

KENYA CERTIFICATE OF BASIC EDUCATION



SENIOR SCHOOL ASSESSMENT

DECEMBER ASSIGNMENT 2026

GRADE 10 – MUSIC AND DANCE

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

1. Write your details as required above.
2. This paper consists of two sections: A and B.
3. Answer all questions in section A and section B.
4. Answer the questions in English.
5. All answers **MUST** be written in the spaces provided in the paper.
6. Do **NOT** remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
	POINTS			8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer **ALL** questions in this section.

1. a) Define the term **rhythm** as used in music. (2 marks)

- b) Distinguish between a **beat** and a **rhythm**. (2 marks)

- c) State **two** examples of compound time signatures. (2 marks)

i. _____ ii. _____

2. a) What is a **melody**? (1 mark)

b) State the sequence of tones and semitones in a major scale, beginning from the first degree. (2 marks)

c) Write the **G major scale** in ascending order. (2 marks)

3. The following notes form a short melody:

C – D – E – G – F – E – D – C

a) Write the melody **one tone higher**. (2 marks)

b) State the new key if the original melody is in **C major**. (1 mark)

c) Give **one reason** for transposing a song. (1 mark)

4. Consider the following words:

**KENYA, OUR BEAUTIFUL LAND,
WE SHALL CARE FOR YOU.**

a) State **two factors** that a composer should consider when setting these words to music. (2 marks)

i. _____

ii. _____

b) Explain how the **meaning of the text** can influence the melody. (2 marks)

5. a) Explain the meaning of **harmony** in music. (2 marks)

b) What is meant by **two-part harmony**? (1 mark)

c) State **two qualities of a good second vocal part**. (2 marks)

i. _____

ii. _____

6. a) Name **one type of music notation software** that may be used to create a musical score. (1 mark)

b) State **two advantages of using music notation software**. (2 marks)

i. _____

ii. _____

7. a) What is a **dance composition**? (1 mark)

b) State **two factors that should be considered when planning a dance performance**. (2 marks)

i. _____

ii. _____

SECTION B: 50 MARKS

Answer ALL questions.

8. Read the scenario below.

Learners from different Kenyan communities are preparing a cultural concert. Each group selects a folk song from its community. The performers research the purpose, language, instruments, movements and occasions associated with the song before presenting it to the audience.

a) What is a **folk song**? (2 marks)

b) State **three functions of Kenyan folk songs.** (3 marks)

- i. _____
- ii. _____
- iii. _____

c) Give **two reasons why research is important before performing a folk song from another community.** (2 marks)

- i. _____
- ii. _____

d) State **three features that may be observed in a Kenyan folk-song performance.**(3 marks)

- i. _____
- ii. _____
- iii. _____

9. a) Explain the term **vocal solo.** (2 marks)

b) State **three technical skills required by a solo singer.** (3 marks)

- i. _____
- ii. _____
- iii. _____

c) Explain the importance of **breath control** in singing. (2 marks)

10. Study the instruments below.



Instrument A



Instrument B



Instrument C

a) Identify the **Hornbostel-Sachs family** represented by Instrument A. **(1 mark)**

b) Identify the likely family represented by Instrument B. **(1 mark)**

c) Identify the likely family represented by Instrument C. **(1 mark)**

d) Explain the following classifications:

i. **Idiophones (1 mark)**

ii. **Membranophones (1 mark)**

iii. **Chordophones (1 mark)**

iv. **Aerophones (1 mark)**

e) Give **one example of a Kenyan indigenous instrument** for any one of the classifications above. **(1 mark)**

11. Study the descriptions below.

X



Y



Z



a) Name **one Western instrument** that could be represented by each description.

