

I. INTRODUCTION

This AP Art History course is a rigorous college level course focused on the dynamics of unpacking and analyzing a series of essential questions from each cultural period. The course will answer these questions through group and Socratic discussion and debate, written response, and recreating or producing art works using methods developed throughout art history.

The course will be taught in basic chronological order, often overlapping eras, including non-western cultures, to create a more coherent and complete discussion about the artistic and cultural influences of each historical period. The Fall Semester will cover material from the Paleolithic era up through the Renaissance. The Spring Semester will cover material from the Baroque to the early 21st century. This course will study the formal and historical significance of works of art as well as viewing art as artifact and through the lens of its social context, where it will be placed among the larger debates of world history. Students will develop an appreciation and more profound knowledge of art history, its wider influence and context while simultaneously improving specific written analytic skills to prepare them for the AP Art History exam in May. Students will also be able to use these skills and knowledge for future analyses of various forms of visual culture, whether ancient, non-western or contemporary.

Each art history student will assume different roles throughout the year as artist, historian, conservator, patron and curator. Assuming each role and through various points-of-view, students will discuss, analyze and mediate a variety of information for a more complete sense of the purpose and place of art and the artist in society and throughout history.

The primary course goals are

- to identify and classify works of art of western civilization from prehistoric to modern times
- to challenge clichés and assumptions about art, art-making and art history
- to develop visual literacy skills that may be applied to the student's visual world
- to identify and classify works of art from non-western cultural areas of Africa, the Americas, Asia, and the Middle East
- to learn about the western art canon and how that list is constantly evolving
- to better understand and appreciate the aesthetics and artwork of other cultures
- to examine art history through the lens of religion, politics, power, function and ethnicity
- to see as artists have seen throughout history by learning a variety of art making skills, concepts and symbols
- to understand that art history can bring many disciplines and subjects into a wider context for discussion
- to learn that art can help mediate all types of human experience

II. PRIMARY TEXTS

- Kleiner, Fred. S and Christin J. Mamiya, *Gardner's Art Through the Ages, 12th Ed.*
- Strickland, Carol. *The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post-Modern*

III. SUPPLEMENTAL TEXTS / RESOURCES

- Art History Survey Website: <http://witcombe.sbc.edu/ARTHLinks.html>
- AP Art History Course website: <http://www.animoart.org/apart>
- **Barnet, Sylvan, *A Short Guide to Writing about Art*. Harper Collins**
- Carey, John. *The Farber Book of Utopias*. London: Farber and Farber
- Clark, Kenneth. *Civilisation*. New York: Harper Perennial.
- Hartt, Frederick K. *History of Italian Renaissance Art*. New York: Harry N. Abrams, Inc.
- Hughes, Robert. *American Visions: The Epic History of Art in America*. New York: Alfred A. Knopf
- Kampen-O'Rielly, Michael. *Art Beyond the West*. London: Kindle Press
- Pierce, James. *From Abacus to Zeus: A Handbook of Art History*

IV. GRADING SCALE

A	88 - 100%	Advanced
B	87 - 78%	Proficient
C	77 - 68%	Basic
D	67- 58%	Below Basic

V. CLASS REQUIREMENTS AND EXPECTATIONS

- A. Never miss or arrive late to class. You cannot make up any quizzes.**
- B.** You are expected to do your best work and demonstrate academic integrity (do not copy, lie, cheat, steal from other students). **Cheating Policy:** *First* incident, the student receives a “zero” on the assignment. *Second* incident, the student fails the course and a note is made in the student’s cumulative transcript.
- C.** Participate in class discussions/projects and attend the field trips.
- D. Meet weekly with your study partner.**
- E.** Check the class website to obtain any work **AND** contact your study partner if you are absent.
- F.** Organize all notes & handouts in your notebook at the end of EACH DAY. Use the Cornell note taking method.
- G.** Complete study cards, questions, web quests and all other handouts **before test**.
- H. Office Hour Support:** Spend 1 *office hour* per week working on your study cards / study questions. You are expected to take the initiative if you need help. *Additional help/tutoring/instruction will be provided ONLY during office hours.*

