



**THE KENYA NATIONAL EXAMINATIONS COUNCIL**

**SCHOOL BASED ASSESSMENT  
ART AND CRAFT PROJECT  
Grade 4 – 2023**

**This project must be completed by 4<sup>th</sup> August 2023**

**This document consists of 8 printed pages.  
(Print only page(s) 4, 5 and 6 for the learners)**

**NOTE TO THE TEACHER:**

Included in this document are:

- i) Guidelines for administration
- ii) Suggested Timelines
- iii) Assessment task
- iv) Scoring rubric
- v) Assessment score sheet

**1. Guidelines for administration**

The School Based Assessment Task consists of step-by-step guideline to learners as outlined below.

- i) This assessment is an individual performance.
- ii) The activity is to be done in class during the term.
- iii) It is important that you facilitate the various steps of the task with learners to ensure active, creative and critical participation by all learners.
- iv) Read through the scoring rubrics with the learners before they begin the assessment so that they understand what will be expected of their final artwork. [the rubric can be printed, downloaded into learners' digital devices, written out on the board or projected].
- v) Ensure the work is carried out by each learner to completion.
- vi) Encourage learners to ask questions at any time throughout the administration of the assessment.

<b>Required materials and tools for the task</b>		
1. A4 size plain papers	School to provide. 2 sheets per learner	use of A4 drawing book is encouraged for sketches.
2. Old strips of fabric	Assorted colours/patterns suitable for mounting	Learners/school to source from home or local tailors- discarded fabric, old clothes etc.
3. Wax crayons	School to provide; black, white, red and green crayons	Can be shared amongst learners
4. Ruler and pencil	For measuring the letters and mounting surface	
5. pair of scissors or cutters	School to provide	Can be shared amongst learners
6. Black paint or black ink	School to provide	Can be shared amongst learners
7. Painting brushes		Learners to source/improvise
8. Sharp tool for etching (sticks, old biro pens, pins, nails, old pen nibs, wooden stylus/sticks, toothpicks, paper clips, etc)		Learners to source/improvise
9. Suitable adhesive	School to provide; for sticking the artwork and fabric on the mount	Can be shared amongst learners

**All these materials can be improvised where applicable. Schools are encouraged to reuse materials.**

## 2. Timelines for the project

The following is a **four-week** suggested timeframe:

<b>FROM THE DAY PROJECT IS RECEIVED AS PER KNEC GUIDELINES</b>	
<b>WEEK 1</b>	
	The teacher provides the learners with the task and reads it aloud. The learners may ask questions. The teacher answers any questions.
	The teacher guides the learners. <ul style="list-style-type: none"> <li>• on the task and expectations as per the scoring rubric provided.</li> <li>• to carry out research and discuss messages that can be used to promote peace.</li> <li>• to individually, write down the peace messages in not more than <b>four</b> words and choose the message they would like to use for the wall hanging.</li> </ul>
<b>WEEK 2</b>	
	Guide the learners to individually: <ul style="list-style-type: none"> <li>• write down a peace message chosen in <b>upper case letters</b> in not more than <b>four</b> words on size A4 paper. Each letter should have a height of <b>4 cm</b>.</li> <li>• make several attempts of the chosen message until they are happy with their work, all work must include dates when they were done.</li> </ul>
	<ul style="list-style-type: none"> <li>• build their assessment portfolios and store all write ups and crayon etching attempts done;</li> <li>• collect materials to be used for the crayon etching task and start working.</li> </ul> <p><b>NOTE: Do not buy</b> portfolios/folders; Learners are encouraged to improvise with materials that are locally available.</p>
<b>WEEK 3 - 4</b>	
	<ul style="list-style-type: none"> <li>• Production of the task continues until learners complete their work.</li> </ul>
	The teacher then collects the final pieces and marks as outlined in the rubrics. <ul style="list-style-type: none"> <li>• Records the scores and performance levels e.g., <b>4, 3, 2, 1</b> in the assessment score sheet provided at the end of this document.</li> <li>• <b>KEYs</b> in the scores and <b>NOT</b> performance levels in the KNEC PORTAL.</li> <li>• Once the scores are uploaded, <b>hand over the assessment sheet together with the all the learner's artworks to the Head teacher/Senior teacher for secure storage as evidence for future reference.</b></li> </ul>

### **NOTE:**

The timelines suggested here are only a guide.

- Some of the learners may require more time to complete the task than others; you may give these learners time to finish. Other learners may experience difficulties, break the tasks down in manageable steps.
- Ensure that all learners have an opportunity to complete the tasks.
- Learners with visual impairment could do the same task by writing out the letters in braille and fill them up with textured materials.
- Ensure all the learners have their names on the back of their papers before storing them for the next session.

**Schools are encouraged to carry out exhibitions to showcase the learners' artworks at the end of the assessment period. Take photographs or record videos as the learners carry out the tasks and upon completion and keep as evidence.**

### 3. ASSESSMENT TASK: CRAYON ETCHING WALL HANGING

Art can be used to pass messages on things that happen in the community.

Your school is due to have the annual Children's Government elections. Create a wall hanging using crayon etching technique to be displayed in your class to pass a peace message before the elections.

Collect the following materials from the immediate environment for the task:

- a) Stiff mounting surface (old carton box, old calendars)
- b) old fabric strips

#### STEPS TO BE FOLLOWED

**STEP I:** Write down the peace message chosen in not more than **four** words in upper case letters on the paper provided. Each letter should have a height of 4 cm.

