

Qualitative Data Form for Clarinet Classes

Class Information: 5th 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: **Four students**

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

Observer’s Name: **Sara Chelli**

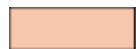
Group 6 (9/10 years old)

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	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 6, 8, and 9 .

	the clarinet lesson?	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.</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 6 and 9.</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 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 6 and 9.</i>
		Students take the lead in the task without being assisted.	Not observed	Sometimes	Often	Always	<i>All the students decided to take the lead in the group composition.</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.</i>
		Students building on or adapting ideas suggested by peers	Not observed	Sometimes	Often	Always	<i>Most of the students were building on students' composition of their own ideas. – In particular students 6,7 and 9.</i>
		Students give feedback to their peers.	Not observed	Sometimes	Often	Always	/
Pride in work	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	/
		Students identify what they learned or could improve on.	Not observed	Sometimes	Often	Always	<i>All the 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>Most students showed signs of personal investment. – Especially students 8 and 9 when in the interview said that they were allowed to choose their own rhythmical cards, create their own sequence of rhythms and use their created movements to lead the others.</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</i>

							<i>interpretation of the listened rhythm/sound. — Particular attention was shown by 6,8, and 9.</i>
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Interview questions:

T: Did you enjoy the activity of the movements?

S: All students replied yes.

T: What did you like about this activity and what did you find difficult?

S: Student 9 replied that it was difficult because he/she had to do it quickly, while she liked connecting movements to the sounds.

T: For the children who conducted, what did you like about conducting?

Student 8 replied that in the second part of the activity they liked that they were allowed to choose their own rhythmical cards and compose their own rhythmical sequence. Moreover, student 9 added that she/he used the movements they chose to conduct and that there were rules.

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.

From the entire experimentation process, students could associate movements with sounds. For the activities proposed, the chosen movements were the following: Student 9 suggested a slide from one leg to the other to represent a long note, while Student 6

took a step to represent a short note. Lastly, student 9 proposed to curtsy to the audience to represent rests.

Students made independent choices, justified their reasoning, and took leadership in group compositions, showing autonomy. Collaboration was evident as they built upon each other's ideas. They also took pride in their work and responded positively to their peers' progress. Self-expression was strong, with personal investment particularly evident in students 8 and 9. A key factor in their enjoyment and learning was the presence of rules in leading the activities. These guidelines provided a structured framework that allowed students to express their creativity while ensuring that their choices were purposeful and meaningful. The balance between freedom and structure helped them engage deeply, take ownership of their learning, and feel confident in their roles.

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