VI. ASSIGNMENTS

- **QUIZZES / TESTS: up to 200 pts.** Each test includes slide identification, multiple choice, and essays. See the test dates on the website course schedule.
- **HOMEWORK AND CLASSWORK.** Study cards AND study guide questions – ½ - 1 pt. each. All unit study cards and study guide questions are due on the day of the quiz/test. Study cards and guide questions should be completed during class and as homework.
- **CLASS FIELD TRIPS** are mandatory and worth up to **50 pts. each**.
- **The only way to make up missing assignments, tests or quizzes is to do extra credit.**
- **EXTRA CREDIT MUSEUM TRIPS: up to 50 pts. each.** May submit up to 2 per semester. To receive credit, submit 2 *quality* pencil sketches on blank 8.5x11” paper of exhibition artworks PLUS a 2 page, double-spaced typed **analysis** of the exhibition. Attach your ticket stub to the

front of your paper and sketches. *This is one way to make up points for missed tests, quizzes, or assignments, and can be used even if you didn't miss any assignments.*

- **EXTRA CREDIT WORKSHOPS:** *Ten Point Workshops* are twice a month during Monday office hours. These workshops' content varies and may include film viewing and analysis, student work analysis, poster creation, a writing workshop or art techniques. Check the website calendar for dates.
- **EXTRA CREDIT ONLINE QUIZZES:** Students can receive 5 points of extra credit for each online quiz per unit. Students must receive 100% on the quiz and send the results by email prior to the in-class quiz.
- **PRACTICE EXAM ON _____**
- **AP EXAM IN MAY: 20% of final grade.**
- **FINAL ESSAY/PROJECTS:** 200 pts. Given after AP Exam.
- **Only completed work accepted. Late work will lose 10% per day.**
- **No extra credit allowed unless all work is turned-in.**

VII. GENERAL CLASS SCHEDULE

1. Question / slide analysis - 10 pts.	Writing	10 minutes
2. Discussion of question/slide/EQs	TPS/ Discussion	15 minutes
3. Reading / study cards /study questions	Reading/Writing	20 minutes
4. Lecture / Notes – Socratic dialogue	Notes/questions	25minutes
5. Poster creation / Film viewing / Studio project	Project creation/Notes	15 minutes
6. Essential question exit ticket	Discussion/Notes	10 minutes
		95 minutes

Monday Schedule

1. Reading /Study Questions/Quiz	45 minutes
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FALL SEMESTER

WEEK 1-2

Unit 3: Ancient Near Eastern Art

- A. Essential Questions:
 - a. What are the significant differences between prehistoric art and ancient Near Eastern art?
 - b. What developments occur as civilization develops?
 - c. How does the notion of civilization change the way people see themselves, each other, and their history?
 - d. What are the important art works of this period and how did they personify the era?
- B. General Assignments:
 - a. Poster Production – Students together will answer the essential questions through discussion, generate and present posters as study / review material.
 - b. Study Card Production: Students will create study cards for this unit. Each card will include the image, its credit line, subject, style, significance, and essential vocabulary associated with it.
 - c. Study Guide Questions: Students will complete study guide questions by the test/quiz date.
 - d. Studio Work. “Relief Sculpture Hero”. Students will design and create a small relief based on a contemporary hero using some of the techniques of Mesopotamian art. *Students will draw comparisons between their own art work and the artwork from this historical period.*
- C. **Test date for Unit 3 _____**

WEEK 3-4

Unit 4: Egyptian Art

- A. Essential Questions:
- What is the essential focus of most Egyptian art?
 - What characteristics of Egyptian art reinforce the major ideas of this culture?
 - How do the Egyptians conceive of an ordered society?
 - What is the influence and legacy of Egyptian art on Greek and Roman societies?
 - How is the Egyptian canon of proportions a reflection of their society and history?
 - What are the important art works of this period and how did they personify the era?
- B. General Assignments:
- Poster Production
 - Study Card Production
 - Study Guide Questions
 - Studio Work: "Twisted Perspective, Composite Figures and the Canon". Students will create a collage art work that addresses the figure, a canon of proportions, and "standards" in art making. *Students will draw comparisons between their own art work and the artwork from this historical period.*
- C. Test date for unit 4 _____

