

AP ART HISTORY

Room 126 | **Ms. Tia Woller** | minoskc@gcsnc.com

Materials

- **Notebook or Binder** (250+ lined pages/125+ sheets)
- **Charged Chromebook** and access to **Canvas** (all work will be submitted online)
- **Pencils** and **highlighters**

Resources

- Kleiner, Fred S. and Christin J. Mamiya, **Gardner's Art Through the Ages**. 12th, 13th, and 14th e.
- Nici, John, M.A. **Baron's AP Art History Study Guide**. 3rd ed.
- Stokstad, Marilyn and Michael Cothren, **Art History**. 5th ed.
- khanacademy.org

Communication

All students are expected to join Remind: **@wollerapah** to receive reminders. Guardians are welcome to join too. **Canvas inbox** and **email** can also be used as needed.

Course Description

Explore history through art across the globe from prehistory to the present. You'll analyze works of art through observation, discussion, reading, and research. You will also:

- Evaluate works of art from different eras and cultures.
- See connections to artistic traditions, styles, or practices in a work of art.
- Develop a theory about the meaning of a work of art and explaining and supporting your interpretation.
- Gain a deeper understanding of history through art, architecture, photography, etc.

Skills

- **Visual Analysis:** Analyze visual elements of works of art.
- **Contextual Analysis:** Analyze contextual elements of a work of art, and connect contextual and visual elements of a work of art.
- **Comparison of Works of Art:** Compare two or more works of art.
- **Artistic Traditions:** Analyze the relationships between a work of art and a related artistic tradition, style, or practice.
- **Visual Analysis or Unknown Works:** Analyze visual elements of a work of art beyond the image set.
- **Attribution of Unknown Works:** Attribute works of art.
- **Art Historical Interpretations:** Analyze art historical interpretations.
- **Argumentation:** Develop and support art historical arguments.

Units of Study

- Unit 1: Global Prehistory, 30,000 – 500 BCE
- Unit 2: Ancient Mediterranean, 3500 BCE – 300 BCE
- Unit 3: Early Europe & Colonial Americas, 200 – 1750 CE
- Unit 4: Later Europe & Americas, 1750 – 1980 CE
- Unit 5: Indigenous Americas, 1000 BCE – 1980 CE
- Unit 6: Africa, 1100 – 1980 CE
- Unit 7: West & Central Asia, 500 BCE – 1980 CE
- Unit 8: South, East, & Southeast Asia, 300 BCE – 1980 CE
- Unit 9: The Pacific, 700 – 1980 CE
- Unit 10: Global Contemporary, 1980 CE – Present

BIG IDEA 1: CULTURE (CUL)

Cultural practices or belief systems often affect art and art making.

BIG IDEA 2: INTERACTIONS WITH OTHER CULTURES (INT)

Interactions with other cultures affect art and art making.

BIG IDEA 3: THEORIES AND INTERPRETATIONS (THR)

Theories and interpretations of art are affected by other disciplines, technology, or the availability of evidence.

BIG IDEA 4: MATERIALS, PROCESSES, AND TECHNIQUES (MPT)

Use of and access to materials, processes, and techniques affect art and art making.

BIG IDEA 5: PURPOSE AND AUDIENCE (PAA)

Purpose, intended audience, or patron often affect art and art making.

Evaluation

Students will submit all work on Canvas, except for notebook checks. We will study 250 image sets. These will be assessed on completing identifying information: title/designation, artist/culture, date of creation, materials/media. (Our assessment days are Thursday.)

The overall grade for each quarter consists of three (3) categories:

- **Projects/Tests:** 35%
- **Assignments:** 35% (quizzes, practice writing, etc.)
- **Participation:** 30% (discussions, notebook checks, etc.)

Students are expected to make-up work assigned during their absence within three school days of the student's return to school. The ultimate responsibility for make-up work lies with the student.

Late work will receive a **10-point penalty** per day late, up to 50 points. **Work will not be accepted after the date for the end of the Quarter.**

Notebook Checks

Periodically, notebooks will be checked for the following:

- Identifying information (title, date, location, media, artist)
- A small, quick drawing
- FORM – specific details of what the artwork looks like: size, placement, etc.
- FUNCTION – the artist’s intended use for the work.
- CONTENT – subject matter, representation, and presentation.
- CONTEXT – the original and subsequent historical and cultural setting of the work.
- Themes

If absent, this can be made up at home as work is posted on Canvas.

Pacing

In addition to Notebook Checks, to prepare for the exam we will:

- Slide quizzes will be used to help memorize identifying information.
- Tests will focus more on form, function, content, and context.
 - Test corrections can be done for full credit.
- Write essays.
- Participate in activities.
- Complete projects and presentations.

The AP Art History Exam

In May, students will take the AP Art History exam for CollegeBoard. The exam is 3 hours and made up of:

- 80 Multiple Choice Questions
- 2 Long Essays
- 4 Short Essays

Passing exam grades (3+) are equal to a TWO-semester college introductory art history course.

ESSAY WRITING

- Use BCE and CE for dates. The older the work, the more broad you can be.
- You can use “English words” unless it’s a title. (Ex. You can call an apoxyomenos a scraper, but you cannot call Las Meninas, The Attendants.)
- Because we can’t write in italics, Underline Titles.
- Spelling is not a priority but should be sounded out to the best of your ability.
- Works need to be identified clearly (at least 3 identifiers). It’s not “the pyramids,” it would be The Great Pyramids in Giza, Egypt built in 2500 BCE from limestone.

- Read the questions *carefully*. If asked to compare and contrast, be sure to do both. If there is a quote, you must reference it.
- You can call works Left and Right or L and R instead of writing out the titles over and over.
- Art History writing is different than other courses. They want you to describe work as if they cannot see it. Be specific. End with a summarizing statement, not random facts.
- DO NOT USE - value, taste, or preference. Stick to the facts and details. Do NOT compliment an artist or describe things as "perfect, unique, attempted."
- They are FIGURES, not characters. It is a WORK of art, not a piece.

TYPES OF QUESTIONS

- Changing interpretations of a work of art.
- Decisions about how works of art were designed.
- Cross-cultural comparisons.
- Location and meaning.
- Cross-cultural impact on a work of art.
- The function of an object.
- The influence of a single work on later works.
- Materials.
- Attribution of an unknown work.
- Influence.

AP Classroom

Students will be required to utilize resources on AP Classroom.