

PROJECT PIRIPI

MODULE 3





“You must have had a good day at school,” Koro remarked as Piripi came in the door and tossed his bag on to the sofa.

“Why?” asked Piripi.

“I heard you singing before I saw you” Koro replied.” What was the song?”

“Today some of us went down to the kindergarten with our teacher this afternoon. We played with the little kids. That was a song they sang

. One of their teachers played ukulele. It a song here everyone knows all the words, but they don’t know that they know them.”

“That doesn’t make sense to me. I don’t know the words.” stated Koro.



“You can count to five?” Piripi countered, looking at Koro with a raised eyebrow.

“Yes of course”

“You know the first five letters of the alphabet.” Piripi raised his other eyebrow.

“I know all the alphabet. Even sang it when I was a kid” laughed his grandfather.

“You only need to know the first five for this song.” Piripi grinned.

“Sounds pretty simple. What’s the tune.

“Goes a bit like this.” Piripi sang the song using 'dahdah' instead of words.

“Pretty catchy tune you were scating. No wonder you were singing it as you were coming home.” Koro seemed impressed.

Ngā Tatau

1	•	tahi
2	••	rua
3	•••	toru
4	••••	whā
5	•••••	rima
6	••••••	ono
7	•••••••	whitu
8	••••••••	waru
9	•••••••••	iwa
10	••••••••••	tekau

“Scatting? What’s that?” queried Piripi.

“Singing without using real words. Just made up sounds like the dahdah that you sang then. It’s used in jazz music.” explained Koro.

“OK. I’ve heard it in modern music too. Then we did a version in Māori.” Piripi added. “That was harder because when you count to ten in English, all the numbers only have one syllable, except seven. In Māori they all have two syllables except wha.”

Koro looked puzzled.

“So how do you fit the words in.”

“You sing the same notes, but you have to split them up.” Piripi explained.

“How do you mean?”

“Instead of going dah dah dah dah dah you have to go dada dada dada dah dada. Then it fits. The teacher said something about instead of having one crotchet you have two quakers or something.” There was a slightly doubtful look on Piripi’s face when he said 'Quakers'

“I think they are called quavers.” Koro offered. “ I heard that on a TV quiz program just last week.”



“Yeah that's it. Piripi looked pleased. “She said two crotchets make a quaver, or maybe it was the other way round.”

“What about the alphabet. There is no b,c or d in Māori. How did you do that?” quizzed grandfather.

“We used the Māori vowels” Piripi explained. “ a, e, i, o, u, but pronounced them correctly so they rhymed with ‘are there three or two’”



“Sounds good. Can you sing the whole song.”

Piripi shook his head. “No. I don’t sing in front of people. Even you.”



“Hang on a minute. “ Koro went into his bedroom and moments later reappeared carrying an old dusty ukulele.

“Didn’t know you had **that**, Koro.”

His eyes widening.

“I’d forgotten about it until you mentioned the teacher was playing ukulele. I haven’t played for at least twenty years. But I think I can still remember.” He brushed some of the dust off with the sleeve of his jumper and tweaked the string winders, quietly singing something about dogs with fleas. Finally, one finger on one string. He strummed it. “Sounds OK” he remarked, obviously pleased, “That was C. “

“Yeah. The teacher played the same note.” Piripi confirmed.

“Chord” corrected Koro.

“String, not cord” argued Piripi. “It’s a stringed instrument.”

“Yes, four strings, played together, four notes make a chord” explained Koro, “Now if you teach me the tune, I will work out the other chords.”



So, for the next few minutes Piripi sang for Koro, while he experimented to find the chords that go with the song. As they did so Koro learnt the song. It was true. He didn't have to learn the words, he knew them all anyway. Before long they had the song sounding great.

“Hey Koro, will you teach me to play the ukulele?”

“Sure! We will start after dinner.”

