

Qualitative Observation Form for Clarinet Classes

Class Information: **2nd Clarinet Class**

Topics: **Embouchure, Blowing, "Het Orkest" (repertoire) and G, A, F# (notes).**

Date of Observation: **30/09/2024**

Class Type: ☒ Regular Class ☐ Creative Activities Class

Number of Students: **Four**

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 four steps of embouchure: first, "imitating the face of an old person" (a metaphor for positioning the lower lip over the bottom teeth); second, placing the upper teeth on the mouthpiece; third, settling the embouchure; and finally, blowing without puffing out the cheeks.

Next, they reviewed the previously learned note, G, and introduced the new notes, A and F#, 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.

In the second part of the class, they worked on the orchestral piece Orkest in de Klas without using the score. This section required the students to play seven A quarter notes followed by a quarter note rest. They engaged in a musical game where one student would count how many A notes were played and ensure everyone stopped for the final rest.

After this activity, the teacher observed the students' concentration and asked them to put down their instruments for a moment to stretch. They then practiced finger movements and breathing techniques by imitating and playing without their instruments. To conclude the class, the students reviewed the singing part of “Het Orkest” and chose to play each learned note.

2) Work-forms:


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


3)

Short-term goals: embouchure, note fingering G, A, F#, 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.

 = 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	<p><i>All students seemed willing to participate in the lesson/task. — Students A, C, and D actively answered the questions.</i></p> <p><i>All Q&A discussed the instrument or repertoire, such as: What are the names of the parts that construct the clarinet? What are the main four</i></p>

							<i>steps for a good embouchure? How many notes does the clarinet play in the introduction of "Het Orkest"? And how many pauses? Can you now play the whole piece by yourself and with the others?</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>Most of the students were focused on the lesson/task. — Students A and B were distracted in exploring the instrument for three moments <u>until an input from the teacher came.</u> In addition Student B was distracted during the little rehearsal of the singing part.</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 clarifications about the embouchure and about note fingering. — Student A asked the teacher a question about the embouchure.</i>

		Students express interest or enthusiasm during activities. (Body language smiling, laughing, etc.)	Not observed	Sometimes	Often	Always	<i>Most of the students expressed enthusiasm during the activities. — Student C seemed uninterested in body language for two moments (e.g., eyes were not looking at the teacher, instrument, or peers).</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>Most students made independent choices by exploring the instruments' sounds. — Students A and B were playing and exploring notes on their own. Moreover, Students A, B, and D made independent choices when the <u>teacher asked them to choose and play a note from the one just learned.</u></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 were helping each other's. — Student A helped their classmates during difficulties in blowing and finding the correct fingering.</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. — Students B, C and D 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. — Students A, B and D expressed the desire to explore new notes and clarinet tools <u>to go behind the task.</u></i>
		Students identify what they learned.	Not observed	Sometimes	Often	Always	<i>Most students identified what they learned throughout the Q&A activity. Specifically, they showed self-assessment during the activity in which they had to decide and play a note from the one they have learned.</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 very energetic atmosphere in the class, with students actively engaged and excited to learn the clarinet. As this was only the second class, the teaching approach was more structured than freeform, but I observed several unexpected signs of student ownership. For example, many students explored the instrument independently, experimenting with blowing and testing different keys and sounds—particularly students A, B, and C.

What I found especially interesting was the willingness of student A to help their classmates during the learning process.

Lastly, appreciated the activity at the end of the class, where the teacher invited the group to choose one of the notes they had just learned and play it. Students A, B, and D were especially proactive, each selecting a different note to perform. This demonstrated their enthusiasm and growing confidence in exploring the new notes on their own.