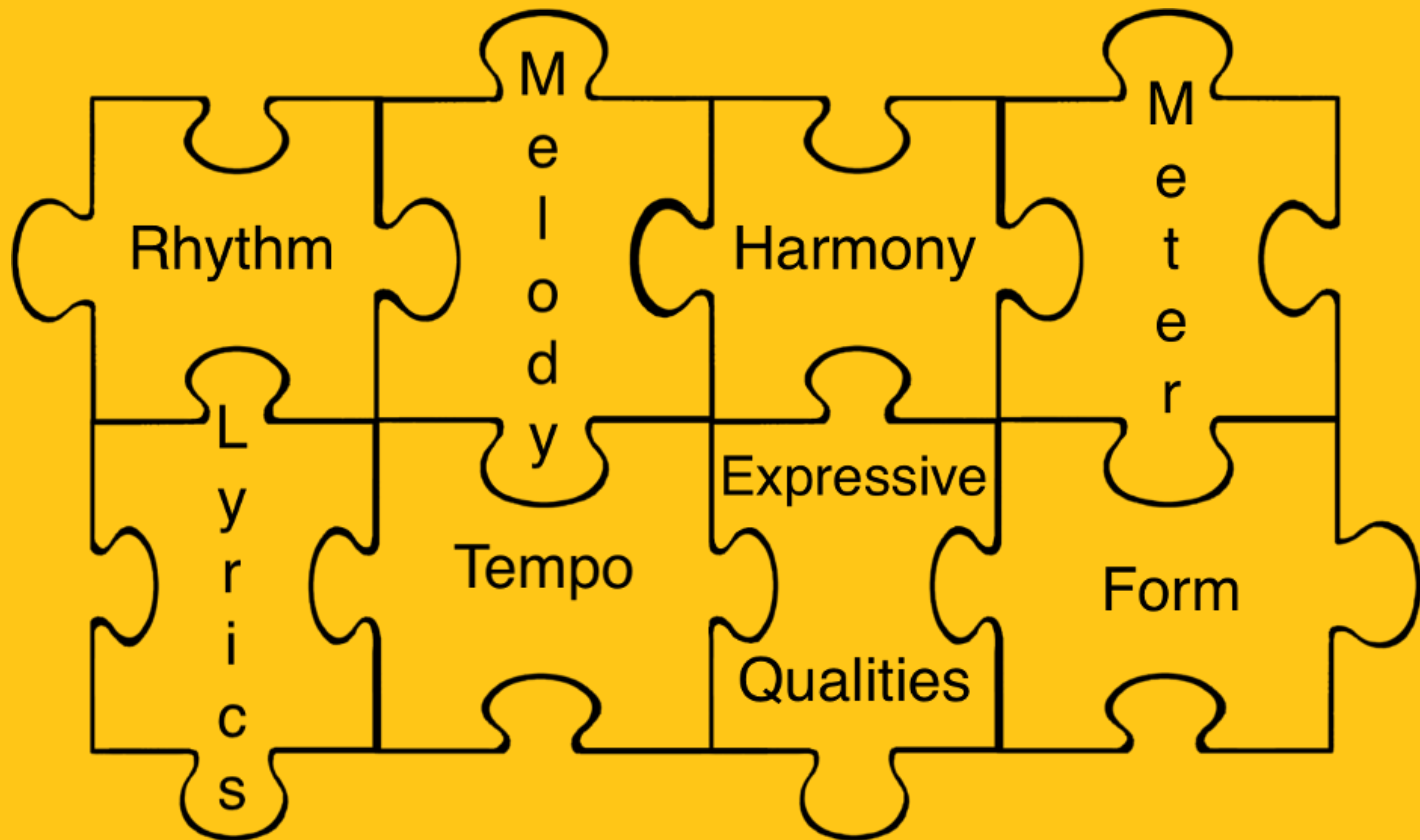


**SUE MUELLER**

# **THE PROCESS PUZZLE**

**Presented for Florida Music Education Association Conference  
January 12, 2024**



Music's like a puzzle.  
When the pieces fit together.  
It makes you move and sing.  
What a glorious thing!

# Music's a Puzzle

S.M

Voice/SX/AX

Mus-ic's like a puz-zle when the piec - es fit to-geth - er it makes you move and sing what a glor-i-ous thing!

