



I can make ART like



Ron Noganosh is a highly regarded sculptor and installation artist who transforms everyday items—rusted hubcaps, computer parts, feathers—into artworks that are at once funny, imaginative and thought-provoking.

Inspired by Ron's found-object sculptures, students discover how to turn "junk" into art. Themes of personal and cultural identity surface as they develop skills and confidence while discovering a world of creative possibilities.

Conveying a strong sense of respect for the environment and for cultural identity, **I Can Make ART Like Ron Noganosh** offers kids a new way to create art and make powerful statements about their world.

I Can Make ART is a series of six short films that take a kids'-eye view on a diverse group of Canadian visual artists.

Written and Directed by **JANE CHURCHILL**
Producer **TAMARA LYNCH**
Series Art Consultant **NANCY RETALLACK-LAMBERT**
Executive Producer **SALLY BOCHNER**
Director of Photography **PAUL M. RICKARD**
Editor **JOEY CALUGAY**
Music Composed by **ERIC LEMOYNE**

Other films in the series:
I Can Make ART like Andrew Qappik
I Can Make ART like Emily Carr
I Can Make ART like Kai Chan
I Can Make ART like Marcelle Ferron
I Can Make ART like Maud Lewis

User's guide included on inside of videojacket.
For more information on the series,
visit <www.nfb.ca/icanmakeart>.

15 minutes 43 seconds

VHS
C 9105 095

Closed captioned.
A decoder is required.

DOLBY SURROUND

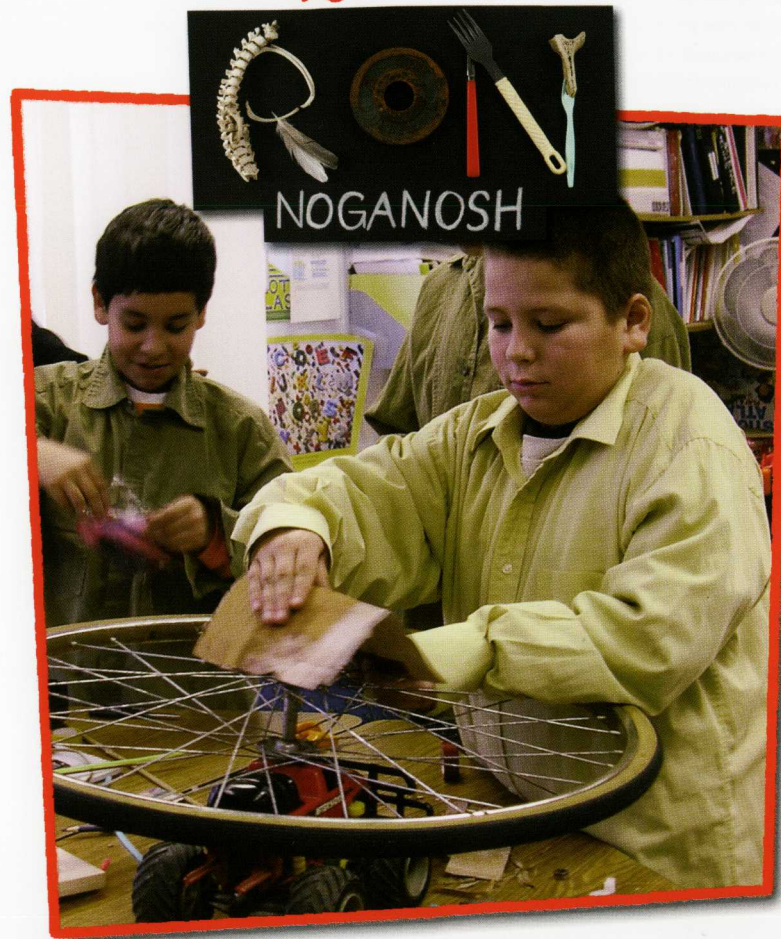
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I can make ART like Ron Noganosh

Kids explore the work of sculptor Ron Noganosh.

CURRICULUM CONNECTIONS

Art is a powerful vehicle across the curriculum and can be integrated into other subjects.

Related subjects: language arts/legends, myths & storytelling/drama/celebrations and traditions/history/social studies/environmental studies/Aboriginal studies/science/mathematics

Suitable for ages 9-12

OBJECTIVES

To discover the art and influences of sculptor Ron Noganosh.

To see how art relates to culture and can express different ideas or points of view.

To experiment with self-expression through found-art constructions.

To explore design and composition in a three-dimensional work.

To develop coordination, problem-solving skills and self-confidence.

To be able to describe and interpret one of Ron's works and relate their own work to his.

PREVIEWING TIPS AND POST-VIEWING ACTIVITIES

Look at examples of Ron's work and other found-art sculpture and First Nations art. Discuss the following:

What kind of art does Ron make? What kind of materials does he like to use?

What kinds of things does Ron express in his work? How are art and culture connected?

What makes sculpture distinct from other art forms?

MAKING A FOUND-ART SCULPTURE

Students will make a 3D collage from found objects.

Materials

Collect a variety of materials or have students bring things in. Send a note home explaining the art project and asking parents if they can help provide some construction materials.

They will also need some tools: wire, pliers, string, regular glue sticks, glue sticks and a glue gun (for teacher to use), water-based acrylic caulking, nails and hammers, screws and screwdrivers, twist ties, other fasteners that can be used to attach things to each other, acrylic paint and paintbrushes.

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JOEY CALUGAY

Music Composed by
ERIC LEMOYNE

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BERNOIT CHAGNON

Sound Editor
TONY REED

Foley Artist
KARLA BAUMGARDNER

Re-recording
**SHELLEY CRAIG
GEOFFREY MITCHELL**

Sound Recordist
NICK HUARD

Design session

Have students think of something they would like to create and collect objects they will need to make their sculptural piece. It could be based on a story, or an idea or a theme, or it could be inspired by the materials. Answers to the following questions will help with the design of the piece: What will it be? What materials will you need? What do you want people to think or feel when they see it? Will it be mounted on a wall, or stand on a table or on the floor, or be a hanging mobile of some kind? Will it make a personal, political or cultural statement, or all three?

Preparation

Prepare a place for boxes of construction materials where students can find all the tools and attaching supplies. After each work session, have kids clean up and return all unused supplies. Make sure to have space available to store projects between sessions.

About safety

Explain that the teacher will use the hot glue gun, and that students need to be careful in using all tools.

Construction sessions

Have students choose materials and begin their projects. They may need to take things apart before they can start to build. Experimentation and discovery may lead them in different directions; encourage them to adapt their ideas.

Plan as much time as possible for the project. The more time available for building, the more complete the sculptures can become.

If possible, plan to have extra helpers in the classroom who can assist in the art-making process.

FOLLOW-UP DISCUSSION

After completing the artwork, place the sculptures around the room.

Give students a chance to look at the work and hold a group discussion:

- How does your work capture or reflect you?
- How does your work show Ron's influence or inspiration?
- What is a symbol? How can pictures tell stories?
- What was most difficult about the process? What was most fun?

FOLLOW-UP ACTIVITIES

1. Research different kinds of folk art objects and the materials used to make them.
2. Plan a student art exhibit.
3. Plan a field trip to a museum, gallery or artist's studio.
4. Invite an artist to your school.

For more information, visit the I Can Make ART Web site at <www.nfb.ca/icanmakeart>.