i. X: _____ (1 mark)

ii. Y: _____ (1 mark)

iii. Z: _____ (1 mark)

b) State **two broad families of Western instruments**. (2 marks)

i. _____

ii. _____

c) State **two factors that determine the tone quality of an instrument**. (2 marks)

i. _____

ii. _____

12. a) Define **contemporary dance**. (2 marks)

b) State **three movement elements used in dance**. (3 marks)

i. _____

ii. _____

iii. _____

c) Explain **one way in which Kenyan culture can be incorporated into contemporary dance**. (1 mark)

d) State **two safety measures that dancers should observe during rehearsal or performance**. (2 marks)

i. _____

ii. _____

13. a) Name the period associated with **Gregorian chant**. (1 mark)

b) State **two characteristics of Medieval music**. (2 marks)

i. _____

ii. _____

c) State **two characteristics of Renaissance music**. (2 marks)

i. _____

ii. _____

14. a) Explain **two ways in which music and dance promote social cohesion**. (2 marks)

i. _____

ii. _____

b) State **two ways technology has changed the production and distribution of music**. (2 marks)

i. _____

ii. _____

c) State **one ethical consideration when recording and sharing a traditional cultural performance online**.
(1 mark)

GRADE 10 MUSIC AND DANCE

MARKING SCHEME / ANSWERS

SECTION A

1.

a) Rhythm is the arrangement of **sounds and silences of different durations within a musical passage.**
(2 marks)

b)

- A **beat** is a regular pulse underlying a piece of music.
- **Rhythm** is the pattern formed by arranging notes and rests of different durations against the beat.
(2 marks)

c) Any two compound time signatures:

- 6/8
- 9/8
- 12/8

(2 marks)

2

a) Melody is an **organised sequence of musical notes or pitches that forms a recognisable musical line.**
(1 mark)

b) Major-scale pattern:

Tone – Tone – Semitone – Tone – Tone – Tone – Semitone

or

T – T – S – T – T – T – S

(2 marks)

c) G major:

G – A – B – C – D – E – F# – G

(2 marks)

3.

Original melody:

C – D – E – G – F – E – D – C

a) One tone higher:

D – E – F# – A – G – F# – E – D

(2 marks)

b) D major.

(1 mark)

c) Any one:

- To suit the singer's vocal range.
- To suit the range of an instrument.
- To make a piece easier to perform.
- To accommodate different instruments.
- To change the pitch level of a composition.

(1 mark)

4.

a) Any two:

- Natural word accent/stress.
- Meaning of the words.
- Number of syllables.
- Rhythm of the text.
- Pronunciation/diction.
- Vocal range.
- Appropriate melodic movement.
- Mood of the text.

(2 marks)

b) The meaning of the text influences the melody by determining its **mood, melodic direction, rhythm, dynamics and expressive character. For example, joyful words may be set to an energetic and lively melody, while sad words may use a slower or more subdued melody.**

(2 marks)

5.

a) Harmony is the **combination of two or more different pitches sounded simultaneously to produce a musical effect.**

(2 marks)

b) Two-part harmony is the combination of **two independent but related melodic lines performed simultaneously.**
(1 mark)

c) Any two:

- It should blend well with the melody.
- It should have appropriate intervals.
- It should maintain an independent melodic line.
- It should avoid undesirable dissonances.
- It should have a suitable melodic contour.

- It should maintain good voice leading.
- It should support rather than obscure the main melody.

(2 marks)

6.

a) Any one correct example:

- **Sibelius**
- **MuseScore**
- **Finale**
- **Dorico**

(1 mark)

b) Any two:

- Enables accurate notation.
- Allows easy editing of musical scores.
- Allows playback of compositions.
- Makes transposition easier.
- Allows scores to be printed.
- Facilitates arrangement and composition.
- Allows music to be digitally stored and shared.

(2 marks)

7.

a) A dance composition is an **organised arrangement of movements, patterns and sequences to create a complete dance performance.**

(1 mark)

b) Any two:

- Theme/message.
- Space or performance venue.
- Number of dancers.
- Music/accompaniment.
- Costumes.
- Props.
- Choreography.
- Safety.
- Audience.
- Available resources.