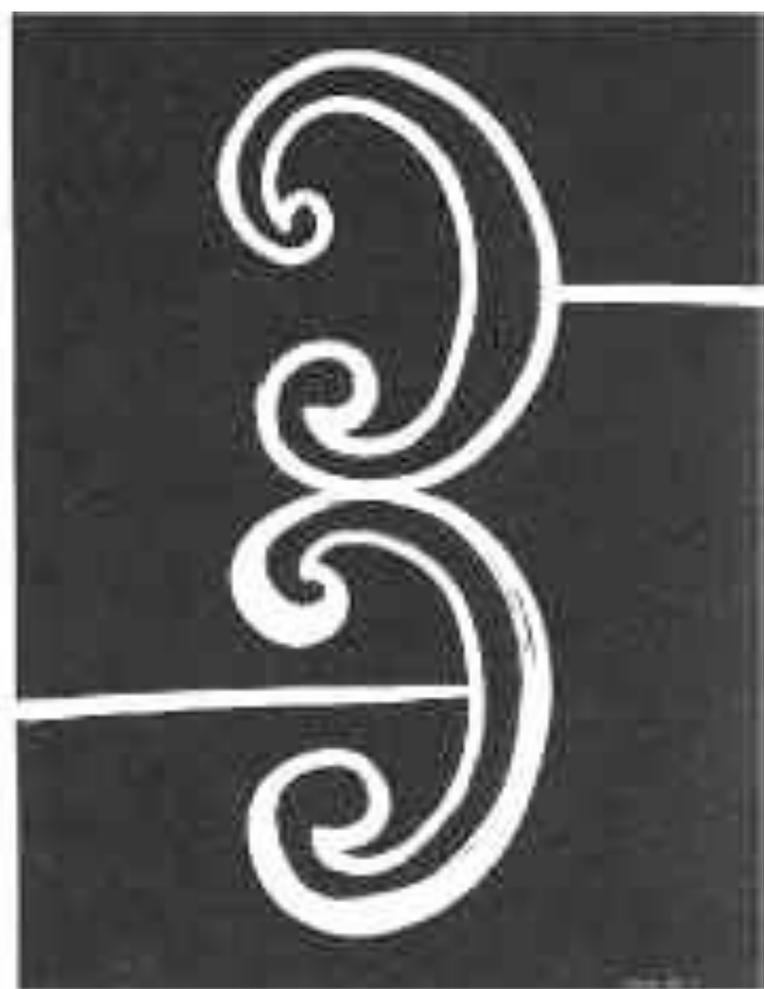
It was the first night for weeks when Piripi did not watch TV.

