

A KS2 drama lesson based on 'The Pied Piper of Hamelin' by Robert Browning

Why choose this poem for Drama?

It is about a community with problems to solve. It has moments of great dramatic tension. There are interesting key characters and a moral message.

Learning objectives:

- To make an important narrative poem memorable
- To stimulate and deepen thinking and inter-thinking at key moments
- To generate appropriate dialogue and additional narrative

	Drama strategy	Teacher guidance
1	<p data-bbox="277 1209 472 1246">Still Image</p> <p data-bbox="277 1254 524 1291">Freeze Frame</p> <p data-bbox="277 1299 512 1375">Performance Carousel</p>	<p data-bbox="582 802 1675 839">Read first 2 verses. Divide class into 8 groups (with allocated line).</p> <ol data-bbox="629 863 1451 1198" style="list-style-type: none"> 1. They fought the dogs 2. And killed the cats 3. And bit the babies in the cradles 4. And ate the cheeses out of the vats, 5. And licked the soup from the cooks' own ladles 6. Split open the kegs of salted sprats, 7. Made nests inside men's Sunday hats, 8. And even spoiled the women's chats... <p data-bbox="582 1214 2004 1337">Ask groups to create still images to illustrate their line. They practise moving into the image in slow motion and freezing it. The group's images with lines are then performed in sequence</p>

2	Small group play making	Ask groups to create another rat incident. Can they substitute a new incident into the poem, telling it in a line that fits the rhythm and metre? These new incidents and lines can then be performed.
	Performance Carousel	
3	Teacher in Role	The teacher as an unsympathetic council official approaches each group and listens to 'alleged' rat incidents. He plays them down.
	Improvisation	
4	Rumours	The townsfolk are fed up with the Mayor and corporation. They move around, spreading rumours about incidents and complaining about the Mayor and council. The teacher joins in.
	Teacher in Role	
5	Freeze frame	Freeze the scene. Explain you will pass through the scene. When you stand near someone, we hear what they are saying in role. They freeze when you move on.
	Eavesdropping	
6	Teacher in Role	When the tableau comes alive again, the teacher becomes a provocateur, stirring Hameliners, e.g. 'Let's tell the Mayor to get rid of the rats or we'll get rid of him!' Then read from, ' <i>At last the people in a body, To the town hall came flocking ...</i> ' to, ' <i>At this the Mayor and Corporation, Quaked with a mighty consternation.</i> '
7	Teacher in Role	Become Mayor. The class are now townsfolk confronting the Mayor. Eventually, promise to get rid of rats. Freeze the scene and recount/storytell what has happened, e.g. ' <i>The people were angry and at last, the Mayor promised he would get rid of the rats. When they left, the mayor was relieved but had no plan.</i> ' Then recite from, ' <i>An hour they sat in council...</i> ' to, " <i>One? Fifty thousand!</i> " was the exclamation, <i>Of the astonished Mayor and Corporation.</i>
	Improvisation	
	Freeze frame	
	Teacher as Storyteller	
8	Group Movement	Ask them to eyes and imagine the scene, as you recite the verse about rats following the piper's music and drowning. Share out the verse parts (or sentences below) and ask them to create a slow motion movement piece, depicting it.

	Freeze Frame	<ol style="list-style-type: none"> 1. The Piper stepped into the street, smiled and put the pipe to his lips. 2. The Piper started playing and the rats followed him 3. Thousands of rats flooded onto the street 4. The people watched amazed, as the rats scuttled by 5. The rats jumped into the river and drowned <p>The groups present their performances in order and you speak the accompanying lines They hold their final images for a few seconds, before melting them.</p>
	Performance Carousel	
9	Collective Role	Put the class into two groups,(Mayor and Piper). They improvise a dialogue between the Mayor and piper, as he arrives for payment. Anyone may speak one sentence as the character, (but not two in a row). Freeze the scene for them to speak their character's thoughts.
	Improvisation	
	Thought tracking	
10	Voice collage	They become Hamelin's children playing. The piper plays a new tune. All close their eyes and imagine a very enticing land. Can they each describe something that entices them to go there? Whilst their eyes are still closed, read aloud verses about the children leaving, up to the mountain door closing.
11	Dance Drama/ Movement	Their departure was witnessed by spellbound townsfolk, who might then have nightmares. Ask them in groups, to devise, rehearse and perform a repetitive nightmare (twice) in slow motion. Group pieces are then performed as a continuous sequence of nightmares.
	Performance Carousel	
12	Tableau	A class circle, standing. Hamelin erects a commemorative statue. Individuals may enter the circle and form part of the statue. When the statue is complete, what they might write on a plaque, at its base? Those not part of the statue, can now cross the circle, pass the statue and voice what the plaque might say, e.g. 'Never break a promise'. Next, they can pass as townsfolk voicing memories, triggered by the statue.
	Captioning	
	Passing thoughts	

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