

MACHINE: NATURE AND INDUSTRY

Objectives

- Students will connect multiple simple, repetitive body motions in a sequence to represent an idea, theme, or process.
- Students will create collective movement in the style and themes of *Hadestown*.
- Students will explore the natural world versus the world of industry through movement and sound.

Materials needed

(All referenced music can be accessed on various streaming platforms)

Activity

In *Hadestown*, we see the beauty of the natural world and the hardship of the industrial world. We also watch the actors working as an ensemble to create collective physical choreography.

- Warm-up: Ask for a volunteer to start a simple repetitive sound and movement that is machine-like? Invite others to add another sound and movement to this machine. Ask students to be careful not to touch others and to make their sound and movement in response to existing movements. They can use levels, sit, stand, lie down, etc.
- Students will now make a machine that is thematic to *Hadestown*, a machine of industry/labor. Ask students to think about what industry/labor means to them.
 1. Ask for a volunteer to start a simple repetitive sound and movement that represents “industry” to them. Invite others to add another sounds and movements.
 2. Ask students to freeze then share this quote from *Hadestown*: “We have work and they have none and our work is never done.” Start the machine again asking students to let that quote shape their sound and movement, not change it, but informing how they do the movement.
 3. Freeze again and add some piano music from *Hadestown*. Start the machine again asking students to let the music shape their sound and movement, not change it, but informing how they do the movement.
 4. Freeze. Applause.
- Students will make another machine that is thematic to *Hadestown*, a machine of nature / the natural world. Nature doesn’t feel so much like a machine but it is interconnected and there are cycles. Give the students a moment to think of a sound and movement that represents the natural world to them (the seasons, the ocean, the stars...anything.)

1. Ask for a volunteer to start a simple repetitive sound and movement that represents “nature” to them. Invite others to add another sounds and movements.
2. Ask students to freeze then share this quote from *Hadestown*: “Weather ain’t the way it was before. It’s either blazing hot or freezing cold.” Start the machine again asking students to let that quote shape their sound and movement, not change it, but informing how they do the movement.
3. Freeze again then share this second quote from *Hadestown*: “A song so beautiful it brings the world back into tune.” Start the machine again asking students to let that quote shape their sound and movement, not change it, but informing how they do the movement.
4. Freeze again and add some piano music from *Hadestown*. Start the machine again asking students to let the music shape their sound and movement, not change it, but informing how they do the movement.
5. Freeze. Applause.

While you watch *Hadestown*, watch how the artists work together physically to create both the natural world and the manufactured world. How does their collective choreography help tell the story? And notice the gifts of the natural world. What will it take from each of us to bring the world back into tune?