

Madame Tussauds

The Arts Resource Pack-Year 5 & 6 (Stage 3)



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



Where Learning comes to life

The Madame Tussauds Sydney Arts Resource, has been developed by practicing teachers. It is designed to provide visiting school groups with an interactive program that supports learning pre, post and during your visit.

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Teacher sheets

- Sheet One - Introduction
- Sheet Two - A history of Madame Tussauds
- Sheet Three - Making figures in wax

Learning program:

- Sheet Four - Arts learning program

Studio Secrets Mission

A fun and engaging exercise for students to complete on the day of the visit.

Photography

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Nelson Mandela

Visit the Madame Tussauds website at: <http://www.madametussauds.com/sydney/schools> Booking number: 02 - 8251 7801

Madame Tussauds, Aquarium Pier, next to Sydney Aquarium Darling Harbour, Sydney, NSW 2000

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

Introduction

This Madame Tussauds Sydney resource has been created for Year 5 and 6 learning programs taught within The Arts Curriculum: Visual Arts.

It has been written in close consultation with practising teachers, in collaboration with Madame Tussauds Sydney. It offers learning tasks that are both aligned to the new Australian Curriculum subject: The Arts, Visual Arts, whilst also complimenting the outgoing NSW Syllabus Visual Arts strand also.

This resource also supports cross-curricular priorities and general capabilities such as Literacy, Information and Communication Technology Capability, Numeracy and Intercultural Understanding.

This pack offers a complete Visual Arts program, comprising of 5 core lessons, designed in a pre, during and post visit sequence. An introduction to waxwork figures, how they are devised and constructed and advice for planning your visit to Madame Tussauds Sydney.

Madame Tussauds Sydney

Madame Tussauds Sydney is themed around iconic and culturally significant people, both past and present, with key attention focused on using new technology to bring the figures to life. We offer interactive learning opportunities, which will both engage students and which also align with the new Australian Curriculum: The Arts. Specifically, the strand of Visual Arts; including Sketching, Multimedia and Art Appreciation.

The figures at Madame Tussauds Sydney offer school visitors exciting opportunities to approach art and design areas from different perspectives and disciplines, enabling learners to get up close and personal with historical and prominent figures, both from Australia and across the world.



Danni Minogue

Using the Resource

These classroom resources aim to provide the tools teachers need to deliver engaging and inquiry based lessons in Visual Arts. Our intention is to do much of the preparation and planning for you.

Designed to be flexible, this resource offers a range of lessons, activities and ideas that you can tailor to your students needs and adapt to suit different learning styles.

Teacher Sheets

The Teacher sheets set out the content descriptors for each of the Student Resources and provide assistance in delivering the various activities, where necessary. Suggestions for extension activities and links into other areas of the curriculum are also provided.

A brief history of Madame Tussauds

Marie Grosholtz (later to become Madame Tussaud) was born in 1761 in Strasbourg, France, two months after her father's death. Her mother took a job as a housekeeper in Berne for Philippe Curtius, a doctor who was skilled at modelling wax to create anatomical figures.

In 1767 Marie moved with her mother and Philippe Curtius to Paris where Curtius opened his first exhibition.

At a time when visual media such as cinema and TV did not exist, people flocked to the exhibition to see for themselves what the famous people of the time looked like.

Dr Curtius taught Marie the art of wax sculpting from an early age and she demonstrated natural flair.

Soon she was sculpting her own figures of many of the prominent people of the era. Marie's skills came to the attention of Louis XVI's sister and Marie was invited to live at and work in the palace of Versailles. Marie spent nine years at court and whilst there created figures of Louis XVI and his family.

In 1789 Dr Curtius asked Marie to return to Paris.

Once back in Paris the French Revolution erupted and Marie was asked to make death masks of the prominent figures who were executed, including Louis XVI and his wife Marie Antoinette.

Marie herself was imprisoned by the revolutionists but escaped the fate of the guillotine.

In 1794 Curtius died and Marie inherited the exhibition.

However the exhibition struggled in the economic decline following the revolution and Marie decided to take the exhibition to England where it was a great success. Marie toured the British Isles with the exhibition for years. In 1822 the ship carrying the figures was wrecked on a crossing to Ireland but fortunately some of the figures were saved.

At the age of 74, Madame Tussaud decided to settle the exhibition permanently at the Baker Street Bazaar, very close to the present site in London.

Marie continued to work at the exhibition until her death in 1850. Her sons and grandsons continued the business and in 1884 decided to move the exhibition to its present site.

Over the years there have been several disasters which the exhibition has had to cope with.

