

Appendix 2: Revised and unified observation sheet

Pedagogical approach to improving pianistic quality	
Observation sheet	
Observer:	Pupil:
Teacher:	Date:
A. Description of lesson content	
1. Please describe which aspect(s) of pianistic quality was/were addressed during the lesson fragment.	
B. Musical imagination	
1a. To what extent does the teacher demonstrate (parts of) the piece by playing and/or singing?	
A LOT <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> NOT AT ALL	
1b. To what extent does the teacher provide the student with (an) auditory point(s) of attention in relation to the demonstration(s)?	
LARGELY <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> NOT AT ALL	
1c. Please describe the auditory point(s) of attention that the teacher provides.	
2a. Does the pupil perform (parts of) the piece away from the piano, for example by singing, whistling, clapping or silently imagining it?	YES/NO
2b. Please describe the guidance or feedback that the teacher provides for these activities (for example prior demonstration, play/sing along, clap the beat).	
3a. Does the teacher provide the pupil with a musical metaphor related to the intended improvement in pianistic quality?	YES/NO
3b. If yes, please describe the musical metaphor the teacher makes use of.	
4. Please indicate to what extent the pupil has a clear musical image of the intended improvement of pianistic quality:	
VERY CLEAR <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> UNCLEAR	
5. Please provide suggestions for improving the clarity of the pupil's musical (auditory) image for the intended improvement of pianistic quality.	

C. Listening skills		
1a. Does the teacher give the pupil (a) listening assignment(s)?	YES/NO	
1b. Please describe the listening assignment(s).		
2a. Does the teacher ask the pupil to describe the intended improvement of pianistic quality in his own words?	YES/NO	
2b. How does the pupil describe the intended improvement of pianistic quality?		
3. Please indicate to what extent the listening skills of the pupil are sufficient for achieving the intended improvement of pianistic quality:		
SUFFICIENT <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> INSUFFICIENT		
4. Please provide suggestions for improving the listening skills of the pupil in relation to the intended improvement of pianistic quality.		
D. Fingering		
1a. To what extent does the fingering that the pupil employs contribute to the achievement of the intended improvement of pianistic quality?		
LARGELY <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> NOT AT ALL		
1b. If necessary, please provide suggestions for alternative fingering options.		
E. In-between steps		
1a. Does the teacher apply in-between steps?	YES/NO	
1b. Please describe the in-between steps the teacher is applying:		
2. Please indicate to what extent the pupil was given sufficient time to perform each step before moving to the next step, by the teacher:		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
TOO MUCH	SUFFICIENT	TOO LITTLE

3. Please indicate to what extent the level of difficulty progressed fluently across the sequence of steps:

FLUENT **NOT FLUENT**

4. Please provide suggestions for extra or alternative in-between steps.

5. Please provide suggestions for enhancing the effectiveness of the teacher's use of in-between steps.

F. Playing gesture

1a. Does the teacher make use of a movement metaphor?

YES/NO

1b. Please describe the movement metaphor.

2. Please indicate to what extent the movement metaphor is relevant to the pupil:

RELEVANT **NOT RELEVANT**

3. Please indicate whether the movement metaphor is more aimed at triggering a movement sensation or at describing a movement norm:

TRIGGER SENSATION **DESCRIBE NORM**

4. Please indicate to what extent the movement metaphor elicits an image of movement, or a more static image:

MOVEMENT **STATIC**

5. Please provide suggestions for enhancing the effectiveness of the teachers use of movement metaphors.

G. Practicing

1a. To what extent does the teacher provide the pupil with instructions about how to approach practicing in relation to the intended improvement of pianistic quality?

LARGELY **NOT AT ALL**

1b. Please describe the instructions, regarding the practice strategy(ies), that the teacher provides.

2a. To what extent does the pupil try out the suggested practice strategy in the lesson?

LARGELY **NOT AT ALL**

2b. If so, to what extent does the teacher provide feedback on the practice strategy trial?

LARGELY **NOT AT ALL**

2c. If any, please describe the feedback that the teacher provides with regard to the practice strategy trial.

3a. Is a short-term practice goal for improvement of pianistic quality formulated during the lesson?

YES/NO

3b. If yes, please describe the practice goal.

4. Are practice goal(s) and/or practice strategy written down during this lesson fragment?

YES/NO

5. Please indicate to what extent the pupil is capable of practicing effectively with regard to the intended improvement of pianistic quality.

VERY CAPABLE **UNCAPABLE**

H. Feedback/Reflection

1a. To what extent did the teacher ask the pupil to reflect on his/her own playing?

LARGELY **NOT AT ALL**

1b. Which aspect(s) of his/her playing was the pupil asked to reflect on?

2. Please indicate whether the pupil was given sufficient time to practice the aspect(s) being addressed before receiving feedback from the teacher.

TOO MUCH **SUFFICIENT** **TOO LITTLE**

3. Please indicate whether the teacher's feedback was more **goal-oriented** or more **movement-oriented**:

GOAL **MOVEMENT**

4. Please indicate how specific the teacher's feedback was:

VERY SPECIFIC **VAGUE**

5. Please provide suggestions to improve the effectiveness of the teacher's feedback.