

DESIGN TECHNOLOGY



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 in 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 Design Technology resources have been created in collaboration with teaching professionals to offer relevant and stimulating exercises that support key areas of the Design Technology 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.

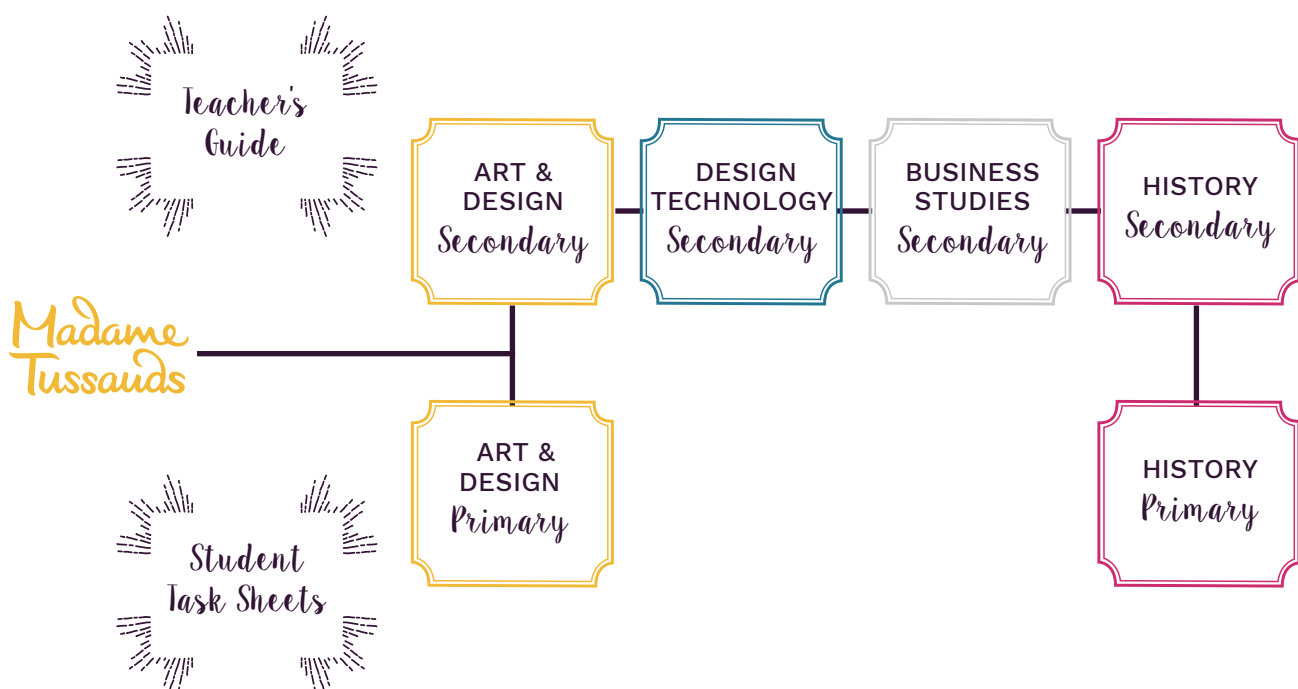
1850

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 Design Technology resources pack includes this Teacher's Guide and supporting Student Task sheets. There are also a number of other materials available from Madame Tussauds:





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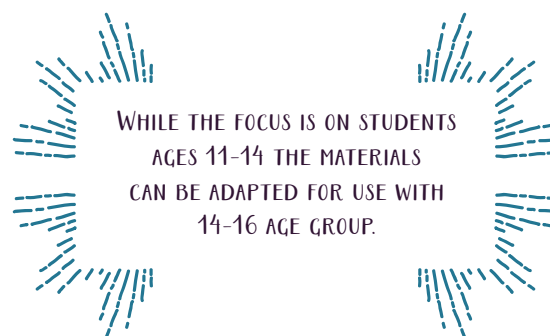
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Using the resources

This document, along with the Student 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
KS3/4	Design Technology	<p>Design</p> <ul style="list-style-type: none"> • Use research and exploration to identify and understand user needs. • Identify and solve their own design problems and understand how to reformulate problems given to them. • Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. • Use a variety of approaches, to generate creative ideas and avoid stereotypical responses. • Develop and communicate design ideas using annotated sketches, detailed plans, 3D and mathematical modelling, oral and digital presentations and computer-based tools. <p>Make</p> <ul style="list-style-type: none"> • Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. • Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties. <p>Evaluate</p> <ul style="list-style-type: none"> • Analyse the work of past and present professionals and others to develop and broaden their understanding. • Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups. • Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists. <p>Technical knowledge</p> <ul style="list-style-type: none"> • Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.
KS3/4	English	<ul style="list-style-type: none"> • Summarising and organising material, and supporting ideas and arguments with any necessary factual detail. • Expressing their own ideas and keeping to the point.
KS3/4	Maths	<ul style="list-style-type: none"> • Use and interpret data. • Make predictions, interpolate and extrapolate apparent trends whilst knowing the dangers of so doing.
KS3/4	History	<ul style="list-style-type: none"> • Discern how and why contrasting arguments and interpretations of the past have been constructed • Create their own accounts and understand the methods of historical enquiry.



