

Madame Tussauds Visual Arts Year 7 - 10



Madame
Tussauds
SYDNEY ★

Resource aligned to NSW K-12 Syllabus
and The Australian Curriculum

The images shown depict wax figures created and owned by Madame Tussauds



Introduction

A trip to Madame Tussauds, offers a wealth of opportunities for the teaching of visual arts and visual design. The fantastic figures offer a unique opportunity for your students to study the human form up close, using figures they are able to recognise as inspiration for future projects.

The attraction is designed in a way that all visitors are able to move freely around the figures, allowing a 360 view of the people they wish to meet. There are no barriers to block access to the figures, so all visitors are encouraged to get as close as they like.

Madame Tussauds Sydney present wax figures depicting iconic and culturally significant people both from Australia and across the world. This offers a great opportunity for dynamic learning programs, using these fantastic and tactile resources as inspiration.

This selection of resources are to be used whilst in the attraction. There are also suggestions for pre and post trip activities to be completed within the classroom.

Visual Arts Year 7 - 10

The areas in which the Australian Curriculum and NSW Syllabus will align with a visit to Madame Tussauds Sydney include:

Stage 4

Art making – Frames

- Use their cultural and community identities and social perspectives of interest to them in the development of ideas and interests to represent the world in the making of art.

Stage 4

Critical and Historical Studies – Practice

- Investigate a range of practices in the visual arts in different times and places
- Discuss, consider and write about different aspects of practice.

Stage 4

Critical and Historical Studies – Conceptual Framework

- Investigate the expressive and stylistic possibilities of different media and techniques used by artists and recognise how these aspects contribute to the kinds of artworks they make.

Stage 5

Art making – Frames

- Recognise how their own lives and personal and family experiences can connect with intentions for their artworks and the types of works they make.
- Further focus on how cultural and community identity and social perspectives contribute to the development of ideas and making of art.



Cathy Freeman

- Focus on issues of significance to their school and culture to generate ideas for art making and the conceptual interest of works for example; peer-pressure, gender, politics, global warming, human rights, genetic engineering, and the environment.
- Use a range of styles that make use of the conventions in the field.

Stage 5

Critical and Historical Studies – Conceptual Framework

- Further focus on the expressive and stylistic possibilities of different media and techniques used by artists and recognise how these aspects contribute to the kinds of artworks they make.
- Make comparisons between different kinds of artwork which take into account their symbolic and material properties.

Making – Practice (Print, Object, Space-Time forms)

- Develop and make designed objects which explore and experiment with 2D and 3D qualities which may represent and reflect upon their visual design intentions.
- Use appropriate 2D and 3D materials, techniques and technologies to develop and resolve ideas, and to present visual artwork.

