

NSW Syllabus: Creative Arts K–6 (2006)

Stage: Early Stage 1 – Stage 1 (Kindergarten – Year 2)

A playful introduction to musical concepts using Madame Tussauds Sydney's musician figures as a starting point for listening, moving and responding.

Curriculum outcomes addressed

- **MUES1.1 / MUS1.1** — sings, plays and moves to a range of music, demonstrating an awareness of musical concepts
- **MUS1.4** — responds to a range of music, expressing likes and dislikes and the reasons for these choices

Key inquiry question

How does music make us want to move, sing or feel a certain way?

Exercise 1: How Does Music Make You Move? (Classroom — Pre-Visit)

Format: Classroom-based | 15 minutes

1. Play short clips of different musical styles (the teacher's choice) and have students move in ways that match the music — fast, slow, big, or small.
2. Ask: Which music did you like best? Why?
3. Introduce the idea that musicians use their whole body and face to perform, not just their instrument or voice.

Exercise 2: Musician Spotting (Excursion — In-Venue)

Format: Excursion-based | Simple worksheet with pictures to circle/draw

Find a musician figure in the Sydney Live zone in Madame Tussauds Sydney.

1. Draw or describe what instrument they are holding, or how they are singing.
2. Show with your body how you think they might be moving on stage — freeze in that pose!
3. Circle a word for how their music might make you feel: happy, excited, calm, excited.

Exercise 3: Our Class Band (Classroom — Post-Visit)

Format: Classroom-based | 1 lesson

1. As a class, choose a favourite musician from the excursion.
2. Using classroom instruments or body percussion, create a short group performance inspired by their style (fast/slow, loud/soft).

3. Perform for another class or record a short video.

Teacher note: This activity supports the development of early musical concepts (tempo, dynamics, mood) through embodied, playful learning.

Madame Tussauds



Exercise 2: Musician Spotting

Name: _____

Exercise 1: How Does Music Make You Move? 🎵

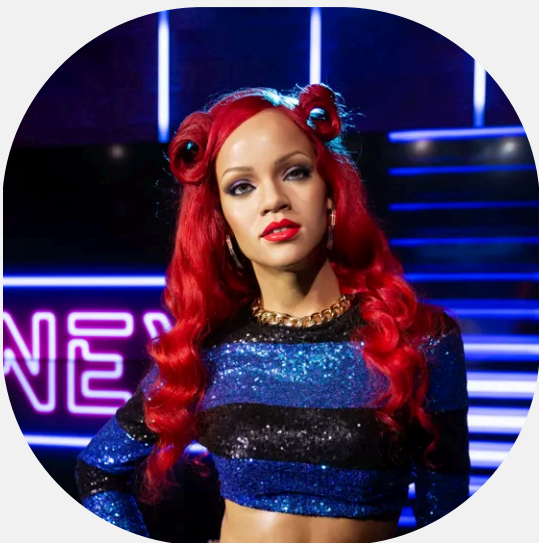


Describe what instrument this person is holding, or how they are singing.

Show with your body how you think they might be moving on stage — freeze in that pose!

Circle the word for how their music might make you feel:

HAPPY SAD CALM EXCITED



Describe what instrument this person is holding, or how they are singing.

Show with your body how you think they might be moving on stage — freeze in that pose!

Circle the word for how their music might make you feel:

HAPPY SAD CALM EXCITED

Madame Tussauds

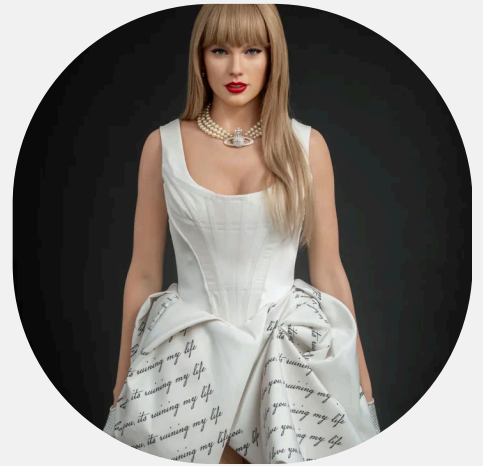
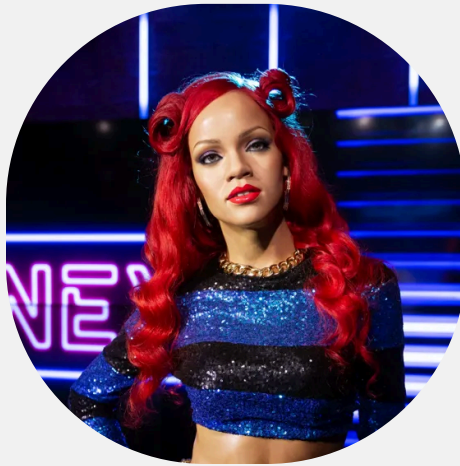


Exercise 3: Our Class Band

Name: _____

Format: Classroom-based | 1 lesson

1. **As a class, choose a favourite musician from the excursion.**
2. **Using classroom instruments or body percussion, create a short group performance inspired by their style (fast/slow, loud/soft).**
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Madame Tussauds