

The Drum Maker and The Aziza

A folktale from Africa

Recommended Key Stage: 1 and 2

Synopsis: An aging drum maker is sad when he is no longer able to create his beautiful drums and join in with the Drum Festival announced by the King, one last time. But one morning he awakes to find he has been visited in the night by some magical characters who have made the most beautiful drums for him. He is so thankful that he and his wife leave some food out for the Aziza in return. They are able to go to the festival, full of joy.

Part 1: Share the Story

Watch **Stories from the Woodshed: The Drum Maker and The Aziza**

Part 2: Discuss the story

Use the questions below to begin a discussion about the story

Suggested Key Stage 1 Questions	Suggested Key Stage 2 Questions
• Did you enjoy this story? Why or why not? • Give a word to describe the drum maker. • Give a word to describe the Aziza. • Why do you think the Aziza helped the drum maker make new drums? • In return for creating the drums, the Drum Maker and his wife leave food for the Aziza. Who has been kind to you this week? What could you do in return? • Have you ever helped someone without their knowledge? For example, tidying your room without being asked or putting someone else's waste paper in the recycling bin?	• Give 3 words to describe the Drum Maker. • Give 3 words to describe the Aziza. • Why did the Aziza decide to help the drum maker? • What qualities did the Drum Maker have that made the Aziza want feel the Drum Maker was deserving of their help? • What qualities do you think the Aziza were showing? • In return for creating the drums, the Drum Maker and his wife leave food for the Aziza. Who has been kind to you this week? What could you do in return? • What is kindness? The Collins English Dictionary defines kindness as 'the quality of being gentle, caring, and helpful.' Does this describe the Aziza? If so, in what way? Are there any other words you would add? • Why is it important to spread kindness? Why are people sometimes unkind? How can we create a kinder world?

Part 3: Play the Story

KS1 Activities	KS2 Activities
Story Walk - Students find a space in the room. They have now each become the Drum Maker in their own story worlds. - Use Resource B and read each sentence line by line. - As you speak, students mime what is said, using gestures and sound effects and body percussion for the sound of the drum. (clapping, slapping thighs, tapping cheeks, clicking the tongue).	Retell the Story - Sit in a circle, and take it in turns to retell the story, line by line. - As the story is passed on encourage everyone to add in details and sensory description, and actions too. For example: The Aziza made the most beautiful drum with carefully painted patterns of red and gold around the rim and the stretched skin was dyed the lightest blue – the colour of a cold winter's morning. - The students could also add in speech. For example: The wife exclaimed: 'Husband, look at this drum! The wood is so smooth and warm. The wax really brings out the beauty of the grain. Feel how smooth the skin is and so tightly stretched; I bet a grain of sand would bounce as high as the house, it's that perfectly stretched!' - The students may take the story in a different direction to the original, inventing new twists and endings.
Circle of Kindness - Sit in a circle. Take it in turns to pass an imaginary object to the next person in the circle. They must explain what the object is and why it is being given. Remind students that there's always something nice to say about someone. - For example: Student A (passing object to Student B): This is a football. I am giving you this football because you make me laugh. Student B (passing object to Student C): This is a baby elephant. I am giving you this because you listened to me once when I was upset. Student C (passing object to Student D): This is a chocolate bar. I am giving you chocolate because you helped me with my maths work.	

Part 4: Story Stimulus

KS1 Activities	KS2 Activities
Maker and Helper: Your Own Version - Now you will make up your own version of this story to show as a storyboard. Students could use Resource C as a template, following this structure: - You are making something, but cannot finish it. What are you making? Why can't you finish it? - You go to sleep, and the next morning it is all complete! - The next night, the same thing happens. - On the third night, you stay awake and see who has helped you. It could be a magical being; it could also be someone such as a friend or family member who simply wants to help out. - You want to say thank you. What will you give in return? Share storyboards with each other.	Maker and Helper: Your Own Version - There are other versions of this story; you may have heard of 'The Elves and the Shoemaker' for example. - Now you will make up your own version to write or perform as a monologue. Students could use the storyboard on Resource C as a template, following this structure: - Discuss different types of jobs and careers. - Choose one of these. This is the job your character has. - Imagine your character has an important deadline for a piece of work, but no time to complete it! - Who helps the character? It could be a magical being; it could also be someone such as a friend or family member who simply wants to help out. - In return, what does your main character do for the helper? Write or perform this as a monologue in first person.
Create Music How can you create the sound of drums without using actual drums? Students may suggest tapping or clapping hands, slapping thighs, tapping hollow cheeks, clicking tongue and stamping feet. In a circle, play call and response. As a class, sit in a circle and take it in turns to be a 'leader.' The leader makes up a rhythm which the others repeat. For example: tap your cheeks four times, then quickly clap your hands twice and then stamp four times. Go around the circle, with each student introducing their rhythm and the others repeating. Divide into smaller groups. This time, the first person repeats their rhythm. However, this time the next person in the circle repeats the first person's rhythm and adds another. The next person must try to link these two plus their own, and so on until it gets to the poor person at the end! See how many body percussion sounds can be linked together before someone forgets what to do! To make this more challenging you could: - introduce longer rhythms each time. For example: the first person may clap twice and tap cheeks four times, the second person could stamp once and clap 4 times and slap thighs 4 times, the third person then slaps thighs three times and clicks fingers once, and so on - have two sounds performed at the same time by different people in the group.	