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Learning Objectives

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

Activity	Learning Objectives	Resources Required
Before	<p>Student should learn:</p> <ul style="list-style-type: none"> • To evaluate the needs of users. • To use ICT for data acquisition, capture and handling. • To apply knowledge of materials to design processes. 	<ul style="list-style-type: none"> • Student Task Sheets 1-2 • Additional Paper • Magazine and/or internet access
During	<p>Student should learn:</p> <ul style="list-style-type: none"> • To evaluate the needs of users. • To understand whether a product has met a clear need. • To interpret new design contexts. 	<ul style="list-style-type: none"> • Student Task Sheets 3-5 • Camera
After	<p>Student should learn:</p> <ul style="list-style-type: none"> • To apply knowledge of materials to design processes. • To responds creatively to a brief. • To analyse existing products to inform designing and making. • To use a broad range of techniques to prepare and assemble components. • To evaluate which tools are the most appropriate. 	<ul style="list-style-type: none"> • Student Task Sheets 6-8 • Fabric • Sewing equipment



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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

*CALLS TO THIS
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PER MINUTE PLUS
YOUR PROVIDERS
ACCESS CHARGE



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BEFORE YOUR VISIT

Activity 1 (Worksheet 1)

This exercise outlines to students the design and construction process behind the wax figures of Madame Tussauds. Students should begin to explain and highlight some of the following key features within the process:



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.



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.

Questions to consider:

- Why is it necessary to undertake research into a famous person's appearance, pose, and clothing?
- What would happen if you did not find out this information?
- What does this information enable Madame Tussauds to do?





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BEFORE YOUR VISIT

Activity 2 (Worksheet 2)

Market research and collecting information about the needs of users are key to the success of designing a world-class attraction. Assessing user needs is applicable to all strands of Design Technology.

Students canvas opinions amongst their peer group on which wax figures they would like to see at Madame Tussauds and use this data to inform later activities.

Questions to consider:

- How would Madame Tussauds decide which new figures to create without asking the public their opinion?
- Would people still visit if Madame Tussauds made figures that they did not want to see?
- Are adults a suitable audience sample to provide insight into a new children's attraction?

Activity 3 (Worksheet 2)

This activity will provide visual information for students to base their projects on.

Questions to consider:

- What textures can you see on the model you have chosen?
- Why has the designer chosen these fabrics?
- Why have different materials been chosen for different shapes or styles of clothing?





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DURING YOUR VISIT

Activity 1 (Worksheet 3)

Student should utilise the **Behind the Scenes** area at Madame Tussauds to fill in the fact file and collect specific information surrounding the detail how a figure is made.

Activity 2 (Worksheet 4)

Students should take note of popular figures as they are walking round the attraction. This information should be viewed alongside that captured in class and consider further ways of collecting data.

Activity 3 (Worksheet 5)

Students are tasked with evaluating an existing celebrity outfit in Madame Tussauds to inform their design and make project following their visit. They should observe the design features and consider possible alternative if they were to replicate a low-cost version of the outfit for production and sale within a high street store.

They should use the onsite opportunity to get up close to the exhibits to observe the textures, colour and construction of the costumes of the fabrics. This will inform their own designs.





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AFTER YOUR VISIT

Activity 1 (Worksheet 6)

This activity allows students to look at materials and tools used in the process at Madame Tussauds and evaluate their properties and usefulness respectively.

Questions to consider:

- Provide examples of what the figures would look like and how they would be built if the correct materials such as steel, clay and wax were not used.

Activity 2 (Worksheet 7)

Students are tasked with making the product they have researched and planned throughout the previous activities. If time or materials do not permit creating the full design and make project, you may prefer to ask students to make a paper prototype or a miniature version of their product. Students are also required to evaluate their own work and that of their peers.

Questions to consider:

- Why are templates helpful?
- What kind of tools, materials and techniques will work best?
- Why is it important to evaluate a product after it has been made?

Activity 3 (Worksheet 8)

Students should utilise the data captured in before and during their visit to create suitable marketing materials to promote their wax figure. This should be informed by the direct interests and needs of their target audience.

Questions to consider:

- How would people know what to visit without marketing?
- Describe what you think would be the best three ways to market a specific famous person and why?



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MORE FUN AT HOME

This activity can be set as a homework task or for students demonstrating a clear interest in the topic. The independent learning opportunity will allow students to research and provide suggestions for a set to create a specific atmosphere for their chosen figure.

Tell us what you think

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

