

AP Art History Syllabus

Upper House Elective Course

Millennium High School (2021-2021)

Ms. DiFilippo

ldifilippo@millenniumhs.org



Course Description

Advanced Placement Art History (APAH) is a rigorous, full-year course designed to engage students at the same level as an introductory college art history survey and is intended to prepare students for the AP Art History exam. APAH is a course that offers a unique, global perspective into our world's rich and diverse cultural heritage through studying the development of art and architecture from the prehistoric to the present. By investigating a wide variety of artworks, students will not only develop a wholistic understanding of art, but they will also learn to apply visual, contextual, analytical, and problem-solving skills while making interconnections across history. Students who successfully complete the requirements can request credit from the college or university they will attend. Credit will be awarded upon passing the APAH exam by the College Board in May 2022. For further information, please refer to the AP website at <http://apcentral.collegeboard.com/>.

Essential Questions

Through these **Five "Big Ideas"** below, students will effectively and precisely articulate an artwork's meaning and function, its maker's methods, and the ways it reflects and affects its historical and cultural contexts.

- How do cultural practices or belief systems often affect art and art making?
- How does one culture's interactions with other cultures affect art and art making?
- How are theories and interpretations of art affected by other disciplines, technology, or the availability of evidence?
- How does the use of and access to materials, processes, and techniques affect art and art making?
- How does the purpose, intended audience, or patronage often affect art and art making?

Textbooks & Resources

The Image Set

Images of all 250 required works are available to students at the Khan Academy® website:

khanacademy.org/humanities/ap-art-history/introduction-ap-arthistory/a/required-works-of-art-for-ap-art-history

Primary Text

In school, students will mostly use this textbook:

Gardner, Helen and Kleiner, Fred S. *Gardner's Art Through the Ages: A Global History*. Fifteenth Ed. Boston: Cengage Learning, 2015.

Secondary Texts

Ritchie, Nigel. *Art: Over 2,500 Work: From Cave to Contemporary*. London: DK, 2008.

Additional resources in both print and electronic formats will be provided or recommended as needed including books, essays, articles, videos, virtual exhibitions, and examples of student work.

Students may also refer to this comprehensive list of texts commonly used to teach and review for the APAH exam: <https://fiveable.me/ap-art-history/blogs/ap-art-history-textbooks-prebooks/blog/hCEPvTdbQiJUGb4wNLz1>.

Materials

3-ring binder with dividers or tabs &/or folder

Loose-leaf paper, college ruled

Pens & pencils

Highlighters

Whiteout

*Flash drive (optional, yet recommended)

Assignments & Assessments

Each unit will have essential questions, key concepts, and the skills to be mastered clearly outlined.

Students will be given a code to join our virtual AP Classroom where you can access unit guides, personal progress checks, and question and image banks. ***Homework will be comprised of studying, reading, watching video clips, and completing writing, research, and other visual assignments.***

Unit Exams & Study Guides (50%)

An exam will be administered at the end of each unit of study and students will be expected to complete at least 1 worksheet / study guide a week. Exams will be modeled after the APAH exam so that students may become familiar with the format of multiple choice and written response questions.

As art historians, students will be required to write analytical and research essays that reveal a strong command of visual literacy. All work should demonstrate critical thinking, significant effort, and sophisticated articulation. Additionally, as per the school's policy on academic integrity, all work must be original. Dishonest work and failure to appropriately cite resources will result in zero credit for the work.

Artwork Quizzes and Pop Quizzes (30%)

A combination of both announced & pop quizzes will be given. Quizzes will be brief and help ensure that students are keeping up on readings, understanding key concepts, and identifying specified artworks. Expect at least 1 per week.

Classwork, Presentations, & Participation (20%)

Includes attendance, participation in class discussions, taking notes, progress checks, presentations, group/partner work, and occasional studio exercises (time permitting), etc.

Expectations

In addition to the code of conduct that students are already aware of as outlined in the MHS Student Handbook, in order to be successful in this class all students must:

- Be honest and accountable for their own actions and work produced.
- Listen carefully and follow all instructions.
- Ask for clarification whenever they have a question or do not understand something.
- Participate in and outside of class.
- Demonstrate respect for our community, space, and materials.
- Be on time to class and prepared to learn.
- Use their time wisely, knowing that AP courses are meant to be challenging.

- Designate 30 minutes to 1 hour for APAH work every night.
- Keep up on all reading, study guides, and other assignments.
- All caught up? Then, use their daily designated time to study and review.

Due Dates & Late Work Policy

As this is a college-level course, students are expected to be responsible and keep up on daily assignments and readings. The pace of APAH is rigorous, therefore it is essential to stay on top of work and to make studying a consistent habit. All due dates will be communicated well in advance and posted in Jupiter Ed.

Late Work

- For excused absences, classwork is due the day a student returns without penalty.
- Not knowing about homework/classwork will not be accepted as an excuse. Please keep up with all Jupiter Ed. Posts and messages.
- Late work cannot be accepted for unexcused absences!

