

# Qualitative Data Form for Clarinet Classes

Class Information: 9<sup>th</sup> 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: **Four students**

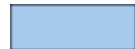
Duration of Class: **30 minutes**

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
<b>Engagement and Participation</b>	How do students respond to the clarinet lesson?	Students seem willing to participate in the lesson and /or tasks.	Not observed	Sometimes	Often	Always	<i>All students seemed willing to participate in the lesson/task.</i>
		Are focused during the lessons and/or tasks. (Body language: eyes note on the teacher or peers)	Not observed	Sometimes	Often	Always	<i>All students were focused on the lesson/task.</i>

		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>
<b>Decision-making and autonomy</b>	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>Most students explained the reasons behind their specific creative choices. – For instance, both groups were giving numbers to each long and short note associating different notations, and student 6 chose to put four rests in the same columns to emphasize</i>

							<i>that the rest valued more than the others. (All this without knowing musical notation yet and that notes have different values.</i>
		Students take the lead in the task without being assisted.	Not observed	Sometimes	Often	Always	<i>At some point, all students took the lead by adding an element to the composition. – Specifically, student 7 took the lead in giving a sign to when start performing the composition with his/her classmate</i>
<b>Collaboration and Peer Interactions</b>	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>
<b>Pride in work</b>	How do students respond to their own progress	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>

	and that of others?	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. – .</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 6 and student 9.</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:** All students replied yes. Specifically, Student 6 and Student 9 said that they were happy that they could create their own composition by choosing pitches and refining it by changing the place.

**T: What was the challenge from the activity?**

**S:** Student 8 replied that at the beginning he/she was a little bit afraid to do something wrong. Working together with classmates helped him/her to let go of this feeling.

All students were engaged and demonstrated high levels of enthusiasm, evidenced by their smiling, laughing, and expressive body language. The open-ended structure of the activity created space for exploration and personal input, which encouraged students to make independent decisions. This was most notable when they assigned values and labels to notes and even structured rest placements intuitively—despite not yet having formal training in musical notation. Such choices revealed a deep internalization of musical concepts and confidence in their creative instincts.

Importantly, students made decisions and articulated the reasoning behind them. For instance, Student 6's idea to emphasize the rest through visual spacing and Student 7's initiative in directing their peers when to begin the composition highlight both creative agency and leadership, key markers of ownership.

Collaboration played a complementary role. Students built on one another's ideas, offered constructive feedback, and celebrated each other's progress. This kind of peer interaction reinforced a classroom culture where students felt safe to take risks and were valued for their contributions. This was particularly emphasized in the final interview, where one student initially expressed fear of "doing something wrong," the support of classmates and the teachers in general helped them overcome that anxiety. It is important to emphasize that the tasks were giving students the space to explore without pursuing a correct answer; being aware that students have moments in which there is no wrong or correct answer but just a lot of options is already a way to promote a sense of ownership in the students.

Lastly, the sense of personal investment was also evident in how they referred to the pieces as "my composition," reflecting a clear sense of pride and identity in their work.

