

Qualitative Data Form for Clarinet Classes

Class Information: **3rd Clarinet Class**

Topics: **Notes F#, A and G; Orkest in De klas repertoire “Het Orkest” and sounds exploration through a creative activity 1.**

Date of Observation: **27/01/2025**

Class Type: ☐ Regular Class ☒ Creative Activities Class

Number of Students: **Four Students**


Duration of Class: **45 minutes**


Observer's Name: **Sara Chelli**

Group 6 (9/10 years old)

Describe the lesson plan: See Creative Activity 1 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	Students seem willing to participate in the lesson and /or	Not observed	Sometimes	Often	Always	<i>All students seemed willing to participate in the lesson/task. — In the</i>

	respond to the clarinet lesson?	tasks.					<i>first part of the activity, Student 6, Student 9 and Student 8 answered questions about sound characteristics (high or low, short or long, and loud or soft).</i>
		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.</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>Students always asked for clarification when it was 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/task.</i>
		Students share ideas with their peers and teacher(s).	Not Observed	Sometimes	Often	Always	<i>All students always shared their ideas with peers and teachers in setting creative material (the interpretation of the paintings) and subsequently in the second sound creation part.</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, mostly during the set of creative materials.</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 the students made independent creative choices about their ideas and played with given basic knowledge of their craft. (see activity results).</i>
		Students express the reasoning behind their choices.	Not observed	Sometimes	Often	Always	<i>Most of the students expressed the reason behind their choices.</i>
		Students take the lead in the task without being assisted.	Not observed	Sometimes	Often	Always	<i>Most of the students took the lead without being assisted during the sound creation part of the activity. — In both groups, students were transferring the leading between each other by discussing drawings and musical ideas for their sounds.</i>
Collaboration and Peer Interactions	How do students respond when asked to work	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 such as playing, sharing ideas, and creating sounds.</i>

	together in groups or pairs?	Students building on or adapting ideas suggested by peers	Not observed	Sometimes	Often	Always	<i>Most of the students were building on or adapting ideas suggested by peers. —</i>
		Students give feedback to their peers.	Not observed	Sometimes	Often	Always	<i>Most of the students were giving feedback to their peers. —</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. (Their body language was smiling after performing their sound and enthusiasm in expressing their own creative process.</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 by smiling and clapping their hands after their peers' performance.</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>All students were asking for feedback from teachers to further enhance their results. — The teacher passed around materials to support the students' creativity during the creative process. At this moment, students A and B were helped to define their sounds and to subsequently learn new notes or sound effects (e.g., trill).</i>

		Students identify what they learned.	Not observed	Sometimes	Often	Always	<i>All students identified what they learned by expressing them to the class and writing them on paper. (See results)</i>
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Self-Image and Expression	How do students react and express themselves?	Students showed signs of personal Investment (e.g. saying "my idea")	Not observed	Sometimes	Often	Always	Some students showed signs of personal investment.
		Students showed a personal connection with the task	Not observed	Sometimes	Often	Always	<i>All students showed a personal connection to the task by choosing and drawing a specific element from the painting they liked and creating a sound to represent it.</i>

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?
4. What would you have done differently?

Translated Interview:

1-2) T: Did you all enjoy last week's activity? Yes? Everyone? Sort of. Yeah, okay, everyone. Uhm, what was your favorite part?

Student 9: had to draw something and then recreate it afterward.

Student 8: When we were also drawing, we had to act it out. So, draw it ourselves and act it out.

Student 7: Drawing

3) T: Uhm, what was the hardest part? What did you find difficult or harder than just playing?

Student 6: Yes, when we, uh, had to guess.

Student 7: Also, guessing the riddles, we found that difficult.

Student 8: Remember everything.

4)T: Would you do something different next time?

Student 9: I think it would be more fun to include games in it. For example, we walk around like this—Mhm. And then you do this—The movement, yeah. Then you whistle, and if you do this, you have to stay still and you're not allowed to.

T: Imitating pairs.

Student 9: Yes.

Students: Yes, I like that you all sit here and that we all perform for you.

T: And anything else?

Student 8: Uhm, I think it's fun to teach you this.

T: So that you, as students, can teach us something.

Reflection of the lesson:

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

All students appeared eager to participate in the lesson and remained consistently focused. He/she actively during tasks, such as answering questions about the sounds' properties (e.g., high/low, loud/soft, long/short), showing an understanding of the topic. Their body language (e.g. eye contact and attention toward the teacher and peers) demonstrated their focus.

In the second part of the activity students discussed the paintings in a group discussion:

- **Kandinsky:** Student 9 saw a very busy painting with different shapes in it, and some of the students had a happy feeling from the painting.
- **Dega:** Student 7 observed a Ballerina, while student 9 suggested that they were preparing themselves for a competition. During the description of this painting, students start describing the type of life in that period, 1800.
- **Van Gogh:** Student 6 saw crazy waves in the painting with a funny feeling.

The lesson provided students with opportunities for independent decision-making, which they fully embraced. From interpreting the paintings, choosing elements they liked, selecting colors to draw their creative results to deciding which sound best represented their drawn element. They finally performed their sounds and justified their choices, demonstrating a reason behind their decisions and ideas.

During the creative performance/guessing game:

- 1) Group (Student 8 and Student 9)

This group chose the painting by Dega, and they drew the pink bow in the tutu of the ballerinas and the ballet shoes. From those elements they decided to create

and play two different sequences of sounds: The first student performed two high A notes with a soft dynamic, while the second student performed five short A and two long ones to reproduce the ballerina's movements.

2) Group (Student 6 and Student 7)

This group chose the painting by Kandinsky, they decided to draw a black hole and play a very long sound to represent the element.

The students' engagement and willingness to take ownership of their learning were evident throughout the lesson. Their ability to independently interpret the paintings, select meaningful elements, and creatively translate them into sound sequences highlights their sense of agency in learning. The spontaneous decision-making observed—such as choosing colors, associating sounds with visual elements, and justifying their artistic choices—demonstrates an intrinsic motivation to explore and express ideas. Additionally, students not only embraced the structured components of the activity but also proposed variations, such as incorporating games and role-switching, which further reflected their sense of ownership. This level of autonomy suggests that when students are free to make meaningful choices, they engage more deeply with the material, reinforcing the importance of student-driven learning in fostering creativity and critical thinking.

Incorporating creative thinking → **Foster divergent thinking and ownership of learning material of the students.**