

Madame Tussauds
LONDON



ART & DESIGN



TEACHER'S GUIDE



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INTRODUCTION

Madame Tussauds' unrivalled craftsmanship, multi-sensory experiences and captivating storytelling is the only place in the world where pupils can stand alongside extraordinary, famous people at the centre of iconic moments. Place your pupils at the heart of the action to step inside the world of wax and beyond.

The Madame Tussauds Art & Design resources have been created in collaboration with teaching professionals to offer relevant and stimulating exercises that support key areas of the Art & Design curriculum, bringing the subject to life in novel and exciting ways and to provide schools with a unique insight behind the scenes at Madame Tussauds.

Face to Face with Marie Tussaud

The wax and design techniques you see on the figures today have a long standing history that you may not expect. It may be useful to give pupils a copy of the timeline to help set the historical context of the attraction.

1761

WHERE IT
BEGAN

Marie Grosholtz (later to become Madame Tussaud) was born in 1761 France, where her mother took a job as a housekeeper for the successful wax sculptor Dr Curtius. It was here that Marie learnt the art of wax sculpting from an early age. Demonstrating a natural flair for sculpture, Marie was soon sculpting her own figures of prominent people of the era.

1767

FIRST OF
ITS KIND

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.

1780-87

ROYAL
ATTENTION

Marie's skills came to the attention of Louis XVI's sister and Marie was invited to live and work in the Palace of Versailles. Marie spent nine years at court and whilst there created figures of royalty such as Louis XVI and his family.



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1794

DEATH MASKS &
IMPRISONMENT

After moving back to 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 narrowly escaped the fate of the guillotine! In 1794 Curtius died and Marie inherited the attraction.

1822

LOST
AT SEA

The attraction struggled in the economic decline following the revolution and Marie decided to take the wax figures to England where it was a great success. Marie and her husband, Francois Tussaud, toured the British Isles for years. In 1822, the ship carrying the figures was wrecked on a crossing to Ireland, but fortunately some of the figures were saved.