Missed Exams/Quizzes

- Exams/Quizzes need to be made up within two days after one's return to school, or it will remain a zero.
- No exceptions and no excuses will be accepted for not having time to study.
- Missed lectures for any reason are **the student's** responsibility.
- Students must come to the teacher to schedule a time to make up quizzes. Time before or after school, or during a study hall are all possible options.

APAH COURSE FRAMEWORK AND CONTENT

Succeeding on the APAH exam is much more than simply memorizing artworks, names, and dates. The framework for this course was designed by The College Board (<http://apcentral.collegeboard.com/>), which is continuously updated and includes the five "big ideas" presented on the first page of this syllabus as well as these **Eight Art Historical Thinking Skills**:

<p>SKILL 1 VISUAL ANALYSIS</p> <p>Analyze visual elements of works of art.</p>	<p>SKILL 2 CONTEXTUAL ANALYSIS</p> <p>Analyze contextual elements of a work of art, and connect contextual and visual elements of art.</p>	<p>SKILL 3 COMPARISON OF WORKS OF ART</p> <p>Compare two or more works of art.</p>	<p>SKILL 4 ARTISTIC TRADITIONS</p> <p>Analyze the relationships between a work of art and a related artistic tradition, style, and/or practice.</p>
<p>SKILL 5 VISUAL ANALYSIS OF UNKNOWN WORKS</p> <p>Analyze visual elements of a work of art beyond the image set.</p>	<p>SKILL 6 ATTRIBUTION OF UNKNOWN WORKS</p> <p>Attribute works of art.</p>	<p>SKILL 7 ART HISTORICAL INTERPRETATIONS</p> <p>Analyze art historical interpretations.</p>	<p>SKILL 8 ARGUMENTATION</p> <p>Develop and support art historical arguments.</p>

Units of Study & Exam Weighting

This course is organized into 10 chronological units, emphasizing daily practice of questioning techniques, methods of discussion, analytical strategies, guided discovery, and independent learning. These enable students to develop critical thinking and visual literacy skills with which they can find meaning in any artwork they encounter throughout their lives.

Unit 1: Global Prehistory, 30,000 – 500 BCE (4%)

Unit 2: Ancient Mediterranean, 3500 BCE – 300 CE (15%)

- Ancient Near East
- Ancient Egypt
- Ancient Greece & Rome

Unit 3: Early Europe & Colonial Americas, 200 – 1750 CE (21%)

- Late Antiquity
- Byzantine
- Medieval
- Romanesque
- Gothic
- Early & High Renaissance
- Mannerism
- Baroque

Unit 4: Later Europe & Americas, 1750 – 1980 CE (21%)

- Rococo & Neoclassicism
- Enlightenment
- Romanticism
- Realism
- Impressionism & Post-Impressionism
- Expressionism & Abstract Expressionism
- Cubism
- Dada & Surrealism
- Pop Art
- Environmentalism

Unit 5: Indigenous Americas, 1000 BCE – 1980 CE (6%)

Unit 6: Africa, 1100 – 1980 CE (6%)

Unit 7: West & Central Asia, 500 BCE – 1980 CE (4%)

- Islamic Art

Unit 8: South, East, & Southeast Asia, 300 BCE – 1980 CE (8%)

Unit 9: The Pacific, 700 – 1980 CE (4%)

Unit 10: Global Contemporary, 1980 CE to Present (11%)

IMPORTANT: CONTENT OF ARTWORK – PLEASE READ!

Because this class surveys a very wide variety of art from both the European and non-European traditions, students and parents/guardians should be aware that nude figures will be frequent subjects and that some art work will have more direct sexual references. The study of such subjects will, of course, be set clearly within the context of the appropriate artistic traditions.

Students and parents/guardians should also be aware that many things that we will study originate from world religious traditions. While this class will not advocate any particular religious beliefs, it will require the study of such beliefs as part of the contexts of numerous artworks.

Works with the content stated above are part of the required 250 works image set for AP Art History by The College Board. Students and their families are encouraged to look through the APAH course and exam description online at both the AP and Khan Academy websites previously highlighted in this syllabus in order to preview the artworks required for the course.

Students and parents/guardians who have questions about class content should be sure to contact me at the beginning of the course for more specific information and should do so **before signing the syllabus form below**.

This being said, I am looking forward to an engaging, productive year of art and learning! If there are any questions or concerns about anything at any time, please do not hesitate to ask.

~ Ms. DiFilippo (ldifilippo@millenniumhs.org)

***After reviewing, sign and return this portion below to me. This is a 10-Point grade. Keep the rest of the syllabus with you to reference throughout the year. The syllabus may also be found on Jupiter Ed.**

STUDENTS

I have read through the syllabus for AP Art History. I understand and will honor what is expected of me.

Signature: _____ Date: _____

PARENTS/GUARDIANS

I have read through the syllabus for AP Art History. I understand and will support these policies.

Signature: _____ Date: _____

