

Before proceeding with this observation form, **make contact** with and **receive confirmation** from the conductor of the group at least **48 hours prior** to your visit.

STATEMENT: I acknowledge that prior contact was made and I have the consent of the director to observe this group on the date specified. Initial here: \_\_\_\_\_

Name: \_\_\_\_\_ School/group: \_\_\_\_\_

Date: \_\_\_\_\_ Name of Conductor: \_\_\_\_\_

### **Rehearsal Observation Form**

List selections rehearsed:

Title	Composer /arranger	Is this a piece you would use?	Why/why not?

#### General Classroom Observations

How are the students arranged in the class (chairs or risers; seated or standing; by voice part)?

Is an accompanist used during rehearsals? For concerts?

#### Classroom Management

How does the teacher motivate the students (use of humor, engaging and exciting modeling, personal connection, sarcasm and/or anger)?

Describe the pace of the rehearsal. How does this affect student behavior?

### Musicality

Each conductor has his/her own process for identifying and solving musical problems. Listed below are a number of major categories that can affect any rehearsal. Your task is to observe a choral conductor in a rehearsal situation. Identify the cause of a specific musical problem, and the solution employed by the conductor. Did he/she (1) model correct delivery, (2) verbalize the problem, (3) ask student diagnosis, or otherwise?

*Tone Quality* (resonance, control, clarity, focus, consistency, warmth)

*Rhythm* (accuracy of note values, pulse, steadiness, meter)

*Intonation* (accuracy of printed pitches and relationships to each other)

*Balance/Blend* (likeness of qualities, awareness of ensemble)

*Interpretation* (style, phrasing, tempo, dynamics, emotional involvement)

*Technique* (posture, breath management, attacks, releases, vocal skill)

*Diction* (pronunciation and clarity of text)

*Other*

*Reflective Comments – to be completed AFTER the rehearsal*

What tools were put in place, or what must have happened BEFORE this rehearsal in order for this lesson to be successful?

Were the conductor's comments clear and did the musical performance improve?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Why or why not?

Did the conductor generate enthusiasm and did the singers sing with vitality?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Why or why not?

Indicate any additional comments you may have about the conductor's rehearsal.  
List any techniques that you felt enhanced and/or inhibited the musical  
development of the choir.