A fire in 1925 destroyed many of the figures but fortunately the moulds were saved so new figures could be cast, and in 1940, on the first night of the Blitz, 352 head moulds were damaged beyond repair, although ironically Hitler's figure remained unscathed!



Madame Tussaud

Making Figures in Wax

For most visitors to Madame Tussauds, wax figures are startling, three-dimensional likenesses of all manner of people but little is known about how the figures are actually created. This is because the studios can never be visited - apart from by the subjects who come to be modeled in the private, purpose-built area.

At the sitting, the sculptor has the opportunity to take precise measurements with a tape measure and calipers, and to photograph the subject's head and body from every possible angle.

During the sitting the sculptor also makes the all-important observations that will convey personality and character as the sculpture progresses.

A moulder is responsible for making a plaster "negative" from the sculptor's portrait, and great care must be taken to avoid damaging the precious clay original. Once the wax head has been cast it requires eyes, hair and colour. Eyes are made individually to exactly match the colour and detail of the subject, human hair is inserted strand by strand into the wax scalp and colour is carefully applied to bring the face and features "to life". The final assembly of the figure is supervised by the sculptor and wardrobe mistress.

When a figure enters Madame Tussauds, the studio remain closely concerned with its appearance and like every other figure it will undergo an early morning routine of checking and cleaning before the attraction opens each day. This rigorous attention to detail is constantly maintained and continues to uphold the high standards for which Madame Tussauds is famed.

Banjo Patterson



Lesson 1: Appreciating artworks

Refer to one of Sidney Nolan's Ned Kelly paintings. Discuss the story of Ned Kelly. How has the artist used his imagination in representing the Ned Kelly story? How has the artist presented Kelly? What ideas is the artist expressing about the event? Is the artist sympathetic? What type of feeling or atmosphere do the colours give the artwork?

Lesson 2:

Identify other historic (Australian) figures. Create a painting about Ned Kelly or another historic figure, placing him or her in an environment. Use a variety of textures and layering to create the landscape, e.g. make rubbings with crayons on the paper surface then paint over with watery paint.

Lesson 3:

Excursion to Madame Tussauds Sydney. Call (02) 8251 7801 to make your booking.

Prepare students prior to the visit, ask students to choose a Australian cultural, political or influential icon upon their visit to Madame Tussauds and ask them to take a digital image of them or to sketch them in the surroundings that they are placed*. Why are they placed into that particular environment? What does their expression suggest about the setting they are in?

**Be mindful to respect indigenous Australians that are not to be photographed after death.*

Lesson 4:

Research the Australian icon you have photographed at Madame Tussauds. Where have they lived in their lives? What cultural significance have they made to Australia's history? What is driving force of their lives work? Why have they been chosen to be featured in a Madame Tussauds? From your research, develop a written justification as to why this icon could have been placed in a differing environment.



**Ned Kelly
(unmasked)**

Cross-curricular Links

- Visual Arts
- Literacy
- ICT
- Intercultural Understanding
- Critical and Creative Thinking

Content Descriptions

- Experiment with and create 2D, 3D and 4D images and objects based on imagination and deepening understanding of the world
- Select and use different media and techniques to explore visual arts ideas
- Identify and discuss a range of visual arts works and how they may be interpreted in different ways
- Make visual arts works as representations of self and others across places, times, cultures and societies

Lesson 5:

Using mixed multimedia programs and digital media platforms, ask students to place their focus wax figure into an alternate setting. From your research, where else would be a possible alternate to the one they have been placed in Madame Tussauds? You can chose to create a digital setting as a still image, interactive cartoon or short film. If ICT is not available, you can create this new environment through mixed media such as paint, sketching, 3D modelling or collage.

The finished piece must be accompanied with the written justification and explanation as to why this alternate setting could have been chosen to display this iconic Australian.

Studio Secret Mission

1. Between what years did Captain Cook come to Australia?

2. How old was Ghandi when he got married?

3. What was Dawn Fraser's gold medal 100m freestyle record time?

4. What colour are Rhianna's shoes?

5. How many weeks does it take to put a full head of hair into a wax figure?

- A) 1 week
- B) 4 - 6 weeks
- C) 3 months

6. What kind of famous surgeon is Victor Chang?

- A) Brain
- B) Eye
- C) Heart

7. What is Rolf Harris holding in his hands?

8. How many colours are in Dame Edna's dress?

9. Who in your class has the same eye colour as Miranda Kerr?

10. What is Lady Gaga's real name?



Captain Cook



Heath Ledger



Queen Elizabeth II



Lady Gaga