

MARKING SCHEME



1. Introduction and General Instructions

This document provides a comprehensive guide for teachers assessing the Kenya Junior School Education Assessment (KJSEA) Grade 7 Creative Arts and Sports Paper 1 Project. This project is designed to be practical and learner-centered, integrating Visual Arts, Performing Arts (Music and Theatre), and Sports. It aims to foster creativity, cultural appreciation, and collaboration among learners based on the theme Unity in Diversity.

Project Duration: 3 weeks

Assessment Approach: Teachers will assess each task based on the provided scoring rubrics. It is crucial to mark and record each learner's progress at every milestone.

2. Project Theme: Unity in Diversity

The overarching theme for this project is Unity in Diversity. Learners will explore and celebrate the rich cultural tapestry of Kenya, encompassing diverse cultures, languages, and lifestyles, through a school showcase. The goal is to promote harmony and appreciation for differences.

3. Task-Specific Guides, Procedures, Tools, Apparatus, and Marking

Rubrics

Task 1: Visual Arts – Cultural Identity Artwork

Objective: To allow learners to express their ethnic or cultural identity through a visual artwork and articulate its meaning.

Procedures:

1. **Introduction (Week 1):** Introduce the task and the Unity in Diversity theme. Discuss various forms of visual art (drawing, painting, collage, sculpture) and examples of cultural symbols, traditions, attire, and celebrations.
2. **Brainstorming and Material Gathering (Week 1):** Guide learners to brainstorm ideas related to their cultural identity. Encourage them to identify available and suitable materials (e.g., paper, leaves, fabrics, bottle tops, sand, discarded plastics, natural dyes, recycled cardboard).
3. **Artwork Creation (Week 2):** Learners individually create their artwork. Provide guidance on techniques and material use, emphasizing creativity and originality.
4. **Paragraph Writing (Week 2):** Guide learners on writing a concise paragraph (5–7 lines) explaining the meaning and significance of their artwork. Emphasize clarity and connection to their cultural identity.
5. **Display Preparation (Week 3):** Prepare for the display of artworks during the Unity in Diversity showcase.

Tools and Apparatus:

- i. Drawing paper, painting canvases or boards, cardboard
- ii. Pencils, erasers, sharpeners
- iii. Paints (watercolor, acrylic), brushes

- iv. Glue, scissors
- v. Various found/recycled materials: leaves, fabrics, bottle tops, sand, beads, discarded plastic, natural dyes.
- vi. Workspaces conducive to art creation.

Marking Rubrics (4 Columns):

| Criteria | BE (Below Expectations) - 1 point | ME (Meeting Expectations) - 2 points | AE (Achieving Expectations) - 3 points | EE (Exceeding Expectations) - 4 points |
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| Artwork Representation | Artwork shows minimal or unclear representation of cultural identity. | Artwork attempts to represent cultural identity, but some elements are vague or generic. | Artwork clearly represents an aspect of the learner's ethnic/cultural identity with recognizable symbols or themes. | Artwork creatively and profoundly represents a unique aspect of the learner's ethnic/cultural identity, showing deep understanding. |
| Material Use | Limited or inappropriate use of available materials. | Uses some available materials, but their integration could be more effective. | Uses available materials appropriately and effectively to enhance the artwork. | Innovatively and skillfully uses a diverse range of available materials, demonstrating resourcefulness and artistic flair. |
| Explanation Paragraph | Paragraph is missing, very brief, or does not clearly | Paragraph attempts to explain the artwork's meaning | Paragraph (5-7 lines) clearly and accurately explains | Paragraph (5-7 lines) is exceptionally well-written, providing |

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| | explain the artwork's meaning or cultural link. | but lacks clarity or sufficient detail (e.g., less than 5 lines). | the meaning of the artwork and its connection to cultural identity. | insightful and detailed explanations of the artwork's cultural significance. |
| Creativity/Originality | Little evidence of creativity or originality. | Some creative elements, but the overall design is conventional. | Shows good creativity and some originality in design and execution. | Highly creative and original, demonstrating unique artistic vision and innovative approaches. |
| Effort/Presentation | Artwork appears rushed or incomplete. Poor presentation. | Shows some effort, but presentation could be improved. | Good effort evident; artwork is well-presented and neat. | Exceptional effort and meticulous attention to detail; outstanding presentation. |

Task 2: Music and Dance – Cultural Medley Performance

Objective: To enable groups to research, blend, and perform cultural folk songs/dances from different Kenyan communities, fostering collaboration and cultural appreciation.

Procedures:

- Group Formation and Selection (Week 1):** Form groups of 6–10 learners. Guide groups in selecting two distinct cultural folk songs or dances from two different Kenyan communities. Emphasize research into the origin, meaning, and message of the chosen pieces.
- Medley Creation (Week 1-2):** Facilitate group work in blending parts of both songs/dances into a single, cohesive medley. Encourage creative transitions and arrangements.

