

# Qualitative Data Form for Clarinet Classes

Class Information: 5<sup>th</sup> clarinet class

Topics: **Review notes F#, A and G, new note E, Rhythms introduction through creative activity 2, Repertoire “Het Orkest” and “I like the flowers”**

Date of Observation: **17/02/2025**

Class Type: ☐ Regular Class ☒ Creative Activities Class

Number of Students: **Five students**

Duration of Class: **20-25 minutes**

Observer’s Name: **Sara Chelli**

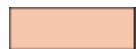
**Group 6 (9/10 years old)**

**Describe the lesson plan:** See Creative Activity 2 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 the clarinet lesson?	Students seem willing to participate in the lesson and /or tasks.	Not observed	Sometimes	Often	Always	All students seemed willing to participate in the lesson/task. – Specifically, students 1, 2, 3, and 5 were engaged in movement exploration.

	Are focused during the lessons and/or tasks. (Body language: eyes note on the teacher or peers)	Not observed	Sometimes	Often	Always	<i>Most of the students were focused on the lesson/task. – Student 4 seemed a little bit lost during the movement exploration.</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, mostly while linking sounds and movements.</i>
	Students share ideas with their peers and teacher(s).	Not Observed	Sometimes	Often	Always	<i>Most students were sharing their ideas with their peers and teachers during both the movement creation part and the composing one. – In particular, students 1,2,3, and 5.</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 students were making independent choices.</i>
		Students express the reasoning behind their choices.	Not observed	Sometimes	Often	Always	<i>Most students expressed the reason behind their musical choices by creating a movement corresponding to the listened sounds. — In particular students 1,2,3, and 5.</i>
		Students take the lead in the task without being assisted.	Not observed	Sometimes	Often	Always	<i>Most of the students decided to take the lead in the group composition. — Specifically, students 1,2,3, and 5.</i>
<b>Collaboration and Peer Interactions</b>	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.</i>
		Students building on or adapting ideas suggested by peers	Not observed	Sometimes	Often	Always	<i>Most students were building on students' compositions and their own ideas. — Especially students 1, 3 and 5.</i>
		Students give feedback to their peers.	Not observed	Sometimes	Often	Always	/
<b>Pride in work</b>	How do students respond to	Students seem willing to share their progress. (Body language smiling,	Not observed	Sometimes	Often	Always	<i>All the students seemed willing to share their progress.</i>

	their own progress and that of others?	laughing, etc.)					
		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 while everyone was composing and leading.</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 of the students showed a desire to go behind the task itself and started to change and refine the composition before leading their peers as conductors. – Especially students, 1, 3, and 5.</i>
		Students identify what they learned or could improve on.	Not observed	Sometimes	Often	Always	<i>Most students could identify what they have learned by choosing between rhythmical movements they heard and by experimenting with musical composition.</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>Some students showed signs of personal investment. – Especially student 1 when in the interview said that she/he liked inventing tones herself/himself.</i>
		Students showed a personal connection with the task	Not observed	Sometimes	Often	Always	<i>Most students showed a personal connection to the task by choosing a movement and giving a personal interpretation of the listened</i>

							<i>rhythm/sound. — Particular attention was shown by 1, 2, and 5 .</i>
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#### Translated Interview:

**T: Did you like the activity?**

**S:** All students replied yes.

**T: What was your favorite part of the activity?**

**S:** Students replied that they liked all the parts of the activity.

**T: What was the most difficult part of the activity?**

**S:** Most students replied conducting as required to be precise and clear.

**T: For the students who led their peers in the activity, did you enjoy it? If yes, why?**

**S:** In general, all the students who led the group composition enjoyed the activity. Student 1 suggested that she/he liked inventing tones herself/himself.

#### Reflection of the lesson:

During the clarinet lesson, students showed a strong sense of ownership in their learning. They were engaged, eager to participate, and took responsibility for their musical and creative choices. They shared ideas, listened to their peers, and responded well to instructions, showing enthusiasm for both structured and creative activities.

The atmosphere was energetic during the activity, and students seemed comfortable during the creation process. In particular, I observed active engagement among students 1, 2, 3, and 5, while student 4 seemed less engaged. During the entire experimentation

process, students were able to associate movements with sounds; specifically, by turning when hearing a long note or stamping while hearing a short one. For the activities proposed, the chosen movements were the following: Student 2 suggested walking to represent a long note, while students 1 and 5 stamped to represent a short note. Lastly, students decided to turn the clarinet into a horizontal position to represent rests.

A key observation was that students became more involved as they moved beyond the initial task and refined their group compositions. As they improved their work, they developed a deeper understanding, which made them more eager to lead their peers. This was especially visible in students expressing their musical choices, making improvements, and taking initiative in conducting. Their growing confidence led them to take more control over the creative process, helping them feel more connected to their work. In particular, students 1, 2, 3, and 5 showed high engagement by linking movements with sounds and demonstrating enthusiasm through body language and expressions.

Overall, the lesson created an environment where students felt confident in taking ownership of their learning.

