

## Qualitative Data Form for Clarinet Classes

Class Information: **3<sup>rd</sup> 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: **07/10/2024**

Class Type: ☐ Regular Class ☒ Creative Activities Class

Number of Students: **Three students. Student C was absent.**

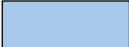
Duration of Class: **45 minutes**

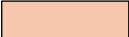
Observer's Name: **Sara Chelli**

**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 A and B 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. During the activity, a misunderstanding regarding the instructions occurred. (create a sound from an element of the painting). Students didn't lose focus during task completion, only while the instructions were given.</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. — Students A and B asked for clarification about the task instruction in the second part of the activity in which they needed to create a sound from an element of the painting.</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>
<b>Decision-making and autonomy</b>	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	/
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	All students seemed willing to participate in group activities such as playing, sharing ideas, and creating sounds.
		Students building on or adapting ideas suggested by peers	Not observed	Sometimes	Often	Always	/
		Students give feedback to their peers.	Not observed	Sometimes	Often	Always	/
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	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.
		Students show positive reactions to their own and others' progress.	Not observed	Sometimes	Often	Always	All the students reacted positively to their own and others' progress by smiling and clapping their hands after their peers' performance.

<b>Self-assessment</b>	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>

<b>Self-Image and Expression</b>	How do students react and express themselves?	Students showed signs of personal Investment (e.g. saying "my idea")	Not observed	Sometimes	Often	Always	<i>During the focus interview, some students had shown signs of personal investment. — Student D, expressed appreciation for the activities, especially having the chance to create own music. In addition, Student B, expressed the desire to be able to create own song.</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</i>

							<i>painting they liked and creating a sound to represent it.</i>
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**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:**

**T:** First question. Did you enjoy the activity from last week? Yes, or no? Silent Fingers.  
So, everyone says yes. And why? Silent fingers. Student B, tell us.

**STUDENT B:** It was fun.

**T:** And what did you find fun?

**STUDENT B:** Well, I asked for example... the sun, and then you can light... and then you can do all those things.

**T:** Anyone else? What did you like... and what didn't you quite like?

**STUDENT D:** I liked making music myself. Making music myself. Being able to make music myself.

**T:** Very good. What was your favorite part?

**Part one:** Preparation

**Part two:** creation, activity, connecting.

**Part three:** playing, performing.

Which of these three?

**STUDENT A and B:** Part two.

**T:** So, creation for sure. Yes, I thought that could keep improving. Okay, very good. What was the most difficult part? Student A?

**STUDENTS A and B:** Part one. Part one.

**T:** Four and the last questions, and then we'll go straight to playing with the orchestra. Do you have any requests? Would you like to try something new in the next activities? Or something you really want to try together? Student A?

**STUDENT A:** I want to try those long and big keys once.

**T:** Okay, so low tones, yes. And multiple tones, for sure. And anyone else? Student D?

**STUDENT B:** I want to be able to play my own songs.

#### **Reflection of the lesson:**

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

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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 A said light and to represent it on the clarinet he/she suggested low and long notes through singing. Student B saw shapes while student D said the painting had a happy atmosphere.

- **Dega:** Student D saw a dancer, while Student A saw the dancers moving with the music, looking around.
- **Van Gogh:** Some students saw houses, the sea, and three stars. Student A saw the waves of the sea while student B saw a tower with fire.

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. Although they were more assisted during the creative part, they performed their sounds and justified their choices, demonstrating a reason behind their decisions and ideas.

During the creative performance/guessing game:

1. Student A performed a soft and long sound. During this stage, Student D tried to guess from which element of the painting he/she had been inspired. He/she mentioned the one or more stars represented in the night sky. Student A replied saying that the element that inspired him from the painting was the sun because it is soft, high because it is light, and long because has a round shape.
2. Student B performed a loud trill and student A, and student D tried to guess from which element of the painting he had been inspired. They mentioned the waves of the sea and a tower. This latter was the right answer.
3. Student D performed a soft, long, and cheerful A. Student A tried to guess by saying that his/her might have been inspired by the book on the music stand. However, student D replied that he/she had been inspired by the rose in the hair of the dancers.



During the lesson, an unexpected sign of ownership emerged when all the students made a personal connection with the paintings. Each student interpreted the artwork in their own way, selecting an element they liked and translating it into sound. This showed they were not merely completing a task but deeply engaging with the creative process.

Another surprising moment of ownership occurred during the interview when students realized they were creating music themselves. It was interesting how through this activity some students showed the desire to learn new tools from the clarinet (e.g. explore the lower register). Most importantly, they showed excitement continued doing creative activities and became able to compose an entire musical piece.

**Unclear instructions = Less engagement / less ownership**

**Creation tasks =**

1. Personal connection with musical elements
2. More engagement
3. More motivation in learning

→ **More Ownership**