

# Qualitative Observation Form for Clarinet Classes

Class Information:

Topics:

Date of Observation:

Class Type: ☐ Regular Class ☐ Creative Activities Class

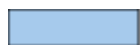
Number of Students:

Duration of Class:

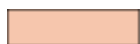
Observer's Name:

**Describe the lesson plan:**

**Observation of the lesson:**



= Indicators to be used for both regular classes 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 are willing to participate in the lesson and /or tasks.	Not observed	Sometimes	Often	Always	
		Students are focused during the lessons and/or tasks. (Body	Not observed	Sometimes	Often	Always	

		language: eyes note on the teacher or peers)					
		Students are responsive to the teacher's instructions.	Not observed	Sometimes	Often	Always	
		Students ask questions or seek clarifications.	Not observed	Sometimes	Often	Always	
		Students express interest or enthusiasm during activities. (Body language smiling, laughing, etc.)	Not observed	Sometimes	Often	Always	
		Students share ideas with their peers and teacher(s).	Not Observed	Sometimes	Often	Always	
		Students listen to the ideas of their peers and teacher(s).	Not Observed	Sometimes	Often	Always	
<b>Decision-making and autonomy</b>	How do students respond when given choices or	Students make independent choices during activities (e.g., choosing fingering, creating sounds)	Not observed	Sometimes	Often	Always	

	opportunities to make decisions? (if applicable)	Students express the reasoning behind their choices.	Not observed	Sometimes	Often	Always	
		Students take the lead in the task without being assisted.	Not observed	Sometimes	Often	Always	
<b>Collaboration and Peer Interactions</b>	How do students respond when asked to work together in groups or pairs?	Students are willing to participate in group activities and /or tasks.	Not observed	Sometimes	Often	Always	
		Students building on or adapting ideas suggested by peers	Not observed	Sometimes	Often	Always	
		Students give feedback to their peers.	Not observed	Sometimes	Often	Always	
<b>Pride in work</b>	How do students respond to their own progress and that of others?	Students are willing to share their progress. (Body language smiling, laughing, etc.)	Not observed	Sometimes	Often	Always	
		Students show positive reactions to their own and others' progress.	Not observed	Sometimes	Often	Always	

<b>Self-assessment</b>	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	

<b>Self-Image and Expression</b>  (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	
		Students showed a personal connection with the task	Not observed	Sometimes	Often	Always	

#### Reflection of the lesson:

Were there any spontaneous changes observed during the lesson? Did students show any unexpected signs of ownership?