



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**SCHOOL BASED ASSESSMENT
TEACHERS SCORING GUIDE**

**ART AND CRAFT
GRADE 4**

This scoring guide has 9 printed pages

*Art and Craft
School Based Assessment
Grade 4
Scoring Guide*

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Turn over

TASK	CURRICULUM DESIGNS	TASK DESCRIPTION
1.	Grade 4 1.3 Painting 1.3.1 Tonal value using white 1.3.2 Tonal value using black p. 34	The learner is assessed on critical thinking, identification how to achieve light and dark tones and shadow.
2.	Grade 4 1.0 Picture making 1.4 Montage 1.4.1 Cutting and pasting techniques. p. 37	The learner is assessed on ability to create a montage composition through the process of superimposing & pasting pictures.
3.	Grade 3 11.0 Paper craft 11.1 Combined paper craft techniques p. 30	Learner assessed on critical thinking, identification of colours and paper craft techniques.
4.	Grade 4 3.0 Design, Mixed Media and Technology 3.2.2 Tie dyed expandable folders p. 46	The learner is assessed on the level of critical thinking and problem solving, ability to identify and describe the process of tie and dye to create circular patterns.
5	Grade 4 3.3 Puppetry 3.3.1 Glove puppets p. 49	The learner is tested on critical thinking, identifying a glove puppet, where it is worn, materials used for making it and process of making it.
6.	Grade 4 1.0 Picture making 1.1 Drawing 1.1.2 Still life drawing (smudge technique)	Learner assessed on the ability to draw different forms from observation and shade using smudge technique to create 3 D

NOTE: *The performance levels define the knowledge, skills, and processes that learners likely demonstrate at different levels of proficiency within the reporting categories: Exceeding Expectation (4), Meeting Expectation (3), Approaching Expectation (2), and Below Expectation (1)*

1. The performance levels should **not** be added up to get a total score. The actual scores for each question have been provided in the question paper and this scoring guide.
2. Use the assessment sheet provided to record the scores.
3. Upload the **actual score** in the CBA portal and **NOT** the performance levels. Use the performance levels for reporting the learner's performance.

EXPECTED RESPONSES:

1. **How tonal value was created in the painting.** White was added to the blue colour to lighten and darken it. 2 marks

2. **Two** ways the cut-out picture was pasted to make a montage composition.
 - **By** arranging pictures side by side or Juxtaposing pictures
 - Overlapping pictures , superimposing picturesAny 2 x 1 = 2 marks

3. (a) **One primary colour used ;** red, yellow. Any 1 x 1 = 1 mark
(b) **Two techniques that were used to make the paper flower**
 - Cutting,
 - folding,
 - gluing,Any 2 × 1 = 2 marks

4. **How Amani tied the handkerchief to get the pattern shown**
 - **Fold** the handkerchief in **half along the length.**
 - then in half again across to form four quarters.
 - **Fold diagonally** along the middle, for the bottom edge to meets the side, fold again with another diagonal along the middle to make a thin, pointed shape.
 - Tie a rubber band or sisal twine around the handkerchief starting from the pointed area at different sections.Any relevant explanation as highlighted = 2 marks

5. **How the coils are joined to make a pot.**
 - use a stick to score/ scratch between two coils
 - add slip between two coils
 - join by pressing
 - Place scored coil on top of the scored edge of the base
 - overlap the coil ends
 - continue the process of scoring and slipping until completionAny relevant explanation as highlighted = 2 marks

6. **Four** steps that Alma followed to make the glove puppet
Step 1: choose old sock for the puppet, mark where to put the puppet eyes, mouth and nose.
Step 2: make the sock puppet's mouth.
Step 3: attach the puppet's eyes.
Step 4: glues on the sock puppet's nose and tongue, add hair to the sock puppet.
Steps as highlighted, 1 mark each = 4 marks

CRITERIA FOR ASSESSMENT

Note: This task has only 3 performance levels. Work with them as indicated.