SG/SR/AG

AX/AR/AM

Claves

Bongo

Conga

BX/BM/CBB

Identify the pieces of the puzzle (see picture p. 1)

Determine the needs of your students:

**Content:** objectives and multiple ways to meet objectives

**Process:** visual, auditory, kinesthetic,  
resources for special learners

**Outcome goals:** varying the assessments and ways to show

**Environment:** organized, accessible, grouping



Rhythm: Syncopation

read, auditory, BP, movement

Melody: Major mode, direction/contour, 1,2,3 phrase common  
beginning motive recorder

Harmony: I - IV - V

body movement, BP

Meter: simple duple 4/4

movement, walk, BP

Lyrics: A A' B C, many words,

divide and conquer

(DDMS) Music's like a

(FR) puzzle

(DDMS) When the pieces

(RMFMR) fit together it

(DDMS) Makes you move and

(D'LF) sing what a

(MMRD)

Glorious thing

Expressive Qualities: crescendo into the third phrase (high C')

Tempo: moderato

Form: class decides how to perform

Instrument parts: barred instruments, UPP, recorders

Words to teach instrument parts:



Move and sing

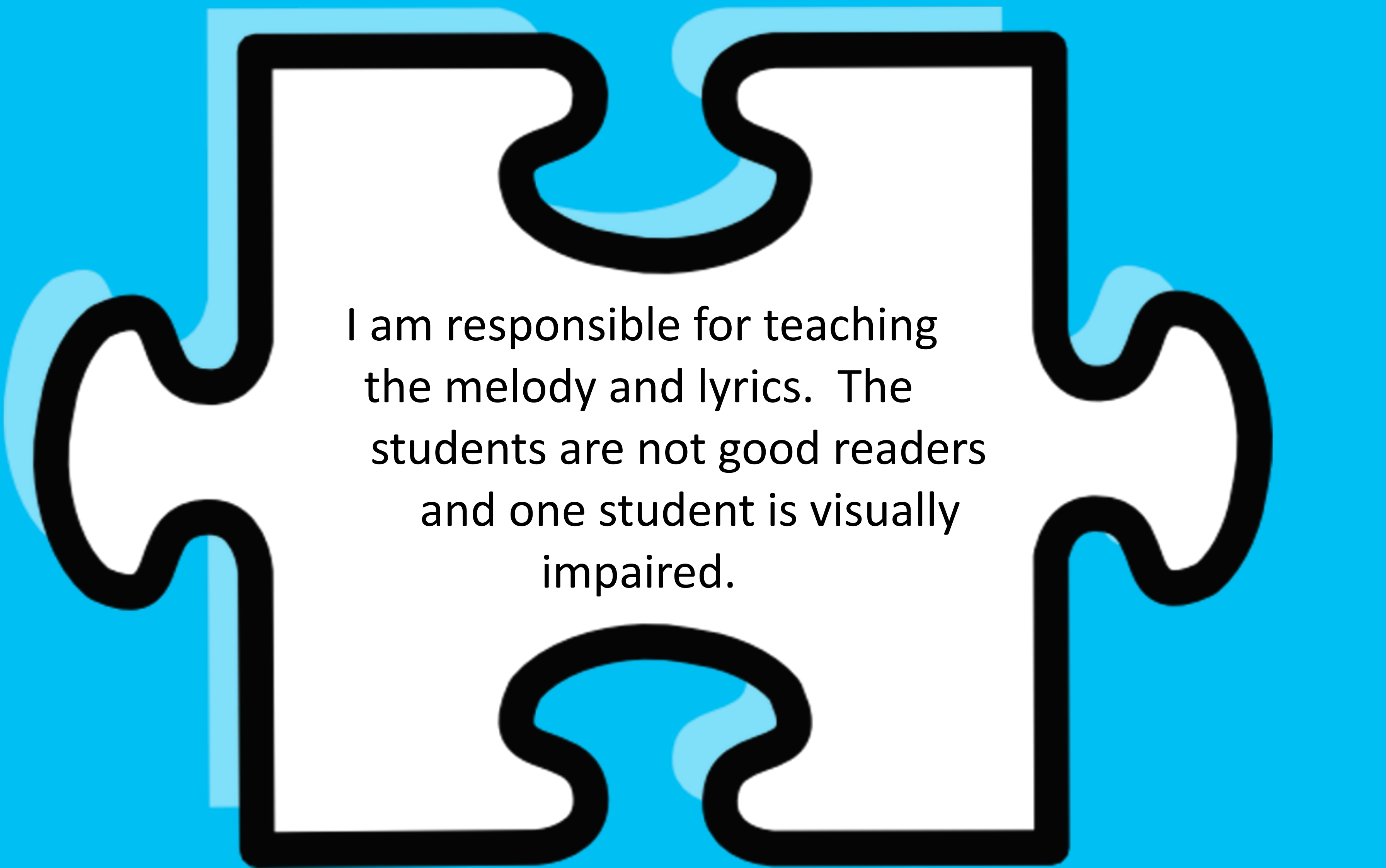
Claves: just like a puzzle

Bongos: music's like a puzzle, when the pieces fit it's awesome

Conga: puzzle parts fit together, the

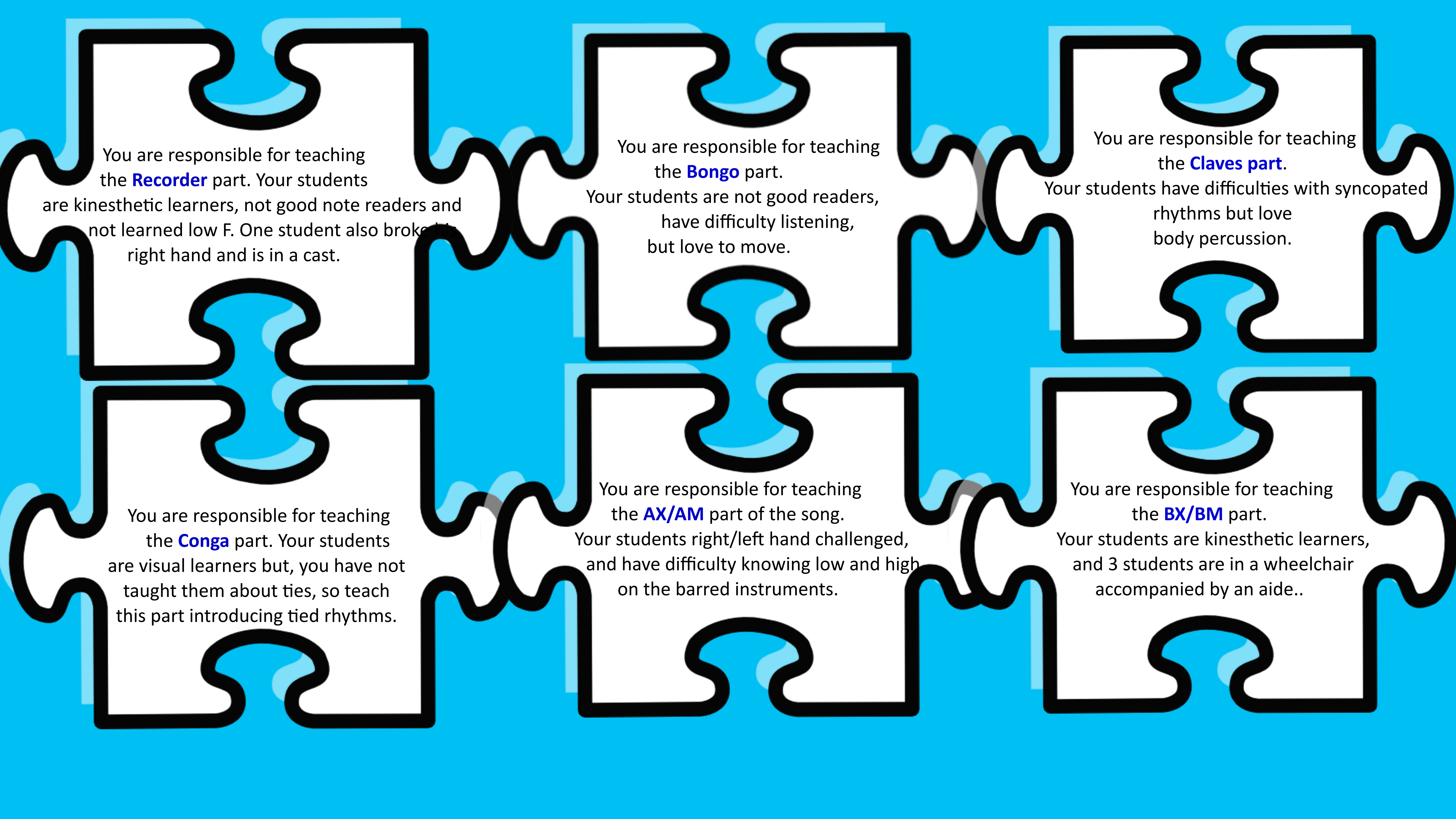
Divide into groups, each group is responsible for teaching one element of the piece and with a differentiated twist.

As a class, we will determine the final performance form and expressive qualities.



I am responsible for teaching  
the melody and lyrics. The  
students are not good readers  
and one student is visually  
impaired.





You are responsible for teaching the **Recorder** part. Your students are kinesthetic learners, not good note readers and not learned low F. One student also broke his right hand and is in a cast.

You are responsible for teaching the **Bongo** part.

Your students are not good readers, have difficulty listening, but love to move.

You are responsible for teaching the **Claves** part.

Your students have difficulties with syncopated rhythms but love body percussion.

You are responsible for teaching the **Conga** part. Your students are visual learners but, you have not taught them about ties, so teach this part introducing tied rhythms.

You are responsible for teaching the **AX/AM** part of the song.

Your students right/left hand challenged, and have difficulty knowing low and high on the barred instruments.

You are responsible for teaching the **BX/BM** part.

Your students are kinesthetic learners, and 3 students are in a wheelchair accompanied by an aide..