



# Tue, Tue

Traditional Ghanaian, arr. Rachel Wadham

Yam it up! *Tue, Tue* is a traditional Ghanaian song about **harvesting**. This would fit perfectly into **Harvest Festival assemblies** and can be used to explore food and farming in Ghana.

YEAR GROUP	YEAR 5, YEAR 6
PARTS	CALL AND RESPONSE (OPTIONAL SOLO); OPTIONAL ROUND
SONG STYLE	TRADITIONAL GHANAIAN SONG
RANGE	WITHIN A FIFTH (OPTIONAL OCTAVE)
ACCOMPANIMENT	A CAPPELLA OR WITH SIMPLE DRUM
MUSICAL ELEMENTS	CALL AND RESPONSE STRUCTURE; ROUND/CANON
CURRICULUM	PERFORMING SKILLS, AURAL MEMORY, KNOWLEDGE OF MUSIC FOR OCCASION

## Getting started

- Try a few warm up activities (see activity 2).
- Listen to the performance track. Ask students to identify how many times they can hear the melody.
- Ask if anyone in the class is from Ghana or have family from Ghana. Encourage them to share their experience.

## Learning the song

- Start by singing ‘Tue Tue’ together, like a chant. This forms the bottom part which the tune should sit on top of. This should be sung softly, so the main melody can be heard over the top.
- Move on to everyone learning the main melody (Group 1 line in Part 1 – two-part arrangement).
- Break the class into two groups – one keeping the ‘Tue Tue’ chant going, the other singing the melody. Swap over.

## Developing music making

- Split the class into three groups. Begin with ‘Part 1 (two part arrangement)’ with two groups both singing the ‘Group 2’ part, while Group 1 sing the main melody.
- Move onto ‘Part 2 (three part arrangement)’ – Group 1 now provide the ‘Tue Tue’ chant which can be sung an octave higher if that is within the students’ vocal range. Groups 2 and 3 now sing the melody in a round. All the parts come together at the end and everyone should get louder for a big finish!
- You can try accompanying the singing with percussion instruments. Djembe drums would work well!



# Tue Tue

Traditional Ghanaian Folksong  
arr. Rachel Wadham

An interpretation of the lyrics  
We are thankful for our harvest  
Do you want to come down to Ghana?  
Do you want to come along, my brother?  
And as we travel we'll sing this happy song.

## PART 1 - two-part version

Upbeat, lively ♩=112-120

Group 1

Tu-e tu-e\_\_ Tu - e tu-e\_\_ ba-ri-ma tu-e tu-e\_\_ Tu-e tu-e\_\_ ba-ri-ma

*pp* *mf*

Group 2

Tu-e tu-e\_\_ Tu-e tu-e\_\_ Tu-e tu-e\_\_ Tu-e tu-e\_\_

*pp*

Group 1

tu - e tu - e A - bo - fra ba, A - ma da - wa da - wa tu - e tu - e A - bo - fra

Group 2

Tu - e tu - e\_\_ Tu - e tu - e\_\_

Group 1

ba, A - ma da - wa da - wa tu - e tu - e Ba - ri - ma tu - e tu - e\_\_ Ba - ri - ma tu - e tu - e\_\_

*f*

Group 2

Tu - e tu - e\_\_ Tu - e tu - e\_\_ Tu - e tu - e\_\_



PART 2 - three-part version

13 Optional - Group 1 up an octave

Group 1  
*pp*  
 Tu-e tu-e\_\_ Tu-e tu-e\_\_ Tu-e tu-e\_\_ Tu-e tu-e\_\_

Group 2  
*mf*  
 Tu-e tu-e\_\_ ba-ri-ma tu-e tu-e\_\_ Tu-e tu-e\_\_ ba-ri-ma tu-e tu-e A-bo-fra

Group 3  
*pp*  
 Tu-e tu-e\_\_ Tu-e tu-e\_\_ Tu-e tu-e\_\_ Tu-e tu-e\_\_

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Group 1  
 Tu-e tu-e\_\_ Tu-e tu-e

Group 2  
*f*  
 ba, A-ma da-wa da-wa tu-e tu-e A-bo-fra ba, A-ma da-wa da-wa tu-e tu-e ba-ri-ma

Group 3  
*mf*  
 Tu-e tu-e\_\_ ba-ri-ma tu-e tu-e Tu-e tu-e\_\_ ba-ri-ma tu-e tu-e A-bo-fra