CRITERIA	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
Q.1 tonal value created in the painting: <ul style="list-style-type: none"> Adding white added to the blue colour to lighten and blue added to darken it. 	Correctly explains how tonal value is created	explains how tonal value is created however only gives one way, adding blue /or adding white	unable to explain how tonal value is created
SCORE	2	1	0
Q.2 How pictures be pasted in a montage <ul style="list-style-type: none"> <i>By arranging pictures side by side or Juxtaposing pictures</i> <i>Overlapping pictures , superimposing pictures</i> 	Correctly and sequentially explains montage process	Correctly outlines the steps of the process while skipping one OR interchanging them	Explains one process or explains steps incorrectly or mixes up the steps
SCORE	2	1	0
Q.3 a. Name one primary colour used red and yellow	Shows understanding of primary colours names both	Shows limited understanding of primary colours, names wrong colours	Shows no understanding of primary colours and /or skips the answer
SCORE	1	0	0
Q.3.b Two techniques that were used to make the paper flower <i>-cutting-folding pasting/gluing</i>	correctly names two techniques	Correctly names one technique	unable to name the techniques
SCORE	2	1	0
Q.4. How piece of cloth was tied to get the pattern. <i>-folding into half then , quarters, diagonally</i> <i>-tying from pointed end</i>	Systematically explains the steps of making circular patterns	Explains some of the steps of making circular patterns however and /or mixes up	Explains one step, however does not produce tie and dye with circular patterns
SCORE	2	1	0
Q.5. How coils are joined in pottery <i>-use a stick or sharp tool score/ scratch</i> <i>- Place scored coil on top of the scored edge of the base</i> <i>-add slip between two coils join by pressing</i> <i>- overlap the coil ends</i> <i>Describe the process of scoring</i>	correctly explains the process of joining coils	explains the process but does not score the coils before joining	unable to correctly explain the process of making the coils

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<i>and slipping until completion</i>			
SCORE	2	1	0
Q.6. Making a glove puppet <i>mark puppet eyes, mouth and nose. make the sock mouth. attach eyes. glues on the sock nose and tongue, add hair to the</i>	correctly explains all steps of making a glove puppet	correctly explains two steps of making a glove puppet	correctly explains one step of making the puppet and/or mixes up the steps
SCORE	4	2	1
TOTAL SCORE	15	07	1

SECTION B: PRACTICAL			
Q. 7. Drawing			
Criteria to be assessed:			
(a) Still life composition comprising of: two fruits of choice ,. Each $2 \times 2 = 4$			
(b) Proportion of fruits in relation to each other & use of space. Each $1 \times 3 = 3$			
(c) Shading skill: smudging technique showing light and dark areas of the forms. Each $2 \times 3 = 6$			
(d) Neatness; no smudges on paper surface, no tears on due to hard pressing of the pencil, no bends = 2			
CRITERIA	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
(a) Still life forms Any two fruits	Correctly draws all the forms with the sugar bowl overlapping thermos flask.	Correctly draws two forms with no overlap of the sugar bowl and thermos flask.	Draws a representation of forms with no clear demarcation OR unrecognizable forms
SCORE	4 marks	2 marks	1 marks
(b) Proportion and use of space: <i>-proportion of forms in relation to each other</i> <i>-forms occupies at least half of the drawing space</i>	-All forms are proportional. -Correctly places the forms centrally within the space -More than 80% of the space is covered with the forms	-Some forms are not proportional. -Approximately half of the space is covered with the forms; OR are placed on one side /up/down the page	-All forms lack proportion -Less than a quarter of the space is covered with the forms OR -Forms are squeezed on one side and occupies less than half the of space
SCORE	3 marks	2 marks	1 mark
(c) Shading skill; <i>- smudge technique ranging from dark to light</i>	Shading is consistent, smooth, accurate, and within the outlines of the forms. There is gradation ranging from light to dark.	Shading is rough not consistent, and spreads out of some of the forms	Shading not within the outlines of the forms OR very little or no attempt to shade.
SCORE	6 marks	4 marks	2 marks
(d) Neatness of drawing paper. <i>no smudges</i>	No pencil smudges visible. There are no tears, or folds on the	There are few smudges, tears and minor bends on the	There are smudges, major tears or bends on the paper.

<i>-no folds</i> <i>-no tears</i>	paper.	paper visible.	
SCORE	2 marks	1 marks	0 mark
TOTAL SCORE	15 marks	09 marks	04 marks

PERFORMANCE LEVEL INDICATORS RANGE OF TOTAL SCORE	MEETING EXPECTATION (3)	APPROACHING EXPECTATION (2)	BELOW EXPECTATION (1)
	16 - 30	7 - 15	0 - 6

SCORE RANGE AND PERFORMANCE LEVEL

RANGE	Performance level
15 - 30 marks	Meeting Expectation (3)
07 - 14 marks	Approaching Expectation (2)
00 - 06 marks	Below Expectation (1)

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Grade 4 _____
Art & Craft Theory
School Based Assessment Score sheet

Name of Art & Craft Teacher		TSC NO:		Signature		Date	
Name of Head Teacher		TSC NO:		Signature		Date	

Official school stamp