



THE KENYA NATIONAL EXAMINATIONS COUNCIL

School Based Assessment

MUSIC

Grade 4 - 2023

SCORING GUIDE

This paper consists of 4 printed pages.

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ASSESSMENT RUBRIC

Use the criteria set in the rubric below to award scores to each learner during the performance.

Award marks for each learner's performance per level as follows:

- Level 1 (Below expectation) - 1 mark
- Level 2 (Approaching expectation) - 2 marks
- Level 3 (Meeting expectation) - 3 marks
- Level 4 (Exceeding expectation) - 4 marks

1. Performance of a folksong from a Kenyan community

(24 marks)

Assess each learner during the performance of the folksong and award scores based on the criteria provided in the rubric below:

LEVEL CRITERIA	4 EXCEEDING EXPECTATION	3 MEETING EXPECTATION	2 APPROACHING EXPECTATION	1 BELOW EXPECTATION
Verbal introduction	Elaborately and eloquently introduces the folksong highlighting the community, message(s), occasion, gender and other relevant information.	Introduces the folksong highlighting the community and the message(s).	Introduces the folksong highlighting either the community or the message(s).	Introduces the folksong neither highlighting the community nor the message(s).
Singing	Expressively sings the folksong with clear authentic tone and projective voices.	Sings the folksong with clear tone and projective voices.	Sings the folksong with either clear tone or projective voices.	Sings the folksong with neither clear tone nor projective voices.
Clear diction	Sings the folksong with clear articulation of words and are well understood in the language of the performance.	Sings the folksong with clear articulation of words throughout the performance.	Sings the folksong with a few errors in articulation of words.	Sings the folksong with many errors in articulation of words.
Coordinated body movements	Performs the folksong with well coordinated body movements which are relevant and varied.	Performs the folksong with coordinated body movements.	Performs the folksong with some uncoordinated body movements.	Performs the folksong with many uncoordinated body movements.

Use of percussive accompaniment	Creatively uses a variety of percussive instruments to provide appropriate rhythmic accompaniment to the folksong.	Uses a percussive instrument to provide appropriate rhythmic accompaniment to the folksong.	Uses a percussive instrument to provide rhythmic accompaniment to the folksong with some inconsistencies in maintaining a steady beat.	Uses a percussive instrument to provide rhythmic accompaniment to the folksong with many inconsistencies in maintaining a steady beat.
Observing safety and etiquette	Performs the folksong while observing own and others' safety (in use of props) and proper etiquette (appropriate dressing, morally acceptable body movements, keeping to their roles such as soloist, instrumentalist or singer).	Performs the folksong while observing safety (in use of props) and proper etiquette (appropriate dressing, morally acceptable body movements, keeping to their roles such as soloist, instrumentalist or singer).	Performs the folksong while observing some safety measures (in use of props) and etiquette (appropriate dressing, morally acceptable body movements, keeping to their roles such as soloist, instrumentalist or singer).	Performs the folksong while overlooking many safety measures (in use of props) and etiquette (appropriate dressing, morally acceptable body movements, keeping to their roles such as soloist, instrumentalist or singer).

2. Individual Musicianship

(6 marks)

PERFORMANCE LEVEL	EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Score Range	6 marks	4 - 5 marks	2 – 3 marks	1 mark
Criteria	Consistently demonstrates outstanding confidence, focused concentration on their role and is highly expressive in the performance of the folksong.	Demonstrates confidence, focused concentration on their role and is expressive in the performance of the folksong.	Demonstrates developing levels of confidence, concentration on their role and expressiveness in the performance of the folksong.	Demonstrates limitations in levels of confidence, concentration on their role and expressiveness in the performance of the folksong.

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