

Qualitative Data Form for Clarinet Classes

Class Information: 9th clarinet class

Topics: **Review all repertoire's note A, G, F#, E, and D through Creative Activity 3**

Date of Observation: **24/03/2025**

Class Type: ☐ Regular Class ☒ Creative Activities Class

Number of Students: **Five students**

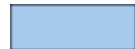
Duration of Class: **30 minutes**

Observer's Name: **Sara Chelli**

Group 6 (9/10 years old)

Describe the lesson plan: See Creative Activity 3 Outline

Observation of the lesson:



= Common indicators to be used for both regular and creative activities.



= Indicators to be used only for creative activities.

Topic	Students' responses	Indicators	Rubric				Comments
Engagement and Participation	How do students respond to the clarinet lesson?	Students seem willing to participate in the lesson and /or tasks.	Not observed	Sometimes	Often	Always	All students seemed willing to participate in the lesson/task.
		Are focused during the lessons and/or tasks. (Body language: eyes note on the teacher or	Not observed	Sometimes	Often	Always	All students were focused on the lesson/task.

		peers)					
		Students are responsive to the teacher's instructions.	Not observed	Sometimes	Often	Always	<i>All students were responding to the teacher's instructions.</i>
		Students ask questions or seek clarifications.	Not observed	Sometimes	Often	Always	<i>All students asked for clarification when needed.</i>
		Students express interest or enthusiasm during activities. (Body language smiling, laughing, etc.)	Not observed	Sometimes	Often	Always	<i>All students expressed enthusiasm during the lesson. (Body language, e.g., smiling, laughing, and jumping).</i>
		Students share ideas with their peers and teacher(s).	Not Observed	Sometimes	Often	Always	<i>All students were sharing their ideas with their peers and teachers.</i>
		Students listen to the ideas of their peers and teacher(s).	Not Observed	Sometimes	Often	Always	<i>All the students were listening to their peers' ideas.</i>
Decision-making and autonomy	How do students respond when given choices or opportunities to make decisions? (if applicable)	Students make independent choices during activities (e.g., choosing fingering, creating sounds)	Not observed	Sometimes	Often	Always	<i>All students were making independent choices.</i>
		Students express the reasoning behind their choices.	Not observed	Sometimes	Often	Always	<i>Some students expressed the reason behind specific creative choices. – For instance, both groups were giving numbers to each long and short note associating different notations.</i>

		Students take the lead in the task without being assisted.	Not observed	Sometimes	Often	Always	<i>All students, at a certain point, took the lead by adding an element to the composition.</i>
Collaboration and Peer Interactions	How do students respond when asked to work together in groups or pairs?	Students seem willing to participate in group activities and /or tasks.	Not observed	Sometimes	Often	Always	<i>All students seemed willing to participate in group activities.</i>
		Students building on or adapting ideas suggested by peers	Not observed	Sometimes	Often	Always	<i>Most students were building on other students' compositions and their own ideas.</i>
		Students give feedback to their peers.	Not observed	Sometimes	Often	Always	<i>Most students were giving feedback to the others in relation to how to refine the composition.</i>
Pride in work	How do students respond to their own progress and that of others?	Students seem willing to share their progress. (Body language, smiling, laughing, etc.)	Not observed	Sometimes	Often	Always	<i>All the students seemed willing to share their progress.</i>
		Students show positive reactions to their own and others' progress.	Not observed	Sometimes	Often	Always	<i>All the students reacted positively to their own and others' progress. – For example, students. 1 and 2, after performing their creation, hugged each other. At the end of each group composition, the other students were clapping their hands.</i>

Self-assessment	How do students Reflect and Self-Assess their learning?	Asks or shows desire for additional tools or resources to explore creative elements further/to go behind the task.	Not observed	Sometimes	Often	Always	/
		Students identify what they learned or could improve on.	Not observed	Sometimes	Often	Always	<i>All students could identify what they had learned by choosing and playing learned notes and fingering.</i>

Self-Image and Expression (Only applicable in creative activity.)	How do students react and express themselves?	Students showed signs of personal Investment (e.g. saying “my idea”).	Not observed	Sometimes	Often	Always	<i>Most students showed personal investment in the task by referring to the creative result as “own composition”. – Specifically, student 4 described the excitement in creating his/her own compositions in collaboration with classmates.</i>
		Students showed a personal connection with the task	Not observed	Sometimes	Often	Always	<i>By choosing the note for their composition, all students showed a personal connection with the task.</i>

Translated Interview:

T: Did you like the activity? Why?

S: Most students replied yes because they could create their own “things”. Specifically, 4 emphasized this aspect, also highlighting how exciting it was doing it in collaboration with his/her classmates.

T: What was the most difficult part of the activity?

S: All students remarked that there were no difficulties in the activity.

By allowing students to select their own pitch combinations and experiment with rhythmic order, they engaged in meaningful musical choices. What was particularly evident was how students decided how long to play specific notes, thus giving a sense of pulse to their music and, without realizing it, introducing the concept of *note value*. Moreover, many students—particularly student 4—demonstrated pride and excitement, using language like “my idea” and expressing enthusiasm about collaborating with peers.

Engagement levels were consistently high, with all five students actively participating and staying focused throughout the session. Their body language—smiling, laughing, jumping—indicated genuine enjoyment and investment. As highlighted by Student 4, the collaborative element significantly boosted everyone's engagement and motivation to learn.

Lastly, a key indicator of ownership was how students reflected on their progress. After composing and performing their melodies, they not only clapped for each other but also identified what they had learned. Their ability to articulate concepts such as note placement,

and fingering reflects emerging self-assessment skills and a growing sense of responsibility for their musical development.