WEEKS 5-7

Unit 5: Aegean and Greek Art

- A. Essential Questions:
- What is the role of war and how does it influence art in Mycenaean culture?
 - How do the Aegean figure sculptures affect later Greek art?
 - What are the important art works of this period and how did they personify the era?
 - How did Greek art develop over its history?
 - What makes Greek art the basis for much of western European art?
 - What role did women play in Greek art and society?
 - What advances did the Greeks make in sculpture and architecture?
 - What brings about the end of Greek culture and how did the art reflect the end?
 - What is the relationship between Greek architecture and its location?
- B. General Assignments:
- Poster Production
 - Study Card Production
 - Study Guide Questions
 - Studio Work – "Real vs. the Ideal" Students construct a "real" and / or "ideal" "portrait" of a contemporary figure using a variety of sculptural materials. *Students will draw comparisons between their own art work and the artwork from this historical period.*
- C. Test date for Unit 5 _____

WEEK 7-9

Unit 6: Etruscan and Roman Art

- A. Essential Questions:
- What are the major contributions of the Etruscans to Roman art?
 - Why were the Romans so interested in Greek art?
 - How were the Romans more than just copyists of Greek art?
 - What were contributions by the Romans to western art and architecture?
 - What historical events and figures influenced Roman art and architecture?
 - How did political power affect the style and subject of Roman art?
 - What are the important art works of this period and how did they personify the era?

- h. How does Roman art phase itself out at the end of the Constantine's reign and evolve into what became Christian art?

B. General Assignments:

- a. Poster Production
- b. Study Card Production
- c. Study Guide Questions
- d. Studio Work – "Symbols of Power". Students will create their own armor/breastplate design using contemporary symbols, blending contemporary with those from the ancient past. *Students will draw comparisons between their own art work and the artwork from this historical period.*

C. Test date for Unit 6 _____

WEEKS 10-12

Unit 7: Late Antiquity, Byzantine and Early Medieval Art

A. Essential Questions:

- a. How does Christian art look at its beginning, and how does it develop from there?
- b. What are the significant art works of this period and how did they represent the era?
- c. What are the effects of Roman art on Christian art?
- d. How does Byzantine art overtake the dominant Roman style?
- e. What are the primary features of Byzantine art?
- f. What are the important art works of each of these periods and how did they personify their era?
- g. How do artists portray spiritual elements and a lack of spiritual presence?
- h. What are the characteristics of art during the middle ages?
- i. Why contributions did Charlemagne make to the future of Christian imagery, art and architecture?
- j. What were the different periods of medieval art and what significant ideas represented each period?
- k. How does the Roman style continue to appear in medieval art?
- l. What are the important art works of this period and how did they personify the era?
- m. In what ways can one see the relationship between Christian values and its manifestation in art?

B. General Assignments:

- a. Poster Production
- b. Study Card Production
- c. Study Guide Questions
- d. Studio Work – "Belief Mosaics". Students create mosaic-like, collage art work from a belief or concept specific to contemporary culture. They will discuss how this work is connected to the formal imagery and ideas of the Middle Ages. *Students will draw comparisons between their own art work and the artwork from this historical period.*

C. Midterm Date for Units 1-8 _____

WEEK 12

Unit 8: Islamic Art

A. Essential Questions:

- a. What are the important elements of Islamic art and architecture?
- b. How are the ideas and culture of Islam reflected in its art?
- c. What are the similarities between Islam and Christianity?
- d. What are the some of the religious differences between Islam and Christianity?
- e. How are those differences shown in their respective religious art?
- f. How is the art of early Islam different from western art of this period?
- g. What are the important art works of this period and how did they personify the era?

