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| **Observation schedule** | **Descriptive notes** | **Reflective notes** |
| *Interactions of choristers before rehearsal. Describe the overall mood and atmosphere.* | **The boys look happy and focused. The atmosphere is very focused. Choristers were chatting to one another and making a lot of jokes.**  **For the second session, choristers were awaiting the conductor on the choir stands in the hall. Some boys were listening to music with earphones. Some boys were playing ball with one another. A few boys were also socialising with each other. The overall mood seemed focused, and the conductor did mention to me personally that all the boys understand what they must work through and know that they must work hard to achieve their goals.** | **It is evident that the boys of Kearsney College take choral activities very seriously. Some of them are very excited about rehearsal. Some are excited to mingle with their friends before the start of choir practice. This allows boys to relax before a big rehearsal.**  **The choir at Kearsney College allows boys to socialise in friend groups before the start of rehearsals.**  **The conductor of the Kearsney College Choir sets clear goals for the choir to achieve. This makes boys more determined to work harder for the choir and their peers.** |
| *Rehearsal venue. Where is the rehearsal taking place?* | **In the school hall** |  |
| *Start of rehearsal. What is being discussed/done prior to the start of rehearsal?* | **Choir standing in choir lines on choir stands in the school hall. The conductor placed them into voice groups. The conductor handed out music for the choir to use.** |  |
| *Warm-up. Describe the discipline and responsiveness of the choristers. Is the warm-up effective?* | **Majority of the choir are focused and there was minimal chatting in between. The warmups were very effective as it evokes good concentration, and the conductor allows harmonisation to take place. The conductor was doing vocal warmups while asking the choir to stretch.** | **It is evident that the discipline is in order, especially at the start of rehearsals. This allows the boys to focus before the start of a rehearsal and on the conductor.** |
| *Rehearsal. What music is being rehearsed? Are the choristers disciplined and engaged? Is the conductor engaging effectively with the choir?* | **The first piece that was being rehearsed was an Austrian folk song. The conductor was explaining what Osterreich means. He was sharing the meaning of the piece with his choir. While the conductor was explaining what the piece meant, there were a few choristers chatting and fidgeting. The conductor is engaging well with his choir. The choir started singing the piece on the vowel AH. The choir was sight-reading the piece in four voices. The sight-reading skill of the choir seems good. Some boys were a bit confused as to how to read the music. The conductor was explaining what a secondary dominant is. This is good as he explains music theory principles within the session that was of interest to the choristers. Some boys were getting very confused how to read the music and the conductor got a bit frustrated. The conductor had to explain multiple times where they were as boys kept on making mistakes. The conductor was singing with the various voice groups their voice parts. The conductor sometimes did this without the use of a piano, and he also focused on singing technique while he was physically demonstrating the various voice parts. A few boys were making different noises while sight-reading the new piece. After rehearsing the notes for approximately 20 minutes, the conductor started demonstrating the German text of the piece. The choir followed him by saying the text on rhythm with the conductor. In sections, the conductor asked the choir to sing the text in voice parts. The intonation of the choir was dipping a bit and the vowel formation was flat and not round. The conductor was translating what some of the words meant and the boys responded excitingly to what he was saying. Some boys were asking the conductor what some of the words meant. 10 minutes before the first break of the day, the conductor mentioned that they should go through the Zulu part of the piece. This process went much quicker than the German part. The boys responded with more energy for the Zulu part of the piece. When the conductor started note bashing the piece, he started with the basses first. The basses seem very musical as they learned their part very quickly. The tenors joined in soon after. The conductor struggled to demonstrate a certain part for the basses. One of the boys soon assisted him and demonstrated the part correctly. The conductor reminded one of the boys to sit up straight. While the conductor was working on the notes with the tenors, some of the basses were lying around and seemed disinterested. When the choir recapped the piece before the end of the first session, the choir had to concentrate very hard to singing the correct notes.