

Creative Arts: Musical Concept Analysis

Madame Tussauds Sydney — Schools Resource

NSW Syllabus: Creative Arts K–6 (2006)

Stage: Stage 3 (Years 5–6)

About this resource

This resource develops understanding of musical concepts, style and context through investigating musician figures at Madame Tussauds Sydney.

Curriculum outcomes addressed

- **MUS3.1** — sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts
- **MUS3.4** — identifies the use of musical concepts and symbols in a range of musical styles

Key inquiry question

How does a musician's era, genre and image work together to create their public identity?

Exercise 1: Musical Concepts Warm-Up (Classroom — Pre-Visit)

Format: Classroom-based | 20 minutes

1. Revise musical concepts: duration, pitch, dynamics, tone colour, structure.
2. Listen to two contrasting songs and identify how each concept is used differently.
3. Discuss: how might a musician's genre affect the way they dress and perform?

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

Format: Excursion-based | Individual worksheet

Choose one musician figure from the gallery.

1. Research (before or after) what genre of music they are known for.
2. Describe how their costume, pose and setting reflect that musical style.
3. Identify one musical concept (dynamics, tempo, tone colour) you associate with their music, and explain why.

Exercise 3: Create a Music Profile (Classroom — Post-Visit)

Format: Classroom-based | 1–2 lessons

1. Create a short "music profile" poster or digital slide for your chosen musician, including their genre, era and key musical concepts associated with their style.
2. As a group, perform a short rhythm or melody pattern inspired by their musical style

using classroom instruments or body percussion.

3. Present your profile and performance to the class.

Teacher note: This task supports both MUS3.1 (performing) and MUS3.4 (identifying musical concepts) and can be extended with audio excerpts for listening analysis.

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Exercise 1: Musical Concepts Warm-Up (Classroom — Pre-Visit)

Listen to two songs your teacher plays. For each song, identify how the musical concepts are used.

Musical Concept	Song 1	Song 2
Duration		
Pitch		
Dynamics		
Tone Colour		
Structure		

Reflection question:

How might a musician's genre affect the way they dress and perform?

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

Choose ONE musician figure from Madame Tussauds Sydney. Complete the profile below.

Musician's name: _____

Genre of music: _____

Describe their costume, pose and setting:

Musical concept I associate with their music: _____

Why I chose this concept:

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Exercise 3: Music Profile Planning (Classroom — Post-Visit)

Plan your music profile poster and performance using this worksheet.

My chosen musician: _____

Profile Information

Category	My Notes
Genre	
Era/Time Period	
Key Musical Concepts	

Performance Planning

Our rhythm/melody pattern idea:

Instruments or body percussion we will use:

How our performance reflects the musician's style:

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