(2 marks)

SECTION B

8.

a) Definition of a folk song

A folk song is a **traditional song associated with a particular community or culture, usually transmitted from one generation to another, often orally.**

(2 marks)

b) Functions of Kenyan folk songs

Any three:

1. **Entertainment**
2. **Education**
3. **Preservation of cultural heritage**
4. **Socialisation**
5. **Communication**
6. **Ceremonial purposes**
7. **Religious/spiritual purposes**
8. **Work accompaniment**
9. **Historical preservation**
10. **Passing cultural values from one generation to another**

(3 marks)

c) Importance of research before performing another community's folk song

Any two:

1. It helps performers understand the **cultural meaning and purpose** of the song.
2. It promotes **respect for the community's traditions**.
3. It prevents inappropriate use of cultural material.
4. It enables performers to learn the correct language, movements and performance practices.
5. It helps preserve the authenticity of the performance.

(2 marks)

d) Features of Kenyan folk-song performances

Any three:

- Call and response.
- Repetition.
- Group singing.
- Solo singing.
- Use of indigenous instruments.
- Dance or coordinated movement.
- Audience participation.
- Oral transmission.
- Use of local language.
- Improvisation.
- Connection to particular social occasions.

- Percussive accompaniment.

(3 marks)

9.

a) Vocal solo

A vocal solo is a **song performed by one singer as the principal vocalist, either with instrumental accompaniment or without accompaniment.**

(2 marks)

b) Technical skills required by a solo singer

Any three:

1. **Good breath control**
2. **Accurate pitch**
3. **Clear diction**
4. **Good vocal projection**
5. **Proper posture**
6. **Good tone production**
7. **Effective phrasing**
8. **Appropriate dynamics**
9. **Good interpretation**
10. **Vocal flexibility**

(3 marks)

c) Importance of breath control

Breath control enables a singer to **sustain notes and phrases, maintain steady tone and pitch, control dynamics and sing comfortably without unnecessary strain.**

(2 marks)

10.

a) Instrument A

The illustration represents a **membranophone** because sound is produced by the vibration of a stretched membrane/skin.

Answer: Membranophone

(1 mark)

b) Instrument B

Accept a suitable identification based on the learner's interpretation of the simplified illustration. If representing a hollow resonating body producing sound through its own vibration, award:

Idiophone

(1 mark)

c) Instrument C

If representing a stringed instrument:

Chordophone
(1 mark)

d) Classifications

i. Idiophones

Instruments in which **the body of the instrument itself vibrates to produce sound.**

Examples include rattles, bells and xylophone-type instruments.

(1 mark)

ii. Membranophones

Instruments in which sound is produced by the **vibration of a stretched membrane.**

Example: drum.

(1 mark)

iii. Chordophones

Instruments in which sound is produced by the **vibration of stretched strings.**

Examples: lyre, fiddle and other stringed instruments.

(1 mark)

iv. Aerophones

Instruments in which sound is produced mainly by the **vibration of a column of air.**

Examples: horns, flutes and whistles.

(1 mark)

e) Example

Any correct Kenyan indigenous instrument belonging to one of the classifications, for example:

- **Membranophone:** drum
- **Chordophone:** nyatiti
- **Idiophone:** kayamba
- **Aerophone:** horn

(1 mark)

11.

Because the diagrams in the examination are simplified, accept any **correct instrument identification that reasonably matches the learner's interpretation.**

a) Possible identifications

i. Instrument X

Accept an appropriate string instrument such as:

- Violin
- Cello

(1 mark)

ii. Instrument Y

- Piano

(1 mark)

iii. Instrument Z

Guitar

(1 mark)

b) Western instrument families

Any two:

- **Strings**
- **Woodwind**
- **Brass**
- **Percussion**

(2 marks)

c) Factors determining tone quality

Any two:

- Material from which the instrument is made.
- Shape and size of the instrument.
- Method of playing.
- Resonating chamber.
- Type of vibrating source.
- Construction of the instrument.
- Technique of the performer.

(2 marks)

12.

a) Contemporary dance

Contemporary dance is a **modern dance form that uses creative and expressive body movements, often drawing from different dance traditions and contemporary experiences to communicate ideas, emotions or themes.**
(2 marks)

b) Movement elements

Any three:

- **Body**
- **Space**
- **Time**
- **Energy**
- **Movement**
- **Direction**
- **Levels**
- **Pathways**
- **Dynamics**

(3 marks)

c) Incorporating Kenyan culture

Any one well-explained response:

- Incorporating **Kenyan traditional movements** into modern choreography.
- Using movements inspired by Kenyan communities.
- Using Kenyan music/rhythms as accompaniment.
- Incorporating appropriate Kenyan costumes.
- Presenting themes drawn from Kenyan society and culture.