3. **Costume and Instrument Preparation (Week 2):** Guide learners on improvising instruments and sourcing appropriate costumes. Encourage the use of recycled or readily available materials.
4. **Practice and Video Recording (Week 2-3):** Groups should practice extensively. Guide them on recording a practice video to aid in self-correction. The final performance video should also be recorded.
5. **Documentation Submission (Week 3):** Each group must submit:
 - i. A short write-up about the songs/dances (origin, meaning, message).
 - ii. A list of materials used for costumes/instruments.
 - iii. Reflection notes from at least three group members.
6. **Performance (Week 3/Showcase Day):** Groups perform their medley during the Unity in Diversity showcase.

Tools and Apparatus:

- i. Audio playback devices (for research and practice)
- ii. Video recording devices (smartphones, tablets, cameras)
- iii. Space for practice and performance
- iv. Materials for improvised instruments (e.g., plastic bottles, seeds, tins, wood, drums made from waste materials)
- v. Materials for costumes (e.g., old clothes, fabrics, beads, natural dyes, leaves).

Marking Rubrics (4 Columns):

| Criteria | BE (Below Expectations) - 1 point | ME (Meeting Expectations) - 2 points | AE (Achieving Expectations) - 3 points | EE (Exceeding Expectations) - 4 points |
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| Cultural Selection | Selected pieces | Selected pieces are from | Clearly selected | Selected two |

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| | are not clearly from two different communities, or research is minimal. | two communities, but research on origin/meaning is basic. | two distinct cultural pieces with good understanding of their origin, meaning, and message. | culturally distinct pieces, demonstrating in-depth research and profound understanding of their cultural significance. |
| Medley Blending | Blending is disjointed or unclear; lacks flow between the two pieces. | Attempted blending, but transitions are awkward or the medley lacks cohesion. | Medley shows good blending of both songs/dances, with generally smooth transitions. | Medley is creatively and seamlessly blended, creating a harmonious and engaging single presentation with artistic transitions. |
| Costumes/Instruments | Costumes and instruments are inappropriate or show minimal effort at improvisation. | Some effort in costumes/instruments, but they are basic or not fully relevant. | Appropriate costumes and improvised instruments are used effectively to enhance the performance. | Highly creative and resourceful use of improvised instruments and authentic costumes, significantly enhancing the cultural experience. |
| Performance Quality | Performance is | Performance shows some | Performance is | Performance is |

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| | unrehearsed, disorganized, and lacks energy. | rehearsal, but is inconsistent in coordination or energy. | well-rehearsed, coordinated, and engaging, demonstrating good group effort. | exceptionally well-rehearsed, highly coordinated, and captivating, demonstrating excellent teamwork and stage presence. |
| Documentation | Documentation (write-up, materials list, reflections) is missing or very incomplete. | Some documentation provided, but it lacks detail or is incomplete (e.g., fewer than 3 reflections). | All required documentation is submitted and is generally clear and informative. | All required documentation is submitted, is highly detailed, insightful, and reflects deep understanding and critical thinking. |

Task 3: Theatre – Mini Play on Harmony

Objective: To enable groups to create and present a short play promoting peace, respect, and friendship across different communities, incorporating linguistic and performative elements.

Procedures:

- Group Formation and Theme Discussion (Week 1):** Form groups of 4–6 learners. Discuss the theme of promoting peace, respect, and friendship across different communities through theatre.
- Script Writing (Week 1-2):** Guide groups in writing a short play script (3–5 minutes). Emphasize incorporating dialogue in at least two different local languages/dialects (with translations), and a short poem or chant.

3. **Costume Design and Rehearsal (Week 2-3):** Groups develop costume ideas (with sketches/photos) and begin rehearsing, focusing on dialogue delivery, facial expressions, and body movement.
4. **Submission (Week 3):** Each group must submit:
 - i. The script of the play.
 - ii. Costume ideas with sketches or photos.
 - iii. Group reflection on how theatre can promote national unity.
5. **Presentation (Week 3/Showcase Day):** Groups present their mini-play during the Unity in Diversity showcase.

Tools and Apparatus:

- i. Writing materials (pens, paper, computers/tablets for scriptwriting)
- ii. Space for rehearsal
- iii. Basic props (can be improvised)
- iv. Materials for costume sketches/photos (e.g., drawing paper, coloring pencils, cameras/smartphones).

