Beowulf – Exploring the story through Drama

Still Image /Tableau	What do we think Grendel might have been like? In turn, children enter the centre of a circle, adding themselves to a single, collective still image of the monster, Grendel. As each person gets into position, they speak a descriptive sentence, (as the part of the monster), e.g. 'I am Grendel's skin. I am rough and scaly.'
Rumours	What do the Danes say about Grendel? Every Dane in the vicinity has heard or seen something of Grendel over the last 12 years (or imagines they have). In role as Danes, the children move around, creating, gathering and sharing tales, gossip and rumours about Grendel.
Freeze/Frame Eavesdropping	The scene of Danes chatting is now frozen, (freeze frame) and the teacher passes through the scene. Whoever the teacher passes nearby, thaws and speaks aloud, so that all can hear snippets of the 'overheard conversations'. Once the teacher has passed by, the speakers stop talking and freeze again.
Conscience Alley	Should Beowulf sail to Denmark and try to kill Grendel?
Teacher in Role	The class makes two lines, facing each other. The teacher as Beowulf walks between the lines. Those in one line try to persuade Beowulf to go and kill Grendel, whereas those on the other line try to persuade him not to go.
Collective Role	What is the conversation between Beowulf and Hrothgar when
Improvisation	Beowulf arrives? 2 groups (of about 6), take on the roles of Hrothgar and Beowulf. No child may speak twice in a row. They improvise their meeting, as either Beowulf or Hrothgar.
Talking objects	What can be/has been/will be seen, inside the great Mead Hall of
	Heriot? It is night-time. Several children individually enter the Hall and place themselves as an inanimate object, e.g. armour, table, bench, chair, goblet, tapestry, etc. They enter the space and state what object they are. They also offer a viewpoint about the chances of Beowulf succeeding this night.
Teacher in Role	As Beowulf, the teacher moves around the hall and the objects speak directly now to Beowulf as he passes. The moment, is just before Grendel is heard and seen.
Sensing the moment	Some children (as Geats) hide amongst the objects and wait in hiding for Grendel. They speak aloud what they can see, hear, smell and touch (giving a short description), e.g. 'I can see the candles burning

	low, wax dripping to the floor'. I can smelletc. A collective scene is built that focuses on imagined sensory experiences.
I wonder	As Beowulf passes them, they wonder aloud, e.g. 'I wonder if he is feeling fear'
Still Image	The children are now in groups of 4. They create a still image (statue) that matches a scene from the poem. These are presented as dream images and may be symbolic rather than realistic representations. 1. Beowulf sails to Denmark 2. Beowulf is greeted by King Hrothgar 3. Unferth doubts Beowulf 4. The Geats hide from Grendel 5. Grendel kills Leofric 6. Grendel fights Beowulf 7. Beowulf detaches the arm of Grendel 8. Grendel dies 9. Beowulf is celebrated as a hero
Performance Carousel	These scenes can be presented in turn with no break between them, as a continuous performance sequence. The sentence is spoken aloud as a caption for the scene.
Talking partners in role	In pairs, one child was an eye witness of the killing of Grendel. The other was not present and wants to find out more, through questioning. This may be years later or soon after.

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