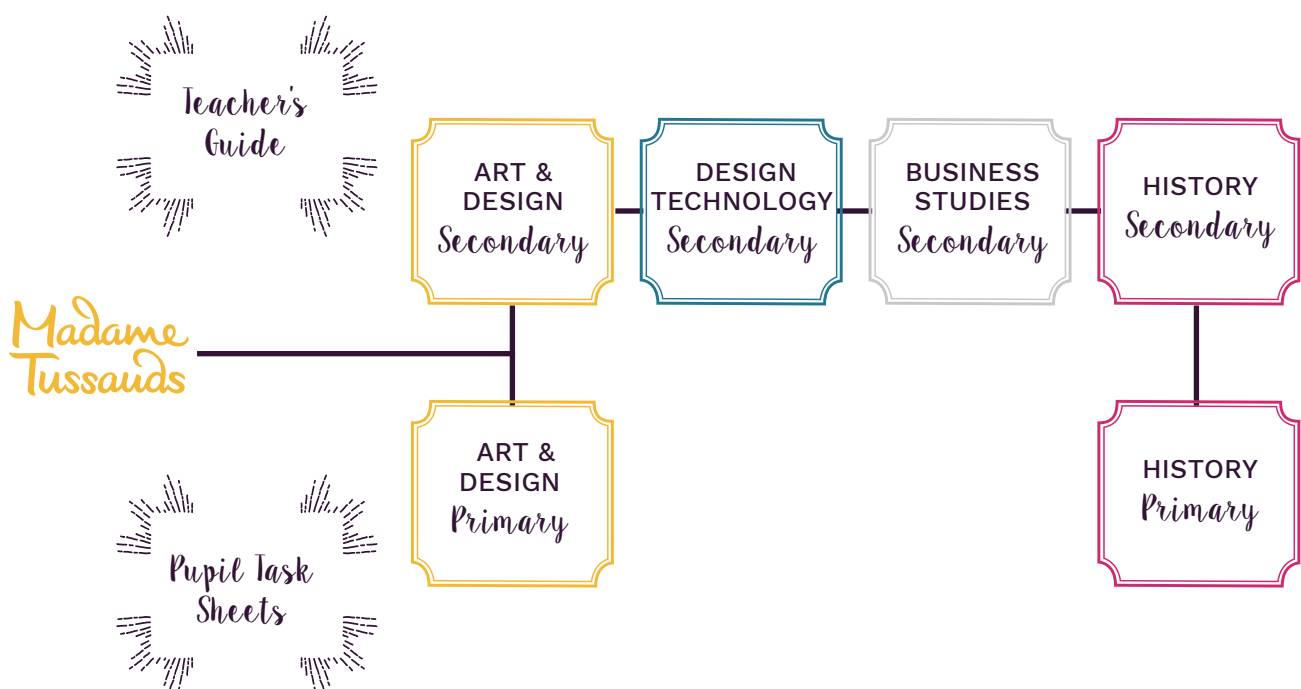
1850

SETTLED
AT LAST

At the age of 74, Marie Tussaud decided to settle the attraction permanently at the Baker Street Bazaar, very close to the present site. Marie continued to work at the attraction until her death in 1850. Her sons and grandsons continued the business and in 1884 decided to move the attraction to its present site and the Madame Tussauds we know today.

At a Glance

The Art & Design resource pack includes this Teacher's Guide and supporting Pupil Task Sheets. There are also a number of other materials available from Madame Tussauds:





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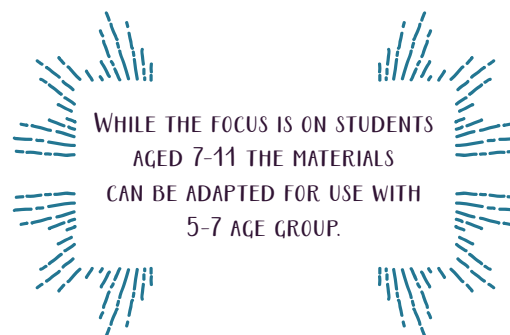
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INTRODUCTION

Using the resources

This document, along with the Pupil Task Sheets are designed to support the delivery of learning activities and can be used flexibly so that you can select the topics and exercises that suit your pupils' needs best. The learning activities have been designed as a comprehensive set, however they can be used or adapted at the teacher's discretion.

The materials take the following structure so as to provide stimulating work to complete before, during and after a visit to the attraction:



1. BEFORE

Forms the introduction to the lesson and provides students with the background and context required to continue with during and after the activities.

2. DURING

Allows pupils to engage and interact with the relevant areas of Madame Tussauds, collecting additional information to support progression to activities on return to the classroom.

3. AFTER

Aims to consolidate and build on the learning from the previous activities to provide a conclusive round up.

4. MORE FUN AT HOME

These activities are optional but provide activities pupils may undertake outside of the classroom to further their interest and exploration of an area of study.



Curriculum links

Key Stage	Subject	Curriculum Links
KS1	Art & Design	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Cover the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
KS2	Art & Design	<ul style="list-style-type: none"> • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Improve awareness of great artists, architects and designers in history.
KS1/2	History	<ul style="list-style-type: none"> • Pupils should develop an awareness of the past. • The lives of significant individuals in the past who have contributed to national and international achievements.
KS1/2	English	<ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Writing narratives about personal experiences and those of others (real and fictional).
KS1/2	Maths	<ul style="list-style-type: none"> • Identify and describe the properties of 2D and 3D shapes. • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line.



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Learning Objectives

Outlined in the table below is a summary of the learning objectives and details of any additional resources that may be required.

