

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: **Five 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, Students 1, 2 and 3 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 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 such as playing, sharing ideas, and creating sounds.</i>
		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 1 and 2 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	<i>Most of the students showed signs of personal investment. — Student 3 said: "I liked that we could come up with our own sounds", while student 1 said: "I liked that we could come up with our own elements."</i>
		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>

Translated interview:

1) T: Dear children, did you enjoy last week's activity?

Student: Yes!

2) T: Yes, everyone. Good. What was your favorite part of the activity?

Student 2: I thought that we should play there.

Student 5: I also liked it very much. And very close to your Digi Board. Play. Yes, play, play.

Student 3: I liked that we could come up with our own sounds.

Student 1: I liked that we could come up with our own elements.

3) T: What was the hardest part? The hardest thing, of all things.

Student 1: That you had to think.

T: Think. And what exactly about thinking? What exactly about? That you had to think.

Student 1: That you had to think something yourself. That was difficult. The sound was difficult to think about.

Student 3: Play at the same time. Yes, definitely play together.

Student 1: I found it difficult to choose a picture, a painting.

T: To choose a painting, why? Because there are just a lot of things that you can get inspiration from. Yes, you can get inspiration.

4) T: I have one last question. Would you like to do something else during that activity with drawing? Or was it perfect like this? Or is there something you want to change? Or maybe you want to suggest something else for the activity, something new.

Students: I can't think of anything

Student 1: Maybe we can move a little more. Move.

T: But look, the second activity we're going to do is playing the clarinet and dancing, actually. At the same time. Yes, with Miss Sarah. So that comes on the second activity. But very nice.

Student 3: I think maybe once we play together, then you can judge.

T: Oh, nice. So everyone together and then judge.

Reflection of the lesson:

All students appeared eager to participate in the lesson and remained consistently focused. They actively engaged 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 2 said that the painting seemed very busy, and Student 1 added that you can't understand what the painter wanted to represent. Student 5 saw rectangles, while Student 3 rounds and Student 4 triangles. In terms of sounds: Student 1 suggested multiple sounds.
- **Dega:** Student 2 immediately observed a Ballerina. Subsequently, Student 1 observed that the Ballerina is located in the painting inside a dance school where students are practicing. Student 2 added that the feeling of the painting was sad, while Student 1 was happy that they could dance. Lastly, Student 3 remarked that dancers were excited to dance. In terms of sounds: Student 2 suggested soft sounds to represent the Ballerina.
- **Van Gogh:** Student 5 remarked the painting was abstract; moreover, Student 2 observed small houses, and Student 1 had a little depressed feeling by looking at the painting. In terms of sounds: Student 3 suggested a specific sound for represent the sea (sky)

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.

During the creative performance/guessing game:

1) Group (Student 1 & Student 2):

This group chose a Kandinsky painting and decided to draw an energetic star with the sound of the trill (learned as a new musical element during the creation part).

2) Group (Student 3, Student 4 & Student 5)

This group was appealed by the tower (growing tower) from Van Gogh's painting. They chose to represent the tower by creating a sequence of sounds from soft to loud (crescendo): f, g, a, bflat. During the creation part this group learned new notes while in the performance, they combined more sounds.

Lastly, the activity was very engaging and encouraged students to think independently and make their own creative choices. From their answers, it was clear that they enjoyed the process of creating and performing their sounds. Some found it difficult to come up with ideas on their own, but they also appreciated the freedom to create their own elements. Many students expressed a desire to perform their sounds in a real performance, and some even wanted to take on the role of judges. This shows that they felt a strong sense of involvement and responsibility for their work. Overall, the lesson helped them take ownership of their creativity and actively participate in the learning process.

Real Creative Performance
&
More opportunities for assessment



More Ownership