THE KENYA NATIONAL EXAMINATIONS COUNCIL

CREATIVE ARTS PROJECT
SCHOOL BASED ASSESSMENT
Grade 4 – 2026

FOR LEARNERS WITH PHYSICAL IMPAIRMENT

This project must be completed by 28th May 2026

This document consists of 14 printed pages.

Turn over

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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 physical impairment

i. Since physical impairment varies significantly from one learner to the other, the performance-based assessment tasks should be adapted and individualized as may be necessary.
ii. Learners with Physical Impairment should be guided and supported appropriately during the performance of all the tasks.
iii. Appropriate pairing of learners for the purpose of assistance, prompting, guiding, spotting, or offering any necessary support is encouraged and recommended.
iv. Learners with Physical Impairment that do not limit their potential to perform the activities like peers who do not have impairment should perform the assessment activities and be assessed as, and with the peers who have no impairment.
v. Appropriate/adapted/improvised/assistive technology, facilities and equipment required for the assessment should be availed to facilitate the performance of the assessment tasks.
vi. Learners with Physical Impairment that limit their potential to perform the activities like peers who have no impairment, due to limitations such as weak limbs/limited functionality of limbs or missing limbs among others, should be allowed to use either the alternative parts of the body or assistive devices/technology to perform the assessment activities.
vii. Teachers/ Assessors are advised to modify the tasks to suit each learner with reference to curriculum outcome and learning experiences, and in the way learning and instructions for the skill being assessed was delivered to the learner.
viii. Learners with impairment that impede performance of the assessment task even with adaptations or with the use of assistive devices/technology should be allowed to illustrate or articulate by explaining/describing verbally or non-verbally how the skill being assessed is executed: the process/procedure/steps followed when performing the skill including parts of the body and facility/equipment (where applicable) used when performing the task.
ix. The explanations/descriptions/illustrations of the skill should be in line with the descriptors provided in the checklists against which marks are awarded.
x. Assessment guidelines, checklists, scoring guides and assessment instructions provided should guide the teacher in assessing and rating the performance of such learners.

PART I: ART AND CRAFT 20 marks

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 **20 marks**

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**	
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**
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 *Cutting, trimming, washing -key ring*	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)* - *even length*	• 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 - *no. of colours 3- 4* - *balance, patterns*	• 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 - *secure holder*	• 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 7 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, 1or 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)

THE KENYA NATIONALEXAMINATIONS COUNCIL

CREATIVE ARTS - GRADE 4

SCHOOL BASED ASSESSMENT PROJECT SCORE SHEE

No	ASSESSMENT NO.	LEARNERS NAME *(WRITE IN BLOCK LETTERS)*	PART I ART & CRAFT				PART II MUSIC				PART III PHE			TOTAL SCORE	REMARKS
			1	2	3	4	5	6	7	8	9	10	11		
			08	04	04	04	08	04	04	04	08	07	05	MAXIMUM SCORE 60	
														LEARNERS SCORE	
1.															

No	ASSESSMENT NO.	LEARNERS NAME *(WRITE IN BLOCK LETTERS)*	PART I ART & CRAFT				PART II MUSIC				PART III PHE			TOTAL SCORE	REMARKS
			1	2	3	4	5	6	7	8	9	10	11		
			08	04	04	04	08	04	04	04	08	07	05	MAXIMUM SCORE 60	
														LEARNERS SCORE	

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

Official School Stamp