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Group 1  
 Tu-e tu-e tu-e tu-e ba-ri-ma tu-e tu-e ba-ri-ma

Group 2  
 tu-e tu-e ba-ri-ma tu-e tu-e\_\_ tu-e tu-e\_\_

Group 3  
*f*  
 ba, A-ma da-wa da-wa tu-e tu-e A-bo-fra ba, A-ma da-wa da-wa

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Group 1  
 tu-e tu-e ba-ri-ma tu-e tu-e ba-ri-ma tu-e tu-e!\_\_ *ff*

Group 2  
 tu-e tu-e ba-ri-ma tu-e tu-e ba-ri-ma tu-e tu-e!\_\_ *ff*

Group 3  
 tu-e tu-e ba-ri-ma tu-e tu-e ba-ri-ma tu-e tu-e!\_\_ *ff*



## Learn Farming Snakes and Ladders

- Aim:** For pupils to understand the range of challenges facing small farmers. Pupils will appreciate the range of different ways in which small farmers can be supported to increase food production in sustainable ways, whilst linking together cause, effect and solutions.
- Time:** 45 minutes plus preparation and performance time for role play
- Resources:** Snakes and ladders game sheet, dice and counters  
Support in Malawi sheet  
Learn farming primary power point

[Find resources here](#)

Discuss as a class why Ghanaian people might sing about their harvest. Why is having a good harvest so important to people in Ghana?

Show the class where Ghana is on a map and spend some time sharing experiences of Africa. Explain that other African countries also rely on their harvests and what they can grow. Use the PowerPoint to introduce Malawi and Leyla Kayere (pronounced Ka-yer-re). Leyla is a farmer who has benefitted from investments in small scale agriculture and now is able to grow and sell tomatoes to be canned and sold.

Put pupils in small groups, each group needs a copy of the **snakes and ladders game**, a dice and counters.

Before starting the game, remind pupils that during the game they should try to consider:

- Challenges facing small farmers
- Things that improve their chances
- Who is able to support them (i.e. their community/government/agencies like Oxfam)

(They may want to note down their ideas during the game, or be given time to do so after they have finished playing the game.)

When the game is finished, ask pupils to read the **Support in Malawi** sheet so they can see how farmers have been supported in real life.

Bring the groups together and ask them to feedback what they have discovered. You can use the slides in the power point to help generate their ideas (*What is the impact*).

Draw out what the SOLUTIONS were in Malawi and the range of BENEFITS for individuals, families and the wider community.



### Example

The graph in the slide shows the impact on crop yields after the government in Malawi provided support for small farmers by subsidising fertilisers (spending nearly 10% of the government budget on this). This has helped maize yields to increase substantially over the last 5 years, thus improving food security; reducing hunger problems and helping to overcome poverty (see [here](#) for more information).

End up by asking the group these questions –

- What SKILLS and QUALITIES do small scale farmers have?
- Do you think small scale farmers have a role to play in preventing hunger?

Highlight to the group the potential small farmers have in reducing food problems when support allows the hard work, ingenuity and local knowledge they already have to lead to real long term improvements.

Give pupils time to plan a role play in groups to highlight the challenges, solutions and community benefits related to small scale farmers. Encourage them to use what they have read about and discussed in the previous activities, and to try and put themselves in the shoes of someone like Leyla. If possible they should try and give some sense of the challenge, how they were supported, and what has been the result.

### Activity options

They could put their role play into a variety of forms, depending on their (and your) preference, including: story, acting, comic/storyboard or photo presentation.

If you have access to computers, young people could make a digital story/cartoon.

## Think Explore more

Explore ideas of power in the **Power-Shift** activity. This will give pupils an interactive understanding of how the different actors within the global food system can help make it fairer, and consider the actions they can take.

[Teachers Guide](#)

[Activity Sheets](#)

[Power point presentation](#)



## Act ▶ Sing a story

Showcase the photo presentation that you created in the role play activity in an assembly. Introduce the performance by outlining the background and context to the photos.

As the photos are shown, perform *Tue, Tue* or *Senwa dedende* as a backing track to the images.



**Option:** Use these songs in combination with Harvest Festival classroom activities.

[You can also use the action planning resource to decide with the class what they feel is the best action to take.](#)



Rice farmers harvesting in Astuare  
ChrisYoung/Oxfam