B. General Assignments:

- a. Poster Production
- b. Study Card Production
- c. Study Guide Questions
- d. Studio Work – “Pattern and Surface in Art.” Students will work with organic and geometric patterns, looking at the work of Islamic and other artists. *Students will draw comparisons between their own art work and the artwork from this historical period.*

C. Test date for Unit 8 _____

WEEK 12-13

Unit 9: Romanesque Art

A. Essential Questions:

- a. What are the causes of the renewed interest in Christianity?
- b. How is the architecture often different in each region?
- c. In what ways did religious pilgrimages affect Romanesque art?
- d. What was the affect of the crusades on European art?
- e. What are the differences between the Cluniac and Cistercian view regarding Christianity and art?
- f. Why was the interest in apocalyptic imagery so common in Romanesque art?
- g. What are the parts of a typical Romanesque church and how is it different from previous churches?
- h. In what way do relics influence Romanesque culture and the future of religious art?
- i. What are the important art works of this period and how did they personify the era?

B. General Assignments:

- a. Poster Production
- b. Study Card Production
- c. Study Guide Questions
- d. Studio Work: Studio Work: “The Modern Tympanum”. Students will work with the shape of the tympanum to create a modern variation. *Students will draw comparisons between their own art work and the artwork from this historical period.*

C. Test date for Unit 9 _____

WEEK 14-15

Unit 10: Gothic Art

A. Essential Questions:

- a. Why is this period called "Gothic" art?
- b. How does the idea of “Gothic” reveal itself in the art forms of architecture, painting, and sculpture?
- c. What are the significant differences between the major cathedrals?
- d. How do German, French and Italian Gothic differ?
- e. What is the effect of the Black Death on art?
- f. What are the major social shifts that occur during the Gothic period?
- g. What are the important art works of this period and how did they personify the era?

B. General Assignments:

- a. Poster Production
- b. Study Card Production
- c. Study Guide Questions
- d. Studio Work: “The Anonymous Artisan”. Students will work in a group to create a model of a public work or building using imagery and structures from contemporary life and art, each student having a chance to contribute to the work’s design and production. “Windows, Color, and Light” Students will design a stained glass window for their room /

house. *Students will draw comparisons between their own art work and the artwork from this historical period.*

C. Test for Units 7-10 _____

WEEK 16-19

Unit 11: Italian Renaissance Art

A. Essential Questions:

- a. Why is the Renaissance considered a “rebirth”?
- b. How did Italian city-states function?
- c. What affect did politics and patronage have on the arts?
- d. Why is Giotto considered the first modern painter?
- e. How is the 16th century Renaissance a continuation or difference from the previous century?
- f. How did the Catholic Church use art to its advantage?
- g. How did exploration and trade influential to cultural production during the Renaissance?
- h. What are the important art works of this period and how did they personify the era?

B. General Assignments:

- a. Poster Production
- b. Study Card Production
- c. Study Guide Questions
- d. Studio Work – “Science and Art I: The Invention of Perspective”: Students will create a room / space using simple one point perspective. “Science and Art II: Chiaroscuro and Forms”: Using pastels, oil crayons, charcoal, or oil paint, students will create a simple notebook study that shows modeling techniques practiced by Renaissance artists. *Students will draw comparisons between their own art work and the artwork from this historical period.*

D. Test date for Unit 11 _____

SPRING SEMESTER

WEEK 20-21

Unit 12: Northern Renaissance Art

A. Essential Questions:

- a. How were public altarpieces used and how were they effective?
- b. How were private devotional images used?
- c. How is the notion of the infinite important to art of this period?
- d. Why is the invention of portraiture important?
- e. How would you describe 15th century northern humanism?
- f. Why was oil painting important to Northern Renaissance artists?
- g. What are the important art works of this period and how did they personify the era?