(1 mark)

d) Safety measures

Any two:

- Warm up before dancing.
- Use an appropriate performance/rehearsal space.
- Wear suitable clothing and footwear.
- Keep the floor free from hazards.
- Maintain adequate spacing between dancers.
- Use props safely.
- Avoid movements beyond the dancer's ability.
- Stay hydrated and take appropriate rest periods.

(2 marks)

13.

a) Period associated with Gregorian chant

Medieval Period

(1 mark)

b) Characteristics of Medieval music

Any two:

- Gregorian chant was prominent.
- Much music was associated with the Christian Church.
- Sacred vocal music was important.
- Music used modes.
- Early forms of polyphony developed.
- Much early music was monophonic.
- Musical notation developed during the period.

(2 marks)

c) Characteristics of Renaissance music

Any two:

- Increased development of **polyphony**.
- Greater use of **imitation**.
- Greater independence of melodic lines.
- Development of secular vocal music.
- Greater emphasis on vocal harmony.
- Development/popularity of the madrigal.
- Increased use of word painting.

(2 marks)

14.

a) Music and dance promote social cohesion

Any two well-explained responses:

1. Promoting unity:

People participate in music and dance collectively, creating a sense of belonging and togetherness.

2. Preserving shared culture:

Music and dance bring people together around common traditions, values and cultural practices.

Other acceptable responses:

- Encourage social interaction.
- Provide opportunities for communal celebration.
- Promote cooperation.
- Encourage cultural exchange.
- Help resolve social differences.
- Strengthen community identity.

(2 marks)

b) Effects of technology on music production and distribution

Any two:

- Digital recording has made music production faster and more accessible.
- Music can be edited using digital audio software.
- Musicians can distribute music through online platforms.
- Social media enables artists to reach wider audiences.
- Digital storage makes archiving easier.
- Music can be shared globally through the internet.
- Digital notation software assists composition and arrangement.
- Online platforms facilitate music promotion.

(2 marks)

c) Ethical consideration

Any one:

- Obtain **permission/consent** before recording or sharing the performance.
- Respect the cultural ownership and intellectual property of the community.
- Give appropriate credit to the performers/community.
- Avoid presenting cultural material in a disrespectful or misleading way.
- Observe privacy and agreed restrictions on recording or publication.

(1 mark)

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3 PROJECTS BASED ASSIGNMENT 2026

GRADE 10 – MUSIC AND DANCE

LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

PROJECT ASSESSMENT EXAMINATION – 20 MARKS

Instructions to the Learner

1. Complete the project individually or in a small group as directed by the teacher.
2. Demonstrate practical application of skills learnt in Music and Dance.
3. Submit your written project documentation together with the practical performance.
4. Observe proper rehearsal, performance and safety procedures.

PROJECT: CREATION AND PERFORMANCE OF A KENYAN MUSIC AND DANCE ITEM

Your school is preparing a **Cultural Day performance** aimed at promoting appreciation of Kenya's cultural heritage among learners.

Select **one Kenyan community or cultural group** and develop a short music and dance presentation based on its cultural practices.

Tasks

1. Research and Planning – 4 marks

- a) Identify the Kenyan community/cultural group selected. **(1 mark)**
- b) State **two cultural occasions or functions** in which the selected music/dance is traditionally performed. **(2 marks)**
- c) Identify **one traditional musical instrument** associated with the selected community. **(1 mark)**

2. Creative Development – 5 marks

Prepare a **2–4 minute** music and dance item incorporating:

- a) A suitable **vocal or instrumental musical element**. **(1 mark)**
- b) An appropriate **rhythmic pattern**. **(1 mark)**
- c) At least **two coordinated dance movements**. **(2 marks)**
- d) Appropriate use of **space/formations** during the performance. **(1 mark)**

3. Practical Performance – 7 marks

Present the prepared item before the teacher/class.

