hold keys and /or incomplete strap with visible frayed ends and/ or loose knots.
	04 marks	03 marks	02 mark	01 marks
RANGE	16 - 20 marks	11 – 15 marks	06 – 10 marks	00 – 05 marks

PART II: SCORING RUBRIC FOR MUSIC

CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
Task 5 Message and relevance of topic	Song gives a very clear message about a real issue in the school/community and strongly encourages a positive action or value.	Song gives a clear message about an issue in the school/community and suggests a positive action or value.	Song mentions an issue, but the message is not very clear, incomplete, or only weakly linked to real life.	Song's message is confusing or off- topic; it is hard to tell what issue or value it addresses.
	7-8 marks	5-6 marks	3-4 marks	2-1 mark
Task 6 Singing skills (pitch, rhythm, togetherness)	Learners sing mostly in tune, keep a steady beat, and start/finish phrases together with very few errors.	Learners are generally in tune and mostly keep the beat, with some minor mistakes in timing or togetherness.	Learners sometimes lose pitch or beat; there are noticeable problems with timing and starting/ending together.	Learners often sing off-pitch or off-beat; the performance feels disorganized and not together.
	4 marks	3 marks	2 marks	1 marks
Task 7 Expression and stage presence	Learners use appropriate facial expressions, clear actions or simple movements, and confident posture that match the mood and message of the song.	Learners show some facial expression and a few actions or movements; they appear mostly confident, with minor hesitation.	Learners show limited expression (few or no facial expressions or movements) and appear shy or unsure most of the time.	Learners show no expression or movement; they avoid eye contact and appear very uncomfortable on stage.
	4 marks	3 marks	2 marks	1 marks
Task 8 Clarity of words and communication	Words are very clear and easy to hear; the audience can understand almost every word and fully grasp the message	Most words are clear; the audience can understand the main message even if some words are not perfectly heard.	Many words are unclear or too soft; the audience struggles to understand parts of the song and its message.	Learners often sing off-pitch or off-beat; the performance feels disorganized and not together.
	4 marks	3 marks	2 marks	1 marks
RANGE	16 – 20 Marks	11 – 15 Marks	6 – 10 marks	1 – 5 Marks

PART III 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: 9 Improvising a ball using Macrame technique	Learner who correctly demonstrates 7 to 8 skills of the ball improvisation	Learner who correctly demonstrates 5 to 6 skills of the ball improvisation	Learner who correctly demonstrates 3 to 4 skills of the ball improvisation	Learner who correctly demonstrates 2, 1 or none of the skills
7 marks	7 marks	5-6 marks	3-4 marks	0-2 marks
Task 10: Catching a ball in Netball	Learner who correctly performs all the 7 catching skills	Learner who correctly performs 5 to 6 catching skills	Learner who correctly performs 3 to 4 Catching skills	Learner who correctly performs only 2, 1 or none of the Sprinting skills specified
5 Marks	5 Marks	3-4 Marks	2 marks	0-1 marks
Task 11 Sportsmanship	Learner who demonstrates all the 5 attributes of sportsmanship	Learner who demonstrates 3 or 4 attributes of sportsmanship	Learner who demonstrates 2 attributes of sportsmanship	Learner who demonstrates only 1 or none of the attributes of sportsmanship
Range for the Total Score	16-20	11-15	06-10	00-05

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)

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[illegible]