Activity	Learning Objectives	Resources Required
Before	<p>Pupils should learn:</p> <ul style="list-style-type: none"> To record from experience and first-hand observation. To explore materials and processes used in art and design and how these can be matched to ideas and intentions. To explore themselves as a starting point for practical work. To work on projects in two dimensions and to adapt and develop their work according to their views. To adapt their work according to their views and describe how it might develop further. To compare ideas, methods and approaches in their own and others' work. To explore materials and processes used in art and design and how these can be matched to ideas and intentions. 	<ul style="list-style-type: none"> Pupil Task Sheets 1-3 Paper or sketch book Pencils Mirror Wooden Mannequin or 3D object
During	<p>Pupils should learn:</p> <ul style="list-style-type: none"> To record from experience and first-hand observation. To collect visual and other information to help develop their ideas. To develop ideas using a sketchbook. 	<ul style="list-style-type: none"> Pupil Task Sheets 4-7 Paper or sketch book Pencils
After	<p>Pupils should learn:</p> <ul style="list-style-type: none"> To understand the roles and purposes of artists, craftspeople and designers working in different times and cultures. To develop control of tools and techniques. To use a range of materials and processes to investigate visual and tactile qualities of materials and processes and to match these to the purposes of their work. To explore colour, patterns and texture. To investigate visual and tactile qualities of materials and processes and to match these to the purpose of their work. To use a variety of methods and approaches to communicate observations ideas and feelings. 	<ul style="list-style-type: none"> Pupil Task Sheets 8-10 Internet access, books or magazines Thick card Scissors Paints, wool, lolly sticks Pliable material (clay or playdough) alternatively, Modroc or papier mâché.



PLANNING A VISIT

We would like to provide you with all the information you need to ensure you and your **Very Important Pupils – VIPs** – have a memorable and inspiring experience!

All the information you need can be found at: [madametussauds.com/education](https://www.madametussauds.com/education)

This includes:

- Risk Assessment
- FAQ
- Booking form

Madame Tussauds welcomes all visitors, if you have any concerns about pupils with SEN or require any further information please do not hesitate to contact **0871 222 0177***

Alternatively, send us an email to SchoolTrips@madame-tussauds.com

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BEFORE YOUR VISIT

Activity 1 (Worksheet 1-2)

This activity introduces and gives examples of self-portrait and is designed to examine closely what makes a face unique. Pupils should be encouraged to become aware of their features in order to progress to replicating their own image in a self-portrait.

Encourage the use of creative language amongst pupils when completing this activity. You may wish to introduce this exercise through class discussion, perhaps encouraging pupils to study your face and describe a variety of your own expressions using adjectives. If you have 'expression' cards use these to stimulate pupil's vocabulary, asking pupils to guess or describe the expressions shown.



Activity 2 (Worksheet 2)

The portraits produced in this activity can be used as the basis for the mask-making exercise after your visit and as such should be drawn to scale. Pupils should be asked to form pairs and take detailed measurements of each other's heads.

Activity 3 (Worksheet 3)

This activity encourages pupils to think about objects in 3D form and consider the representation of objects from differing viewpoints.

Pupils can be encouraged to experiment with a range of different sketching and shading techniques (including the use of different leaded pencils to achieve appropriate shadings).

Ideally, pupils should have one wooden mannequin between two, however if this is not possible an alternative 3D object can be used.

Activity 4 (Worksheet 3)

This activity introduces the concept of sculpture and the various techniques and material it encompasses. You may wish to introduce the topic via a class discussion to ascertain levels of pupil understanding.





DURING YOUR VISIT

Activity 1 (Worksheet 4)

When visiting Madame Tussauds, encourage pupils to research into the life and times of Madame Tussauds, this will inform the reason for sculpture and mask making as well as give a context for the 'More fun at home' activity.

Activity 2 (Worksheet 4)

Pupils should utilise a visit at Madame Tussauds to explore and find out about a range of famous artists. This exercise will provide the basis and inspiration for after their visit and provide an opportunity for pupils to record their observations.

Activity 3 (Worksheet 5)

Pupils will need to make a visit to the **Behind the Scenes** area. The sequence of pictures showing how Madame Tussauds creates the figures can be used to encourage sequential writing and to demonstrate processes. The pictures can be used as a storyboard against which pupils can record the method employed by Madame Tussauds. This process can also form a model for pupils to refer to when they make their own sculpture.

