

Qualitative Data Form for Clarinet Classes

Class Information: **10th clarinet class**

Topics: **Fingering review of pitches A, F#, and E, 3rd - composing activity with pitches and rhythms of the De's piece "De Kerstblues".**

Date of Observation: **25/11/2024**

Class Type: ☐ Regular Class ☒ Creative Activities Class

Number of Students: **Four students**

Duration of Class: **30 minutes**

Observer's Name: **Sara Chelli**

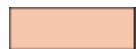
Group 6 (9/10 years old)

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
Engagement and Participation	How do students respond to	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>

	the clarinet lesson?	Students are focused during the lessons and/or tasks. (Body language: eyes note on the teacher or peers)	Not observed	Sometimes	Often	Always	<i>All the students were focused on the lesson/task. During the part of the activity where they had to compose on their own, they couldn't stop working on their melodies, constantly refining them. — Especially students A and B.</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. — Students C and D expressed a lot of enthusiasm when they decided to collaborate in the composition process.</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 about the sequence order of the selected sounds, and with their teachers to show them the results.</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' and teachers' 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 during the activity.</i>
		Students express the reasoning behind their choices.	Not observed	Sometimes	Often	Always	<i>By naturally showing the reason behind their composition most students were able to develop a second tonal melody by themselves that served as bitonal harmony to fill their needs of playing together. Specifically, the first couple (student C and D) could invent musical sequence by alternating bitonal harmonies and singular tones. Instead, the second couple (students A and B) opted for a “fill-in” approach as to complete each other’s melodies.</i>
		Students take the lead in the task without being assisted.	Not observed	Sometimes	Often	Always	<i>All students were taking the lead in the task without being assisted.</i>
Collaboration and Peer Interactions	How do students respond when asked	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. When asked to decide to do the task in pairs or alone all the students preferred to</i>

	to work together in groups or pairs?						<i>do it with someone else.</i>
		Students building on or adapting ideas suggested by peers	Not observed	Sometimes	Often	Always	<i>All students were building on or adapting ideas suggested by their peers, trying to negotiate the creative material.</i>
		Students give feedback to their peers.	Not observed	Sometimes	Often	Always	<i>Students gave feedback to their peers on the creative process, task instructions, and clarinet technique. — Student A asked if he/she could add a pitch to their composition. At this stage, Student C and Student D reminded Student A that he/she could choose only two pitches to create the composition. Lastly, Student D gave feedback to his/her classmate Student A about how to hold the clarinet to play a good sound.</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. Before performing for the class, all pairs showed their results to the teachers in the room. — Students C and D were really excited, and after performing their own composition, they gave each other a</i>

							<i>high five and hugged.</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.</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	<i>Most students were asking for additional tools. — Student A and Student B asked to add more pitches and rhythms to their composition and to make it longer.</i>
		Students identify what they learned or could improve on.	Not observed	Sometimes	Often	Always	<i>Some students expressed their enthusiasm for the improvements they have made through the act of composing.</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 of the students realized that the activity focused on creating their own song and all of them enjoyed doing it with their classmates.</i>
		Students showed a personal connection with the task	Not observed	Sometimes	Often	Always	See above.

Interview questions:

1. **Did you enjoy the activity?**
2. **What was your favorite part of the activity? Why?**
3. **What was the most challenging part for you? Why?**

From the last interview, all students enjoyed the compositional activity. Some said the beginning was a bit difficult as it was something new. However, when they started composing with their classmates, they could create their own songs and have fun together (this was mentioned especially by students A and B).

Reflection of the lesson:

Through the activity's structure, students had the chance to make choices regarding their compositions, a factor that promoted initiative among all students without requiring constant guidance. Moreover, collaborative learning was a significant highlight. Students worked with their peers, sharing ideas, providing feedback, and building suggestions to refine their compositions. This dynamic provided a sense of community and enjoyment, which was clear during the performances, as some students celebrated their own and others' work with high-fives and hugs. Lastly, students were able to exploit the given set material for self-creativity and practical transformation of self-thinking. Therefore, the lesson demonstrated a high level of student engagement, autonomy, and collaboration.

