**Candidate’s Name: ………………………………………………………… Assessment Number: …………………………………………**

**School Name: ……………………………………………………………………. School Code: …………………………………………………………**

**Candidate’s Signature: ………………………………..…………….Date: …………………………………………………….…………….**

**COMPETENCE BASED EDUCATION**

**KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT**

**711/1** **CREATIVE ARTS AND SPORTS**

**(Project)**

Paper 1

MAY 2025

**DURATION: 3 months**

**INSTRUCTIONS TO SCHOOLS**

1. This is a project paper which should be taken in 3 months, during [Specify Term, e.g., Term III (September to November)].
2. Teachers are provided with scoring guides.
3. The project will be assessed in phases, where each milestone should be scored, and a record maintained for each learner.

This paper consists of 6 printed pages. Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

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**1. INTRODUCTION**

(i) This is an integrated project assessment comprising activities from component disciplines in the Creative Arts and Sports subject (Visual Arts, Performing Arts, and Sports).

(ii) With the guidance of the teacher, learners are required to fully undertake this project, whose assessment scores will form part of the final summative assessment of the learner in this subject.

(iii) Each Task will be assessed using a given assessment rubric. Learners should be allowed to access the assessment rubric in order to fully align their activities to the requirements of the task.

**2. PROJECT DESCRIPTION**

A "Community Wellness and Fitness Fair" is an event aimed at promoting healthy living, physical activity, and overall well-being within the school and local community. Your school is organising this fair. The event will include informative visual displays, energetic performances, short dramatic presentations about health, and opportunities for participation in physical activities.

You are required to carry out the following four tasks in preparation for and participation in the event:

**Task 1: Visual Arts**

Design and create educational posters or visual aids that promote various aspects of wellness and fitness for display at the "Community Wellness and Fitness Fair".

Individually,

* 1. Conduct research on topics related to health, hygiene, nutrition, exercise, or mental well-being appropriate for the community, then make notes and produce sketches to conceptualise ideas for posters/visual aids. (These should be placed in the assessment portfolio).
	2. Create at least two distinct educational posters or visual aids (e.g., diagrams illustrating exercise techniques, charts showing healthy food groups, illustrations promoting hygiene practices) using a variety of available materials (cardboard, paper, paint, markers, collage materials, etc.). Computer application may also be used for design and layout.

The created pieces should incorporate the following:

(a) clear connection to the "Wellness and Fitness" theme

(b) accurate and easy-to-understand information

(c) suitable colour schemes and illustrations/graphics

(d) legible lettering and organised layout

(e) neatness and appropriate finishing

Set up an informative display area during the fair to showcase the created posters and visual aids to attendees.

**Task 2: Music and Dance**

You are required to:

a) Select or create a piece of music or dance (original or existing) that is energetic and promotes movement, physical activity, or celebrates vitality, for a performance lasting 2 – 3 minutes.

b) Train the chosen piece to a group of 8 – 12 members. Pay attention to the following aspects:

(i) Energy and rhythm, with clear execution of vocal parts (if applicable) and musicality.

(ii) Coordinated body movements suitable for physical activity (choreography, technique, and synchrony with music).

* 1. Instrumentation/Accompaniment (appropriate instruments/sounds, relevant rhythms, and keeping to the beat, suitable for supporting energetic movement).
	2. Appropriate costumes or active wear that are suitable for movement and reflect the theme of fitness/energy.

c) Prepare a written synopsis of the selected piece outlining:

(i) The style of music or dance (e.g., aerobic routine, energetic folk dance, choreographed movement piece).

(ii) The key message related to wellness or fitness conveyed through the piece.

(iii) Summary of the movements or musical elements used.

(iv) Costumes/attire used and why they are appropriate for the performance. d) Take a lead role (e.g., lead dancer, main vocalist, key instrumentalist) in presenting the piece. e) Ensure that the group adheres to the following elements of performance in the presentation:

1. Stage presence and enthusiasm.
2. Vocal energy and projection (if applicable).
3. Artistic passion and commitment to the theme.
4. Focused concentration during the performance.
5. Expressiveness through movement and/or vocals.

Perform the selected music/dance piece to the audience during the "Community Wellness and Fitness Fair" to encourage participation and showcase healthy movement.

**Task 3: Theatre**

(i) Brainstorm in groups to generate original and creative ideas for a short theatrical piece (skit or mime) highlighting a health, wellness, or fitness-related issue or benefit. (ii) Individually or in pairs, develop an outline and script (or mime sequence) for a short piece (2-3 minutes) to be presented during the fair. (iii) Create an outline of the piece (with a clear beginning, middle, and end) to include character(s) and setting (e.g., a doctor's visit, a playground, a kitchen). The piece should be clear, coherent, with smooth transitions, and convey an educational or encouraging message about wellness.

The performance presentation will focus on:

(a) clarity and impact of the health message

(b) vocal delivery (if applicable) and/or physical expression that clearly conveys meaning

(c) gestures and body language that enhance understanding

(d) facial expressions that show character and emotion

(e) engagement with the audience to hold their attention and convey the message

Perform the short theatrical piece to the audience during the fair, using effective techniques to educate and engage them on the chosen wellness topic.

**Task 4: Sports**

Learners are required to choose a sport or physical activity that can be demonstrated or facilitated at the fair to encourage community participation in fitness. Examples include simple athletics skills (e.g., skipping, jumping jacks), a fun relay race, or basic moves from a team sport. The task requires the learners to work in small teams of between 3 and 5 members to:

a) Explore the chosen activity through discussions, watching instructional videos, researching its health benefits, and understanding how to teach it simply. Make presentations in a format of choice such as oral, written, pictorial, digital, etc.

b) Improvise simple materials required for the activity if necessary (e.g., using ropes for skipping, marking lines with chalk).

c) Organise and prepare to demonstrate or facilitate the activity for others at the fair, focusing on clear instruction and encouraging participation from various age groups.

d) Identify the key fitness components or health benefits associated with the chosen activity.

e) Reflect on the process of preparing the activity and how it contributes to personal fitness and the promotion of community wellness.

During the "Community Wellness and Fitness Fair", demonstrate or facilitate the chosen physical activity, inviting attendees to join in and experience its benefits.

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