Suggestions for Pre/Post Activities

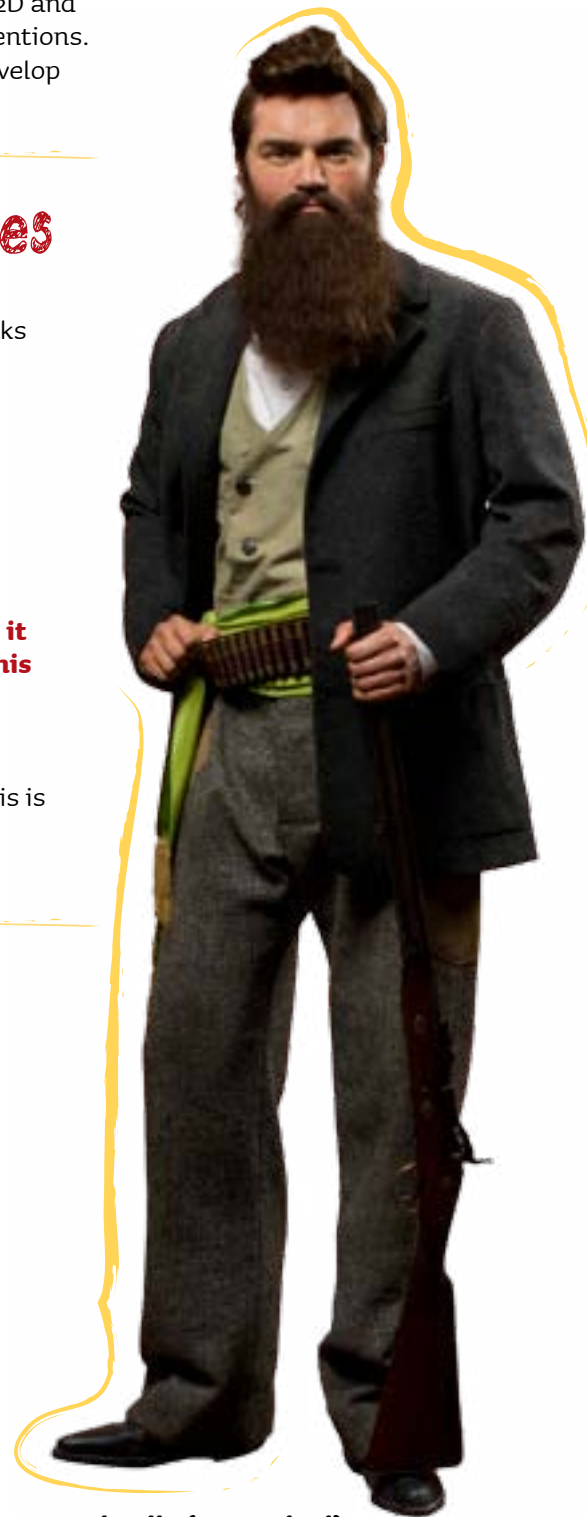
Pre-Activities:

- Introduce the human form, and how different artists have created artworks drawing on the body as inspiration.
- Sculpture as a form of art (practical and theoretical)
- Looking at historical statues
- Making busts of self and others
- Look at artists that use celebrities in their artwork (Andy Warhol)
- Look at artists who use sculpture and the human form (Ron Mueck)

Post-Activities:

- **What Australian icon are we missing? Name the icon, theme where it should be placed, and what information should be displayed with this new wax figure.**
- Look at how the media and celebrities are used in artworks.
- Create sculptures of celebrities using different materials.
- Introduce the Body Worlds Exhibition, and invite students to discuss if this is artistic, scientific, neither or both (<http://www.bodyworlds.com/en.html>)
- Get students to pick 2D images and then turn them into 3D models.

Additional Teacher Notes:



Ned Kelly (unmasked)

Madame Tussaud Sydney would love to see any artwork that your students create.

Please contact us on: madametussauds@merlinentertainments.com.au
Madame Tussauds Sydney, Aquarium Wharf, Darling Harbour, Sydney, NSW, 2000

When you look around Madame Tussauds Sydney, look closely at the figures, from all angles. You will see the attention to detail that our artists take to ensure that the figures are lifelike and to the exact measurements of who they are copying.

Within the attraction, which figure do you think is most lifelike and why?

Which figure is your favourite and why?

On a separate piece of paper, sketch your favourite figure. Also, if possible, take photographs of your figure from different angles. This means that when you get back to class, you can recreate your figure accurately.

What issues do you think there would be, if the figures you are looking at were not true to life (accurate representation of the personalities they are supposed to be)?

In school, what materials or techniques could you use to recreate your favourite figure?



Nicole Kidman



Madame Tussaud



Leonardo DiCaprio

Making of a figure is only part of the process. Thinking about where the figures are in the attraction and how they are presented is also a vital aspect of the work that Madame Tussauds worldwide is part of. Making the figures appealing to guests (audience).

As you explore Madame Tussauds Sydney, what theming styles have been used to make sure that the figures are presented well?

Choose one figure that you like, describe where the figure is placed and what backgrounds or accessories the figure has with/near them?

Why is this important?

On a separate piece of paper, sketch this figure and its surroundings. Take photographs of the figure/surroundings from different angles. This means that when you get back to class, you can recreate what you have seen accurately. You may also choose to take footage on an electronic tablet and take verbal 'annotated' notes to accompany your footage.

What are the eight steps in making a figure?

1.	2.
3.	4.
5.	6.
7.	8.



Delta Goodrum



Eddie Mabo



Queen Elizabeth II