

# Qualitative Observation Form for Clarinet Classes

Class Information: **2<sup>nd</sup> 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: **six**

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 embouchure, the posture, how to blow into the instrument without puffing out the cheeks, and how to correctly hold the instrument. 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.

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 the teacher 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 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.

 = Indicators to be used only for creative activities.

Topic	Students' responses	Indicators	Rubric				Comments
<b>Engagement and Participation</b>	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 1, 2, and 5 (at the end) actively answered the questions.</i></p> <p><i>All Q&amp;A discussed the instrument or repertoire: What are the names of the parts that construct the clarinet? Where our right and left hand should be positioned on the clarinet? How many notes does the clarinet play in the introduction of” Het Orkest”? And how many rests?</i></p>

		Not observed	Sometimes	Often	Always	<i>Most of the students were focused on the lesson/task. — Students 4 and 5 were distracted in exploring the instrument at different moments of the lesson <u>until an input from the teacher came</u>. While student 3 had moments of total distraction from the lesson (body language eyes looking around, etc).</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	/
	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>
<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>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	/
<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 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 1 helped his/her classmate Student 5 in positioning the thumb in the right place of the instrument.</i>
<b>Pride in work</b>	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 1 &amp; 2 showed enthusiasm towards their own and the other progress.</i>
<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>Most students showed a desire to explore their instruments. — Students 1, 4 and 5 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&amp;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 engaged atmosphere in the class, with students showing enthusiasm and curiosity while learning the clarinet. Since the lesson followed a structured approach, students were guided through the process, but I observed several spontaneous moments of ownership. For instance, students 4 and 5 explored the instrument on their own, experimenting with different hand positions and sounds until the teacher intervened to refocus their attention.

What was interesting to observe was the initiative taken by Student 1, who actively helped Student 5 position their thumb correctly on the instrument. This demonstrated not only a willingness to collaborate but also a sense of responsibility for their peer's progress.

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.