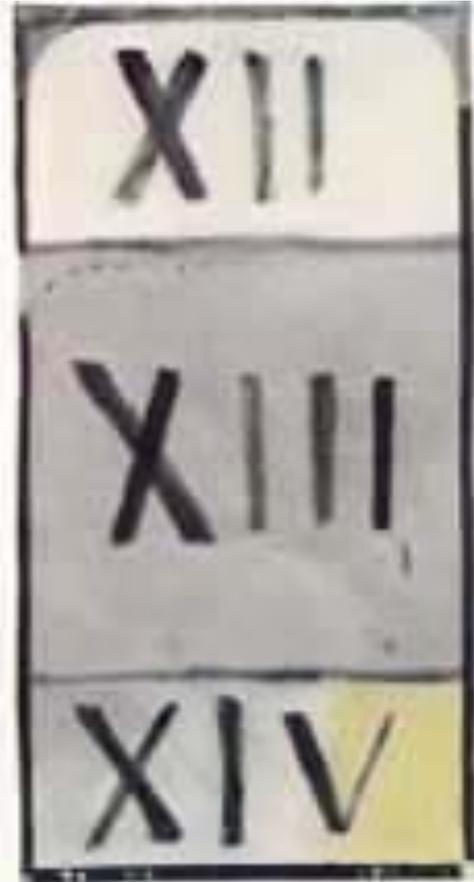
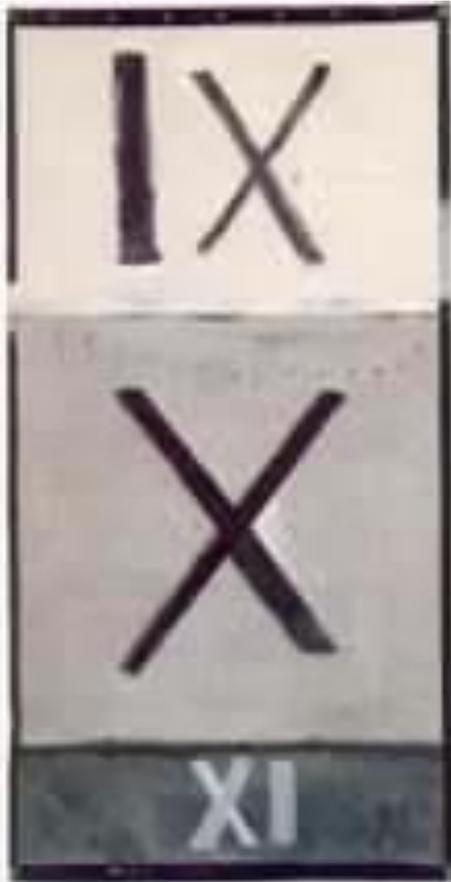
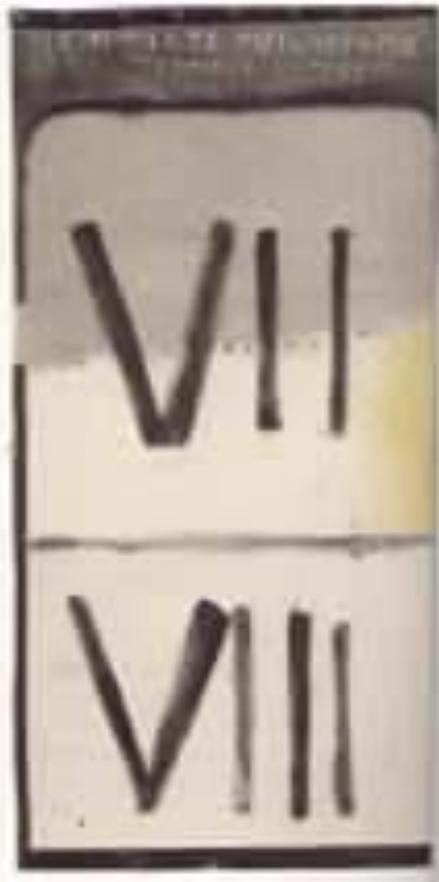
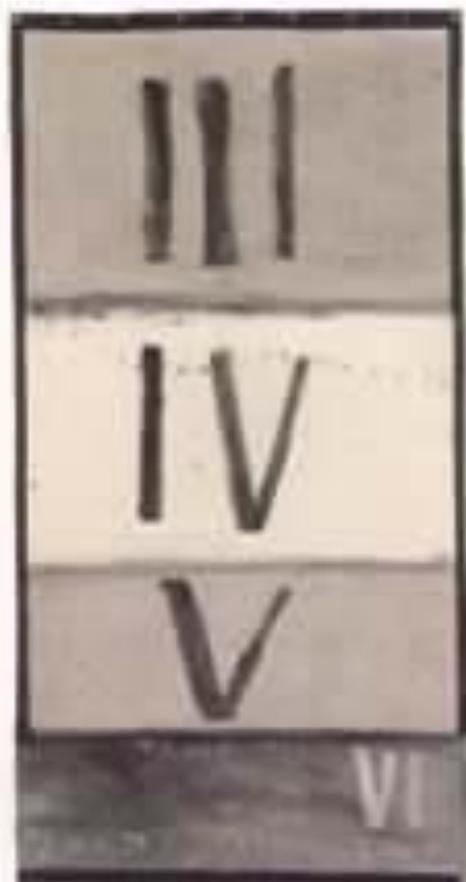
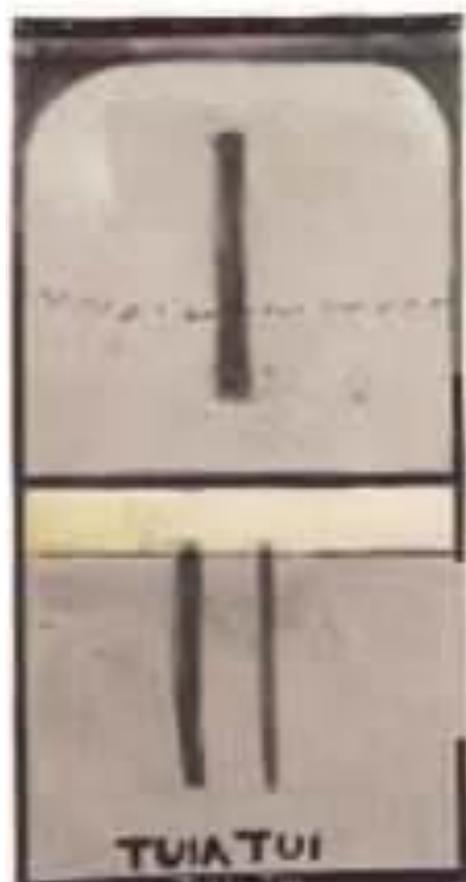
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ONE TWO THREE

One two three

One two three four five

One two three

One two three four five

One two three

One two three four five

One two three four five

One two three four five

Tahi rua toru

Tahi rua toru wha rima

Tahi rua toru

Tahi rua toru wha rima

Tahi rua toru

Tahi rua toru wha rima

Tahi rua toru wha rima

Tahi rua toru wha rima

FRENCH Un deux trois

Un deux trois quatre cinq

Phonetically ahn,duhr, twah, Katr, sahnk

JAPANESE ishi ni san

ishi ni san shi go

Phonetically each, knee, sahn, she, goh

ITALIAN uno due tre

uno due tre quattro cinque..

Phonetically OOno,DOeh, treh, KWA-troh, CHEEN-kweh,

SPANISH uno, dos, tres,

uno, dos, tres, cuatro, cinco,

Phonetically ooh-no,dohs, trays, kwah-troh, seen-koh,

CHINESE yī èr sān

yī èr sān sì wǔ

Phonetically yee (high),are (down), saan (mid),
surh(down), e er(down and up)