

Qualitative Observation Form for Clarinet Classes

Class Information: **2nd Clarinet Class**

Topics: **Embouchure, Blowing, “Het Orkest” (repertoire), and G, A (notes).**

Date of Observation: **20/01/2025**

Class Type: ☒ Regular Class 1 ☐ Creative Activities Class

Number of Students: **two (Students 8 & 9 were absent)***

Duration of Class: **45 minutes**

Observer’s Name: **Sara Chelli**

Group 6 (9/10 years old)

1) Describe the lesson plan:

The class began with a review of the song’s lyrics of “Het Orkest”, and the clarinet start playing about the song. Moreover, they reviewed the embouchure with the word Banana and, the posture, how to blow into the instrument without puffing out the cheeks, and how to correctly hold the instrument.

In the second part of the class, they worked on the orchestral piece Orkest in de Klas without using the score. The teacher started singing a sentence of the lyrics while walking with the students, subsequently they had to continue walking, and when I was saying stop, they had to stop walking and repeat the sentence. Next, they reviewed the previously learned note, G, and introduced the new note A which will be used in the piece Orkest in de Klas. During this part, the teacher told a story about a spider that crawls from the mouthpiece to the key of A, to help the students learn the finger positioning for that note, they performed the clarinet part.

This section required the students to play seven A quarter notes followed by a quarter note rest. They engaged in a musical game where the teacher would count how many A notes were played and ensure everyone stopped for the final rest.

2) Work-forms:

Use of storytelling, games for repertoire understanding, singing, and playing.


3)Short-term goals: embouchure, note fingering G, A, first bars of repertoire piece singing and playing structure.

Long-term goals: embouchure, note fingering, relaxation while playing, and repertoire pieces.

Observations of the lesson:

 = Indicators to be used for both regular classes and creative activities.

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 = Indicators to be used only for creative activities.

***Observations of students 8 & 9 will be based on the teacher's knowledge.**

Topic	Students' responses	Indicators	Rubric				Comments
Engagement and Participation	How do students respond to the clarinet lesson?	Students seem willing to participate in the lesson and /or tasks.	Not observed	Sometimes	Often	Always	<p><i>All students seemed willing to participate in the lesson/task. — Student 6 actively answered the questions.</i></p> <p><i>All Q&A discussed the instrument or repertoire: What are the names of the parts that construct the clarinet? Where our right and left hand</i></p>

							<i>should be positioned on the clarinet? How many notes does the clarinet play in the introduction of "Het Orkest"? And how many rests?</i>
			Not observed	Sometimes	Often	Always	<i>Most of the students were focused on the lesson/task. — Student 6 was distracted in exploring the instrument at different moments of the lesson <u>until an input from the teacher came.</u></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>Some students asked for clarification from the teacher. — Especially student 9 who struggled the most technically (extra correction required)</i>
	Students express interest or enthusiasm during activities. (Body language smiling, laughing, etc.)	Not observed	Sometimes	Often	Always		<i>All students seemed enthusiastic about learning this new instrument.</i>
	Students share ideas with their peers and teacher(s).	Not observed	Sometimes	Often	Always		<i>n.a.</i>

		Students listen to the ideas of their peers and teacher(s).	Not Observed	Sometimes	Often	Always	<i>n.a.</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>Not specifically observed.</i>
		Students express the reasoning behind their choices.	Not observed	Sometimes	Often	Always	<i>n.a.</i>
		Students take the lead in the task without being assisted.	Not observed	Sometimes	Often	Always	/
Collaboration and Peer Interactions	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 actively play together and listen to each other <u>under given guidelines</u>.</i>
		Students building on or adapting ideas suggested by peers	Not observed	Sometimes	Often	Always	<i>n.a.</i>

		Students give feedback to their peers.	Not observed	Sometimes	Often	Always	<i>Some students tended to work collaboratively. – Student 6 and 7 were supporting each other by observing, imitating, and correcting.</i>
Pride in work	How do students	Students are willing to share their progress.	Not observed	Sometimes	Often	Always	<i>Most students were willing to show their progress through their shared body language (e.g. smiling, laughing, jumping).</i>
	respond to their own progress and that of others?	Students show positive reactions to their own and others' progress.	Not observed	Sometimes	Often	Always	<i>Most students showed positive reactions often to their own and sometimes others' progress. – Student 6 showed enthusiasm towards their own and the other 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 showed a desire to explore their instruments. – Student 6 expressed the desire to explore new notes and clarinet tools.</i>
		Students identify what they learned.	Not observed	Sometimes	Often	Always	<i>Most students identified what they learned throughout the Q&A activity.</i>

Reflection of the lesson:

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

I noticed a dynamic and engaging atmosphere in the class, with students actively participating and showing enthusiasm for the clarinet lesson. While the lesson followed a structured approach, I observed several spontaneous moments of student ownership. For instance, Student 6, despite moments of distraction, independently explored the instrument before re-engaging with the lesson after the teacher's input.

The teacher told me that Student 9's initiative in seeking clarification demonstrates a willingness to take responsibility for their learning. Additionally, Students 6 and 7 worked collaboratively, observing and correcting each other, which showed a natural inclination for peer-supported learning.

Lastly, another highlight was the students' engagement in decision-making. Some experimented with different fingerings and sounds, showing curiosity in their learning process, even if they did not explicitly verbalize their reasoning. Their body language—smiling, laughing, and actively participating—reflected their enthusiasm and growing confidence in the lesson.