Marking Rubrics (4 Columns):

| Criteria | BE (Below Expectations) - 1 point | ME (Meeting Expectations) - 2 points | AE (Achieving Expectations) - 3 points | EE (Exceeding Expectations) - 4 points |
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| Thematic Relevance | Play does not clearly promote peace, respect, or friendship across communities. | Play attempts to promote the theme, but its message is weak or inconsistent. | Play clearly and effectively promotes peace, respect, and friendship across | Play profoundly and powerfully conveys the message of peace, respect, and friendship, inspiring |

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| | | | different communities. | deeper understanding and empathy. |
| Script Quality | Script is poorly structured, too short/long, or lacks coherence. | Script has some structure, but dialogue or plot needs improvement; may not meet time requirements (3-5 mins). | Script is well-structured, coherent, meets time requirements, and includes necessary elements (languages, poem/chant). | Script is exceptionally well-written, engaging, and creative, with compelling dialogue and effective integration of all required elements. |
| Language/Poem Use | No or unclear use of multiple local languages/dialects or poem/chant. | Limited or awkward inclusion of local languages/dialects or poem/chant; translations may be missing. | Clearly includes dialogue in at least two local languages/dialects (with translations) and a short poem/chant. | Seamlessly integrates diverse local languages/dialects and a powerful poem/chant, enriching the cultural authenticity of the play. |
| Performance Elements | Lacks effective use of costumes, facial expressions, or body movement. | Some use of performance elements, but they are inconsistent or not fully | Good use of costumes, facial expressions, and body movement to enhance the | Exemplary use of costumes, expressive facial expressions, and dynamic body |

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| | | developed. | narrative. | movement, creating a highly impactful and professional performance. |
| Documentation/Reflection | Script, costume ideas, or reflection are missing or very incomplete. | Some documentation provided, but it lacks detail or the reflection on national unity is superficial. | All required documentation is submitted, and the group reflection is thoughtful and relevant to national unity. | All required documentation is submitted, is highly detailed, and the group reflection offers profound insights into theatre's role in national unity. |

Task 4: Sports – Inter-Cultural Team Games

Objective: To encourage learners to research, understand, and demonstrate traditional Kenyan games, highlighting their cultural values and promoting teamwork.

Procedures:

1. **Team Formation and Research (Week 1):** Form teams of 4–5 learners. Guide teams in researching and selecting a traditional game or sport played by any Kenyan community (e.g., wrestling, bao, tag, tug of war, sack race, *mchezo wa kuchupa kamba* - skipping rope, *kati* - dodgeball).
2. **Game Guide Creation (Week 1-2):** Teams create a short guide describing:
 - i. How the game is played (rules, objectives).

- ii. The community it comes from.
- iii. Values or lessons learned through the game (e.g., teamwork, strategy, discipline, fair play).

3. **Practice and Demo Match (Week 2-3):** Teams practice the chosen game. Organize a demo match with classmates during the project period or showcase event.

4. **Reflection (Week 3):** Teams reflect on:

- i. What they enjoyed most about the task.
- ii. How teamwork was applied during practice and the demo.
- iii. Any new cultural lesson they learned from the game.

Tools and Apparatus:

- i. Research materials (books, internet access, community elders/members)
- ii. Writing materials for the game guide
- iii. Appropriate space for playing the game (field, open area)
- iv. Any specific equipment needed for the chosen game (e.g., rope for tug of war, sack for sack race, stones/board for bao, a ball for other games – can be improvised).

Marking Rubrics (4 Columns):

| Criteria | BE (Below Expectations) - 1 point | ME (Meeting Expectations) - 2 points | AE (Achieving Expectations) - 3 points | EE (Exceeding Expectations) - 4 points |
|--------------------------------|--|--|---|---|
| Game Research/Selection | Game selected is not clearly traditional or research on its community/rules is | Game selection is appropriate, but research on its origin or values is | Game is well-researched, clearly traditional, and its community and | Game selection is unique and thoroughly researched, providing rich details on its |

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| | minimal. | basic. | values are identified. | community, rules, and cultural significance. |
| Game Guide Quality | Guide is missing or very unclear about how the game is played, its origin, or values. | Guide provides basic information but lacks detail or clarity in explaining rules, origin, or values/lessons. | Guide clearly and accurately describes how the game is played, its community, and the values/lessons learned. | Guide is exceptionally well-written, comprehensive, and engaging, providing clear instructions and insightful cultural context. |
| Demo Match/Practice | Demo match is disorganized, and it's unclear if the team practiced the game. | Demo match shows some practice, but execution is inconsistent; not all rules are followed. | Demo match is well-organized and clearly demonstrates understanding of the game; good effort in practice. | Demo match is excellently executed, demonstrating skilled play, clear understanding of rules, and strong teamwork. |
| Reflection | Reflection is missing or very superficial; does not address enjoyment, teamwork, or cultural lessons. | Reflection addresses some points but lacks depth or specific examples of enjoyment, teamwork, or cultural lessons. | Reflection clearly articulates enjoyment, demonstrates how teamwork was applied, and mentions new cultural lessons learned. | Reflection is profound and insightful, offering deep personal learning, clear examples of teamwork, and rich cultural appreciation. |

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| Teamwork | Team shows little evidence of collaboration or shared effort. | Team works together, but there are instances of uneven participation or lack of coordination. | Team demonstrates good collaboration and shared responsibility throughout the task. | Team exhibits exceptional collaboration, mutual support, and highly effective teamwork, leading to outstanding results. |
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