Key features within the process have been outlined below and can be used as the basis for the teacher assessment for learning:



1. Research

Researchers find out as much as possible about the famous person and build up a picture of how they are seen by the public. This will help inform how the wax figure should stand, what their facial expression should be and what they should be wearing.



2. Design

When possible the famous person will come in for a sitting where sculptors will take their detailed measurements and many photographs of them to collect all the information required to accurately create a wax figure.



3. Planning

Using all the information from the researchers and from the sitting, the sculptors plan the wax figure. A steel skeleton is made for the body from the measurements taken from the sitting.



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DURING YOUR VISIT



4. Making

Sculptors form the shape of the body over the steel skeleton using clay. Separate moulds are then made of the head and body. A hot wax mixture is poured into the mould and left to cool and harden. The mould is carefully removed, leaving a cast of the wax figure. The head cast is then attached to the body.

Teeth, hair and eyes are added to the figure and colour applied to the wax skin using oil based paints. Paint is applied in layers, creating a realistic skin colour and texture. The wardrobe assistant helps with dressing the wax figure and the final touches. The finished figure is now ready to be unveiled at Madame Tussauds.

Activity 4 (Worksheet 6)

This exercise incorporates life drawing skills, encouraging pupils to sketch a famous figure or character during a visit to Madame Tussauds, as well as focusing on poses that make that individual distinct and recognisable.

Activity 5 (Worksheet 7)

Pupils should use this section of the worksheet to record their observations and take note of the details of the figures on their visit. The details collected here will inform and progress activities after the visit.





AFTER YOUR VISIT

Activity 1 (Worksheet 8)

For further investigation to self-portrait, pupils can be encouraged to use both library and internet resources to research the named artists.

Activity 2 (Worksheet 8)

Pupils could look for examples of sculpture in their own home, or can research local sculptors by investigating sculptures they find in their local area. They should consider the types of materials used and the reasons why these materials were selected.

Encourage pupils to record their findings in a table or spreadsheet. They could also take photographs or draw sketches of sculptures that they find and add them to their portfolio.

Activity 3 (Worksheet 9)

Depending on the focus of the lesson or resources available, the following options are outlined:

a) Mask making

Assistance may be required to cut out eye and mouth holes in the mask. Pupils can also be encouraged to use real props, such as hair clips and combs. Assistance may also be required securing the wooden stick to the base of the mask.

b) Sculpture

This activity assists pupils in making a finished 3D sculpture. Pupils are encouraged to think about choice of materials and texture. If pupils are modelling from a pliable material they must be encouraged to mould their sculpture out of a single piece of material.

Additional methods of modelling/sculpture can be offered for more able pupils, dependent on available materials and tools. Alternative sculptures can be made in 3D form by using wire. Old coat hangers can be unbent and reformed into sculptures.

Activity 4 (Worksheet 10)

This activity gives pupils the opportunity to explore colour and patterns in the context of the below activities and is again dependent on time and resources available:

a) Mask making

Pupils may wish to use methods of colour and decoration and are encouraged to look through magazines to find examples of colours that match their skin tone. They can use these cuttings to create a collage base to their mask. Alternatively pupils could simply label the sketch to indicate the colours to be used on the individual parts.

b) Sculpture

Pupils are encouraged to add detail to their finished model to ensure an accurate likeness of the character selected using colour. This activity encourages pupils to review their recorded observations during the visit, using them to inform and revisit their sculpture.



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MORE FUN AT HOME

This activity can be set as a homework task or for pupils demonstrating a clear interest in the topic. The collage activity could be adapted, asking pupils to create a storyboard of their visit to Madame Tussauds, following their journey from beginning to end.

Pupils can also be encouraged to research artists such as Matisse, who famously worked with collage and cut out paper shapes to produce his works for inspiration.



We'd love to hear what you think about your experience and how we can make it even better for schools, please take a few moments to answer our survey at madametussauds.com/teacherfeedback