Part 5: Taking it Further

Similar Stories

The Elves and the Shoemaker (Germany)

Yallery Brown (England)

Wider Curriculum Links

PSHE

KS1 - about growing and changing from young to old and how people's needs change

KS2 - about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

By the end of primary children should know...: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

The Drum Maker And The Aziza

Resource A: Some examples of drums



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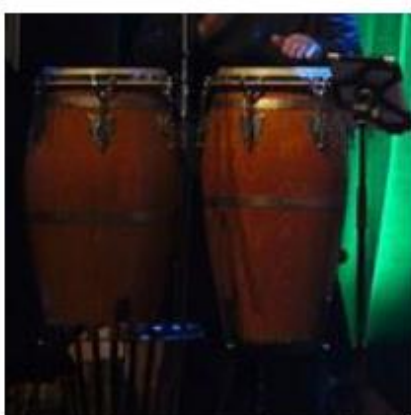
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Resource B: Story Walk

Story Walk Prompts

- You were once a brilliant drum maker.
- You were the best in the land; people would come for all over for one of your drums.
- You love making drums – shaping the frame, stretching the skin, hammering it onto the frame, waxing and polishing the wood.
- But now you're getting older, your hands don't work as well. It's harder to shape the frame. Stretching the skin is too much and your wrists ache when polishing the wood.
- You wish you could make just three new drums for the drum festival so you lay out all your materials and tools but your hands won't work.
- You go to bed feeling very unhappy.
- In the morning you get up to find an amazing beautiful drum in your workshop. It's a puzzle, who made it?
- Bang the drum. Bang, bang, bang! Wow, it sounds beautiful! A perfect timbre!
- Lay out your materials again. Look sadly at your old gnarled hands and go to bed.
- Wake up, it's morning again. What's this? A new drum! Dance for joy!
- But wait! This is so weird! – who keeps doing this?
- Lay out all the materials and equipment again. Now hide away behind a curtain to watch what happens. Tell your wife to ssshhh!
- Wow – here come the most beautiful, fluttering Aziza! What gorgeous wings! Beautiful!
- They have gone. Now – quietly – on tiptoe – go to the kitchen. Chop up some vegetables – carrots, avocados, lettuce, that's right – and now take a bit of fufu – yes. Now quietly put them in bowls and place them out for the Aziza.
- Hide back behind the curtain.
- Hurray! They have returned! They are eating the food! They are so happy!
- Now, go to bed because tomorrow is a big day – the day of the Festival!
- It's morning! YES! Wake up – get dressed in 3 seconds – eat your food in 3 seconds – wow, you feel so amazing! This is such an exciting day!

Learning Resources

- Now – grab your drums and join the parade!
- Join in with this chant as you bang your drum: Parade, parade, join the parade! Parade, parade, join the parade! Bang your drum, bang your drum, join the parade!
- And sh! Stop. Stay where you are. listen carefully for the sounds of the Aziza on the wind...

Learning Resources

Resource C

			NEXT MORNING...
<i>I used to be amazing at making _____ but I have lost my skills!</i>	<i>This morning, though, I woke up and – oh! Some one had finished making my _____ !</i>	<i>Well, I am going to lay out materials for a new _____ tonight and go to sleep.</i>	<i>Ah! A new morning! Wow – my _____ have been made again! And beautifully, too</i>
	THAT NIGHT...		
<i>Tonight, I am going to lay out all materials for a new _____ and hide to watch what happens.</i>	<i>Oh! This is wonderful! I can see that it's _____ who have been making my _____ !</i>	<i>I am going to thank them by making them _____</i>	<i>Oh! They look so happy!</i>