



Curriculum Writer: Michelle Jorgensen, Sheridan Elementary School, Sheboygan, WI

# Collage Tennis

## Suggested time frame: 2–4 class periods

Inspired by Lenore Tawney’s collaged correspondence, the process of Photoshop Tennis, and the work of The Wonder Makers Collective, students will collaborate with a partner to create a postcard-inspired collage with multiple titles. Through the creative process, students will investigate: *What is collaboration? Why do artists collaborate? How can I communicate with another person without speaking or writing?*

### Objectives

Students will...

- Analyze and discuss the collage work of Lenore Tawney, The Wonder Makers Collective and the Photoshop Tennis process.
- Work collaboratively to create a postcard-size collage with a partner.
- Title the finished collage and discuss their interpreted meaning with their partner.

### National Core Art Standards

- VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.
- VA:Re.7.1.5a Compare one’s own interpretation of a work of art with the interpretation of others.

### Discuss

- Discuss the idea of collaboration and brainstorm examples. *What are the benefits of collaboration? What could be challenging about collaboration?*
- Introduce, view and discuss the work of Lenore Tawney (specifically her collage work and mail art). Consider the time period during which she made them. *Why do you think she chose to communicate in this way?*
- View and discuss the work of The Wonder Makers Collective ([www.thewondermakerscollective.com](http://www.thewondermakerscollective.com)) and the process of Photoshop Tennis or Layer Tennis ([wikipedia.org/wiki/Photoshop\\_contest](http://wikipedia.org/wiki/Photoshop_contest)). *How are they similar? How are they different? Why do you think these artists and designers chose to work this way?*



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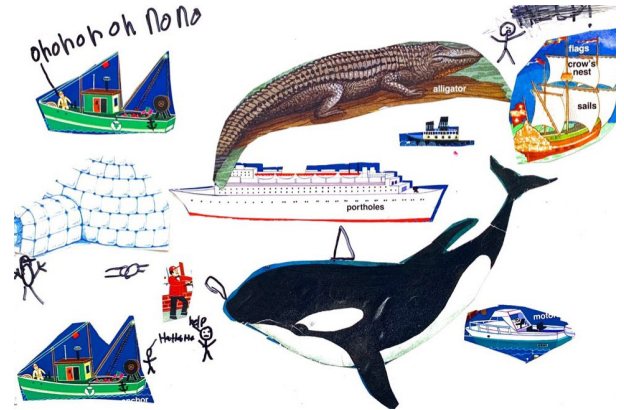


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K-12

## Step-by-Step

1. The Serve: The first player selects the first image(s) and attaches it (them) to the postcard template.
2. The Return Serve: The opponent selects an image or images that interact with the first image and attaches it to the picture. Encourage students to pick images that interact with their opponent's imagery. Try not to pick random pictures. Be intentional about image selection and placement.
3. Volley: The first player selects another image or images and attaches it to the picture. Encourage students to strive for balance in their composition, especially in the final steps. Show examples.
4. Final Volley: The opponent selects the final image or images to attach to the collage. Each student comes up with a title for the finished piece.
5. The partners view the final artwork together and take turns sharing their process, interpretation, and title.  
Tips:
  - Show students how to use great craftsmanship by carefully cutting out images. Show examples.
  - Consider multi-media approaches to collage. Drawing, painting or embroidery may also be permitted to add layers and create meaning.



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## Materials

Postcard template (8.5 x 5.5) or regular paper  
Collage materials (magazines, newspapers, discarded books, photographs, etc)  
Scissors  
Glue or mod podge  
X-Acto knives

## Key Vocabulary

Collaboration  
Collage  
Craftsmanship  
Balance  
Composition

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