



THE KENYA NATIONAL EXAMINATIONS COUNCIL
KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT

911/1
CREATIVE ARTS AND SPORTS
Paper 1
Project
May - July 2026
DURATION: 3 months

INSTRUCTIONS TO SCHOOLS

1. This project paper should be taken in **3 months**, during **Term II** and completed by **31st July 2026**.
2. Teachers are provided with scoring guides.
3. The project will be assessed in parts, where each milestone should be scored, and a record maintained for each learner.
4. The project carries a total of **100 marks**.

This document consists of 4 printed pages.

INTRODUCTION

- (i) This project includes activities from all component disciplines of the Creative Arts and Sports subject: Performing Arts (Music & Theatre), Sports and Visual Arts.
- (ii) Under the guidance of the teacher, learners are expected to complete all the projects in full. The assessment scores obtained will contribute to the learner's final summative assessment.
- (iii) Each task will be assessed using a specific assessment rubric. Learners should be guided on the assessment criteria in the rubric to ensure their work aligns with the task requirements.

Part 1: Music

30 marks

The learner is provided with:

1. The music score of '*Early One Morning*' (*English folksong*) in F Major.
2. **An audio recording** of the piano accompaniment to facilitate rehearsal and performance.

Guided by the teacher, the learner is required to:

- (i) Learn, rehearse, and perform the song for assessment
- (ii) Observe the following aspects during rehearsal and performance:
 - (a) Note accuracy (pitch and rhythm)
 - (b) Vocal technique (tone quality, vocal projection, phrasing)
 - (c) Diction/Pronunciation of words
 - (d) Performance directions (tempo, dynamics)
 - (e) Compatibility with accompaniment
 - (f) Musicianship

** The music score is attached after Part 4*

Part 2: Theatre

10 marks

Task: Creating and Performing a Choral verse

In groups of 6–8, learners are required to create and perform a short choral verse (English or Kiswahili) based on one Pertinent and Contemporary Issue (PCI).

Guided by the teacher, learners should:

- (i) Brainstorm and agree on one clear message about the chosen PCI.
- (ii) Compose a verse of about 1–2 minutes with clear lines and simple repetition.
- (iii) Rehearse and perform the verse using clear voices, simple coordinated movement/gestures, and optional simple props that support the message.

TASK: Sports Exploration.

Participating in sports helps individuals grow into healthy, balanced, and responsible members of society. Sports build social well-being by encouraging teamwork, communication, and a sense of belonging with others. They also support economic and emotional well-being by creating opportunities for careers, building discipline, boosting confidence, and reducing stress. In this task, you will be required to **choose one type of sport**, improvise materials required to play the sport, and participate in playing the sport.

Learners are required to:

- a) Individually express understanding of various aspects of the chosen sport by exploring:
 - Rules
 - Playing area
 - Materials required
 - Equipment
 - Uniform
- b) Individually improvise materials required for playing the chosen sport that has the following qualities:
 - Relevance
 - Functional
 - Safe
 - Durable
 - Aesthetic
 - Shows Innovativeness
- c) Form teams of not less than 6 learners (3 learners on each side). Identify an appropriate playing area for the chosen sport. Organize and play the sport while fostering team and sportsmanship spirit. Identify career opportunities related to the sport through research and making presentations in a format of choice.
- d) In groups of 5 learners to discuss career opportunities for the sport you have chosen.
- e) Individually, learners to reflect on personal performance, team dynamics and application of learnt skills. Record your responses and share with peers.

TASK: Photography

When watching a sports match or a musical performance, the same action can look very different depending on where the camera is positioned. A photograph taken from above, below or at eye level can change how the moment feels and what the viewer notices.

In this task, you will use different camera viewpoints (*birds eye view, worms eye view and normal eye view*) to show how perspective influences visual storytelling in sports or music photography.

Materials required

- Digital device (camera, smart phone, tablets or similar)
- Printing paper
- Mounting surface measuring **29.7 cm × 42 cm (A3 size)**
- Scissors or suitable cutters
- Glue or appropriate adhesive suitable

Individually,

- f) Plan the photography project by conducting research and preparing notes and sketches on:
 - a) **One** theme selected from either music or sports.
 - b) The **three** viewpoints and what each is intended to show
 - c) **Three** safety and ethical issues relevant to the project
 - d) Sketches illustrating the chosen theme and the three viewpoints
- g) Indicate whether your photography is inspired by a live performance or a video/online performance.
- h) Identify **one** specific sport activity or musical performance for the photography project.
- i) Take photographs that show clear action and movement using the three viewpoints, as you observe the identified safety and ethical issues.
- j) Select **three** photographs per viewpoint (9 photographs in total).
- k) Print and mount the photographs as follows:
 - a) Each photograph size: 10 cm × 15 cm
 - b) Present the photographs as a series (three per viewpoint)
 - c) Mount the final presentation on A3 size (29.7 cm × 42 cm) surface so that the photographs tell a visual story.