Performance Aspect	Marks
Accuracy and control of rhythm	2
Coordination of music and dance	2
Creativity and originality	1
Confidence and stage presence	1
Teamwork/discipline and synchronisation	1
Total	7

4. Project Documentation and Reflection – 4 marks

Submit a one-page project report containing:

- a) Brief description of the selected music/dance tradition. **(1 mark)**
- b) Explain **two ways** in which the performance promotes Kenyan cultural heritage. **(2 marks)**
- c) State **one challenge** encountered during preparation and explain how it was addressed. **(1 mark)**

TOTAL: 20 MARKS

Teacher's Assessment:

Project Research & Planning: ____ /4

Creative Development: ____ /5

Practical Performance: ____ /7

Documentation & Reflection: ____ /4

TOTAL: ____ /20

GRADE 10 MUSIC AND DANCE

PROJECT ASSESSMENT MARKING SCHEME – 20 MARKS

1. Research and Planning – 4 Marks

a) Identify the Kenyan community/cultural group selected. (1 mark)

- Correctly identifies a Kenyan community/cultural group – **1 mark**

b) State two cultural occasions/functions where the selected music/dance is performed. (2 marks)

- Correct relevant occasion/function – **1 mark each × 2 = 2 marks**

Examples: weddings, initiation ceremonies, harvest celebrations, funerals, religious ceremonies, community celebrations.

c) Identify one traditional musical instrument associated with the community. (1 mark)

- Correct instrument – **1 mark**

2. Creative Development – 5 Marks

a) Vocal or instrumental musical element. (1 mark)

- Appropriate and effectively incorporated – **1 mark**

b) Rhythmic pattern. (1 mark)

- Maintains an appropriate and recognisable rhythmic pattern – **1 mark**

c) Dance movements. (2 marks)

- First appropriate coordinated movement – **1 mark**
- Second appropriate coordinated movement – **1 mark**

d) Use of space/formations. (1 mark)

- Uses space effectively and changes/maintains suitable formations – **1 mark**

3. Practical Performance – 7 Marks

Aspect	Marking Criteria	Marks
Accuracy and control of rhythm	Maintains correct rhythm and tempo throughout	2
Coordination of music and dance	Music/vocal/instrumental elements are well coordinated with movements	2
Creativity and originality	Demonstrates imagination and appropriate creative ideas	1
Confidence and stage presence	Performs confidently with appropriate expression and audience awareness	1
Teamwork, discipline and synchronisation	Works cooperatively and performs movements in good synchronisation	1
Total		7

Detailed allocation:

Accuracy and control of rhythm – 2 marks

- Accurate rhythm and steady tempo throughout – **2**
- Minor rhythmic inaccuracies – **1**
- Poor rhythmic control – **0**

Coordination of music and dance – 2 marks

- Excellent coordination throughout – **2**
- Partial coordination – **1**
- Little/no coordination – **0**

Creativity and originality – 1 mark

- Creative and original presentation – **1**
- Lacks creativity – **0**

Confidence and stage presence – 1 mark

- Confident, expressive and engaging performance – **1**
- Lacks confidence/expression – **0**

Teamwork/discipline and synchronisation – 1 mark

- Excellent cooperation and synchronisation – **1**
- Poor cooperation/synchronisation – **0**

4. Project Documentation and Reflection – 4 Marks

a) Brief description of the selected music/dance tradition. (1 mark)

- Relevant and accurate description – **1 mark**

b) Two ways the performance promotes Kenyan cultural heritage. (2 marks)

Award **1 mark for each valid point.**

Acceptable responses include:

- Preserves traditional music and dance practices.
- Passes cultural knowledge to younger generations.
- Promotes appreciation of Kenyan cultures.
- Strengthens community identity.
- Promotes unity and social interaction.
- Creates awareness of Kenya's cultural diversity.

c) Challenge encountered and how it was addressed. (1 mark)

- Clearly identifies a relevant challenge – **½ mark**
- Gives a practical solution used to overcome it – **½ mark**

SUMMARY OF MARKS

Component	Marks
Research and Planning	4
Creative Development	5
Practical Performance	7
Documentation and Reflection	4
TOTAL	20 MARKS

Teacher's Final Score: _____ / 20