**STEP II:** Using colours of the Kenyan flag, cover the A4 size paper provided with the crayons.

**STEP III:** Apply black ink on the waxed surface.

**STEP IV:** Trace the peace message chosen on the waxed and painted surface.

**STEP V:** Scratch through the layers of crayon. Etch the peace message to reveal the background colours of the Kenyan flag.

**STEP VI:** Mount the etched work on a stiff surface measuring 27 cm x 36 cm.

**STEP VII:** Decorate the edges of the mount using strips of fabric.

## 5. Scoring Rubric for Crayon etching

CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
<b>A. Planning</b> - write ups and sketches <sup>3 marks</sup> ( <i>peace messages and arrangement including dates when done</i> )	Write ups and sketches, <b>clearly</b> and <b>accurately</b> show development of the idea.	Write up and sketches <b>clearly</b> show development of the idea.	Avails a write up and sketch that shows <b>limited</b> development of the idea.	The sketches and write ups made are inaccurate and/or <b>do not</b> show development of the idea.
	<b>03 marks</b>	<b>02 marks</b>	<b>01 marks</b>	<b>00 marks</b>
<b>B. Execution skill</b> <b>B (i) Crayon control &amp; ink application</b> <sup>4 marks</sup> <i>-even spread layers of crayon and ink or paint application</i>	<ul style="list-style-type: none"> <li>• Even, consistent, spread of crayon and ink application.</li> </ul>	<ul style="list-style-type: none"> <li>• Even spread of crayon and ink application.</li> </ul>	<ul style="list-style-type: none"> <li>• uneven spread of crayon and/or inconsistent ink application <b>some</b> areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Uneven crayon application with white areas and inconsistent ink application.</li> </ul>
	<b>04 marks</b>	<b>03 marks</b>	<b>02 marks</b>	<b>01 mark</b>
<b>B (ii) Crayon etching</b> <sup>4 marks</sup> <i>- recognizable scratched / etched letters</i> <i>-correct height</i>	<ul style="list-style-type: none"> <li>• Proportional recognizable letters in the correct height</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizable letters in the correct height</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> letters are <b>not</b> recognizable <b>and /or</b> in the correct height.</li> </ul>	<ul style="list-style-type: none"> <li>• Letters are neither recognizable nor in the correct height</li> </ul>
	<b>04 marks</b>	<b>03 marks</b>	<b>02 marks</b>	<b>01 mark</b>
<b>C. Mounting skill</b> <i>-mount suitability</i> <sup>1 mark</sup> ( <i>stiff</i> ) & dimensions $27 \times 36 \text{ cm}$ <sup>1 mark</sup> <i>-Gluing</i> <sup>2 marks</sup> & balance of artwork on mount <sup>2 marks</sup> ( <i>centered on the mount</i> )	<ul style="list-style-type: none"> <li>• Stiff mount, with correct dimensions</li> <li>• evenly glued, creatively neatly balanced on the mounting surface</li> </ul>	<ul style="list-style-type: none"> <li>• Stiff mount, with correct dimensions</li> <li>• evenly glued &amp; balanced on the mounting surface</li> </ul>	<ul style="list-style-type: none"> <li>• Stiff mount, with inaccurate dimensions</li> <li>• unevenly glued with <b>some</b> smudges and unbalanced on the mounting surface</li> </ul>	<ul style="list-style-type: none"> <li>• Unsuitable mount, with inaccurate dimensions</li> <li>• unevenly glued with smudges and/or neither pasted nor balanced on the mounting surface</li> </ul>
	<b>06 marks</b>	<b>04 marks</b>	<b>02 marks</b>	<b>01 mark</b>

<b>D. Decorating skill</b> -cutting strips of fabric <sup>1 mark</sup> <i>(sharp straight edges)</i> -Sticking strips of fabric <sup>2 marks</sup> <i>(neat edges)</i>	<ul style="list-style-type: none"> <li>• Accurately cuts assorted strips of fabric</li> <li>• <b>neatly</b> sticks the strips on the mount</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly cuts strips of fabric</li> <li>• Sticks the strips evenly on the mount</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> strips of fabric inconsistently cut with rough edges</li> <li>• sticks the strips with <b>some</b> parts falling off the mount.</li> </ul>	<ul style="list-style-type: none"> <li>• cuts <b>the fabric unevenly with rough edges</b></li> <li>• unevenly sticks the strips on the mount</li> </ul>
	<b>03 marks</b>	<b>02 marks</b>	<b>01 mark</b>	<b>00 mark</b>
<b>TOTAL MARK(S)</b>	<b>20 marks</b>	<b>14 marks</b>	<b>08 marks</b>	<b>03 marks</b>
<b>RANGE</b>	<b>17 - 20 marks</b>	<b>12 - 16 marks</b>	<b>07 -11 marks</b>	<b>01 - 06 marks</b>

#### SCORE RANGE AND PERFORMANCE LEVEL

<b>RANGE</b>	<b>Performance level</b>
<b>17 - 20 marks</b>	Exceeding Expectation (4)
<b>12 - 16 marks</b>	Meeting Expectation (3)
<b>07 - 11 marks</b>	Approaching Expectation (2)
<b>00 - 06 marks</b>	Below Expectation (1)

**N/B: PL in the score sheet stands for Performance Level**



