

Creative Arts: Cross-Artform Analysis

Madame Tussauds Sydney — Schools Resource

NSW Syllabus: Creative Arts K–6 (2006)

Stage: Stage 3 (Years 5–6)

About this resource

This resource builds cross-artform analysis and creation skills, using the gallery to explore how visual art, drama and music combine to represent a person.

Curriculum outcomes addressed

- **VAS3.1** — investigates subject matter in an attempt to represent likenesses of things in the world
- **DRAS3.4** — responds critically to a range of drama works and performance styles
- **MUS3.1** — sings, plays and moves to a range of music, demonstrating a knowledge of musical concepts

Key inquiry question

How do artists across different art forms work together to create a convincing representation of a real person?

Exercise 1: One Person, Many Artforms (Classroom — Pre-Visit)

Format: Classroom based | 20 minutes

1. Discuss: if you wanted to represent a real person through art, drama and music, what would each artform need to capture?
2. In groups, choose a well-known person and brainstorm one idea for how each artform could represent them.
3. Introduce the concept of "likeness" — capturing not just appearance, but character.

Exercise 2: Cross-Artform Analysis (Excursion — In-Venue)

Format: Excursion based | Individual worksheet

Choose one figure from the gallery.

1. Visual arts: describe the techniques used to create their likeness (materials, colour, texture, detail).
2. Drama: analyse their "performance" — what story does their pose and expression tell?
3. Music: if this person had a soundtrack for this moment, what would it sound like? Describe the mood and style.

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Exercise 3: Multi-Artform Response (Classroom — Post-Visit)

Format: Classroom based | Extended task, 1–2 lessons

In small groups, create a multi-artform response to a figure of your choice:

1. Create a visual artwork capturing their likeness and character.
2. Devise a 30-second drama piece showing a moment in their life.
3. Choose or create a short piece of music/sound that reflects their mood or era.

Present all three elements together to the class.

Teacher note: This task supports critical response (DRAS3.4) as well as making and performing outcomes across all three artforms.

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Exercise 1: One Person, Many Artforms (Classroom — Pre-Visit)

Student Worksheet | Classroom Activity

Your chosen person

Name: _____

Brainstorm ideas for each artform:

Artform	How could you represent this person?
Visual Arts	_____ _____ _____ _____ _____
Drama	_____ _____ _____ _____ _____ _____
Music	_____ _____ _____ _____ _____ _____

What does "likeness" mean to your group?

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Exercise 2: Cross-Artform Analysis (Excursion — In-Venue)

Student Worksheet | Gallery Activity

Figure chosen

Name/Title: _____

1. Visual Arts Analysis

Describe the techniques used to create their likeness (materials, colour, texture, detail):

2. Drama Analysis

What story does their pose and expression tell? What character do you see?

3. Music Response

If this person had a soundtrack for this moment, what would it sound like? Describe the mood and style:

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Exercise 3: Multi-Artform Response (Classroom – Post-visit)

Student Worksheet | Group Project Planner

Group members

Figure chosen

Name/Title: _____

Planning your response:

Visual Artwork Plan

What will you create to capture their likeness and character?

Sketch space:

Drama Piece Plan

Describe your 30-second scene — what moment will you show?

Music/Sound Plan

What music or sounds will reflect their mood or era?

Reflection after presentation:

How did combining all three artforms help represent this person more completely?

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