

Tue Tue

Students will sing the children's song from Ghana, West Africa, and learn to play it on the keyboard.

Rationale: Students will combine practicing their keyboard skills and note reading. Students will practice singing and perform. Students will sing in a foreign language.

Objectives.

Students will learn to play and hear melody. Students will learn to play and hear rhythms. Students will learn to play and hear music forms. Students will learn to play and hear various musical timbres. Students will learn manipulate traditional and innovative forms of music. Students will learn manipulate timbres of music. Students will sing and perform alone and with others. Students will perform on instruments alone and with others. Students will learn of music from other cultures. Students will compare the music of their own culture with the music of other cultures. Students will learn the place of music in history. Students will work cooperatively. Students will learn independently. Students will learn kinesthetically. Students will exercise interpersonal skills. Students will reflect on the personal and emotional impact of the music, its aesthetic qualities. Students will show leadership. Students will participate in class discussions of music and culture. Students will work as a community to create music. Students will share materials and help one another. Students will take pride in personal accomplishment. Student will seek help from others.

Materials

Recording of Tue Tue
Song sheets.
Keyboards.
Hand drums
Hand percussion

Procedure.

Have the recording of Tue Tue playing when the kids enter the classroom one week before you will teach it.

1. After playing a simple African common meter rhythms on the drums, sing the song Tue Tue several times, changing the beat the kids are keeping on the drums as you play it.
2. Explain the meaning of the words and that this is a children's song from Ghana. It is sung in a simplified tribal language. English is the official language of Ghana, but most residents speak their traditional family language as well.
3. Distribute copies of the treble clef notation and students should go to their keyboards and practice, chunk by chunk, for 5 to 10 minutes.

Return to the song the next week.

1. Sing it while playing drum rhythms.
2. Have the kids sing along with the song Tue Tue barima Tue Tue part, because it is so repetitive.
3. Play it on the keyboards along with other material.

Third week

1 Sing the song while drumming, have the kids sing along with it.

2. Teach actions

(a) tap own thighs twice

(b) Tap partner's hand twice in the air.

(c) Turn to face partner on the other side and tap won thighs twice.

(d) Tap new partner's hands twice in air.

(a)Tue Tue (b) Barima (c) tue tue (d)

(a)Tue tue (b) Barima (c) tue tue (d)

Abofra (a) ba ama (b) da wa da wa (c) tue tue (d)

Abofra (a) ba ama (b) da wa da wa (c) tue tue (d)

These movements should also be done at double tempo and at half tempo to

talk about fast and slow rhythmic accompaniment versus melodic tempo.

(a) Tue tue. (d) Hei

Barima (a) tue tue (b) Hei

2. Repeat as necessary over several weeks until performance time.

For performance:

Select several kids to sing this into a microphone while the other students provide the drum rhythms and other percussion accompaniment.

Some students may choose to perform the movements.

special notes

Assessment

Students will play and sing in class. Students will perform for an audience either singing or playing drums with appropriated rhythmic accuracy.