

Ache Kuwwa

Name of Song or Rhyme

“Ache kuwwa piyasa tha”

Song with Beat Motions

First line of song or rhyme (text only)

Song type

Use a checkmark (✓) or “X” in appropriate boxes

Melodic	Melodic/Cultural Analysis		Rhythmic/Uses Analysis		Rhythmic
M1. CSP	F	Source's Starting Pitch: F4	$\frac{2}{4}$		R1. Meter
M2. Scale	Major				R2. Metronome
M3. Toneset	t, (d) r m f s l				R3. Note values
M4. Range	VII - 6		☐ Outer:	☐ Inner:	R4. Upbeat
M5. Mel. Form	A A ² B ² B C D		☐ Iso	☒ Hetero	A B C D C E
M6. Cadences	4 5 2 1 2 1		4 4 4 4 4 4		R6. Beats/phrase
M7. Intervals	m↑t, (P4)		☒ Iso	☒ Bi	☐ Tri
M8. Target Phrases	A: d-m-s-f A ² : r-f-l-s B ² : s-l-f-r B: f-s-m-d C: d-r-m-f-r D: m-t,-d		☐ Hetero	☐ Tetra	☐ Other:
			A:		
			B:		
			C:		
			D:		
M9. M. Diffic.					R9. R. Diffic.
M10. Other	Tonal sequences in phrases 1 & 2, 3 & 4				R10. Other
Cultural					Classroom Use
C1. Context	Fable		Actual Verses on Page 2		U1. # of verses
C2. Ethnicity	Pakistani		Beat motions		U2. Improv.
C3. Geographic	Pakistan				U3. Listening
C4. Source: Where did this version come from?	Howard, K. (2020). <i>First Steps in Global Music</i> (p. 74). GIA Music.		Additional Room on Page 2		U4. Game Directions/ Movement
C5. Source info	☐ Primary	☐ Secondary	☒ Tertiary		low ti
C6. Research Notes	Additional Room on Page 2 See page 2				U5. Ped. Uses
C7. Holiday			Storyteller		U6. Roles
			Animals, Fables		U7. Themes

Ache kuw-wa piya sa tha, Jug meh Pa - ni tho - da tha

Kuw-wa neh da - la kun - kar Pa - ni a - ya u - per

Kuw-wa neh pi - ya Pa - ni khatam hui our Ka - ha - ni

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Stick Notation:

2/4

d m m s s f

r r f f l l s

s s l l f r

f f s s m d

d d r m f r

m m m t, t, d d

C6. Additional Research Notes

From *First Steps in Global Music*: “This song is in Urdu, which is the national language of Pakistan, and it is one of the many languages spoken throughout the country. The lyrics are based on the fable *The Crow and the Pitcher*, which extols the virtue of ingenuity. There are many children’s books based on the story. As with any of these songs, new versions of the books can be assembled with original student artwork and the new language inserted. Another option is to read the book in English and then use the song to create an extended form.”

The book lists this as a song with “movement with the beat”. No beat motions are given, but this could be an opportunity for students to improvise beat motions of the text.

U1. Additional Verses	U1. Additional Verses
<u>Phonetic pronunciation:</u> <i>eighk kuh-wuh pee-yah-sah tuh</i> <i>juhg meh pah-nee toh-duh tuh</i> <i>kuw-wuh neigh tah-lah kuhn-kur</i> <i>pah-nee ai-yuh oo-per</i> <i>kuw-wuh neigh pee-yuh pah-nee</i> <i>(h)un-tuhm hoo-ee ar kah-hah-nee</i> Teaching considerations: The “t” in Urdu does not aspirate the way a “t” does in English. Listen to the recording to help you hear the difference.	<u>English translation:</u> There was a thirsty crow. The pail had very little water. The crow put pebbles in. The water rose up! The crow drank the water. That’s the end of our story.