**  **For the second session, the conductor asked the choir to run through “Ancestors, " a medley they were singing. Some boys arrived late and that frustrated the conductor. The intonation of the tenors was very poor after the break. Conductor asked the tenors to think of the notes of one note. One of the bass voice group leaders asked two boys to stop disrupting the rehearsal and to focus on the music. One of the boys was asking the conductor to address the lower tenor group in terms of their notes. One of the basses was sitting on his phone during the rehearsal. The conductor was focusing a lot on the detail of the piece. After focusing a bit on detail, the conductor asked the choir to stand and sing through the entire “Ancestors” medley. The boys looked extremely focused before they ran through the piece. Before starting, the conductor mentioned that the boys should stand confidently and look prepared. The sound sounded much more supported once the choir stood up to sing through the medley. Movements were also done and was very precise. Throughout the running of this medley, the conductor focused a lot on the movements of the choir. He also worked a lot on very small details. While the conductor was addressing the tenor sections, the head chorister was fixing the mistakes of the bass group. Some of the basses were making mistakes with the pronunciation of the text. The boys really focus on not making any mistakes with the music or the movements. When the boys are singing, they are fully focused on the conductor. They do not look around or talk during the singing of a piece. The conductor displays a lot of energy whenever he demonstrates something to the choir. He performs the movements and sings with the voice group section that needs work. He also doesn’t use a score in the rehearsal unless he identifies a section the choir should start singing from. Just as he focuses on the choir’s sound and precision of movements, he also stops to work with the accompanist and drum section of the choir. The musical leader of the choir moved to the back of the choir to check whether the choristers were responsive and focused on the precision of the movements. I have also noticed that the boys do not bring eats or fizzy drinks into a rehearsal, but they are allowed to drink water and bring their water bottles. After having nearly using the whole session for “Ancestors”, the boys seemed very happy to have worked hard on the this challenging piece. There was a feeling of achievement amongst the choristers.** | **The message-bearing element of choral singing at Kearsney College Choir is taken seriously. The conductor focuses on explaining the meaning of text and demonstrates to the choir how to approach music and to fully understand the background of it.**  **Boys of Kearsney College Choir gain musical knowledge during rehearsals. This allows boys to develop musically.**  **The choristers develop their singing technique during choir rehearsals. This allows boys to develop musically within a choral setting.**  **Choristers at Kearsney College learn different languages such as German. This allows the choristers to gain insight of various languages and develop insight into different cultures.**  **Choral singing allows boys to engage with music internally. It allows the choristers to gain a freedom of expression by singing a language they familiar with.**  **The boys take responsibility of their voice parts. This allows choristers to gain leadership skills as they must make sure that their voice groups are singing the correct notes.**  **Choir is a place for these boys to develop and enhance their self-confidence. This aspect makes boys become more focused on the music and conductor.**  **The head chorister of the choir takes a lot of responsibility of making sure that his voice group are singing the correct notes. This allows the boy to develop leadership skills.**  **The choir sets high standards for everyone to achieve and maintain. The boys enjoy setting high standards for each other.**  **The choristers gain a sense of achievement when they successfully complete a difficult piece of music. The boys feel accomplished which makes them happy.** |
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| *Leaders’ address. How is the choir responding to the conductor or committee member? What is being mentioned/addressed?* | **After the first session the conductor mentioned that they had a 35-minute break.**  **After the second session, the conductor asked that Gr8, 9 and 10 boys should come back earlier after their lunch break. One of the choir leaders asked the conductor that the boys he spoke to during the rehearsal should stay behind to have a talk to about their overall discipline.** | **Choir leaders (senior boys) take responsibility of sorting out the discipline of other singers when they disrupted the rehearsal.** |
| *Interaction of choristers after rehearsal. Describe the overall mood and atmosphere.* | **After the first session, a lot of boys were standing in their social groups. I have noticed that the boys do mingle with different cultural groups. Some boys were asking questions about the German piece after the first session. Some of the senior boys were standing together and showing memes to each other and shared jokes with one another.**  **After the second session, the boys rushed out to their lunch break. Some boys remained behind to divide into groups for their focus group interviews.** | **Boys enjoy the company of their friends after a rehearsal before they return to the boarding houses. Boys also gain an insight and learn to appreciate their peers with different cultural backgrounds.**  **Boys enjoy being jovial with their friends which makes them happy.** |
| *Rehearsal venue. Is the venue neat and tidy at the end of rehearsal?* | **There were many small papers and toilet rolls lying around in the school hall.** |  |
|  | **Date and time: 25/06/2022** | **Signature of researcher: JL** |