B. General Assignments:

- a. Poster Production
- b. Study Card Production
- c. Study Guide Questions
- d. Studio Work – “Capturing the Infinite”. Students will work with detail, trying to recreate symbolic contemporary imagery by adding details and constructing connections to their lives and the modern world. *Students will draw comparisons between their own art work and the artwork from this historical period.*

C. Test date for Units 11 and 12 _____

WEEK 22-24

Unit 13: Baroque and Dutch Art

- A. Essential Questions:
- How did the Reformation transform art?
 - How does Baroque art differ from the styles of the Renaissance and Mannerism?
 - What religious events prompted the Baroque?
 - How did texture manifest itself in Flemish Baroque art?
 - What are the important art works of this period and how did they personify the era?
- B. General Assignments:
- Poster Production
 - Study Card Production
 - Study Guide Questions
 - Studio Work – “Theatre v. Genre”. Student will create a mixed media work that uses current themes from their English or History class, in a dramatic and expressive way. *Students will draw comparisons between their own art work and the artwork from this historical period.*
- C. Test date for Units 12 and 13 _____

WEEK 24-26

Unit 14: Art of the Enlightenment

- A. Essential Questions:
- How did the aristocracy influence the style of 18th Century art?
 - What are the defining concepts of the Enlightenment?
 - How did the Enlightenment reveal itself in art and culture?
 - What were the two "opposing" ideas of the 18th century and why did these ideas dominate the Enlightenment?
 - How is neo-classicism different from romanticism?
 - What are the important art works of this period and how did they personify the era?
- B. General Assignments:
- Poster Production
 - Study Card Production
 - Study Guide Questions
 - Studio Work – “Reason vs. Romanticism”. Students will create a poster that addresses classical and/or romantic ideas explored during the Enlightenment. *Students will draw comparisons between their own art work and the artwork from this historical period.*
- E. Test date for Unit 14 _____

WEEK 26-28

Unit 15: The Rise of Modernism – 19th Century Art

- A. Essential Questions:
- What does "modern" mean?
 - Why was realism considered the first modern art movement?
 - What made Impressionism so offensive in its own time and makes it so appealing in ours?
 - How is 20th century art connected to Post-Impressionism?
 - What are the important art works of this period and how did they personify the era?
- B. General Assignments:
- Poster Production
 - Study Card Production
 - Study Guide Questions
 - Studio Work: “The Moderns”. Students will work with one or more of these modern approaches to art: the effects of light on a surface; contemporary city life; quick

impressions of a scene; the texture of paint; personal symbolism; etc. *Students will draw comparisons between their own art work and the artwork from this historical period.*

C. Test date for Units 14 and 15 _____

WEEK 25-27

Unit 16: The Development of Modernist Art (20th C. CE)

A. Essential Questions:

- a. What is definition of modernist art?
- b. How is the 20th century art movements connected to the movements of the 19th century?
- c. How did progress in the sciences influence 20th century art?
- d. How did the Russian revolution and WWI influence artists between the world wars?
- e. What art movements directly connected to utopian ideals?
- f. Why did formal artistic discovery replace the content driven ideas of previous times as the essential building blocks of art making?
- g. What are the important art works of this period and how did they personify the era?

B. General Assignments:

- a. Poster Production
- b. Study Card Production
- c. Study Guide Questions
- d. Studio Work: "Building Utopia" – Students will create an assemblage/collage/mixed media project from one or more of these choices: the figure in Cubist / Futurist space; the wild color choices of the Fauves; the imaginary dream space of the Surrealists, the anti-aesthetic of the Dadaists; the shattered image of the Abstract Expressionists; the consumer imagery of Pop artist; etc. *Students will draw comparisons between their own art work and the artwork from this historical period.*

C. Test date for Unit 16 _____

WEEK 27-28

Unit 17: From Modern to Postmodern Art and Beyond

a) Essential questions:

- a. How does the idea of "conflict" continually affect society and cultural work?
- b. What are the traits of postmodernism?
- c. How is postmodernism an extension or continuation of modernism?
- d. How does technology continue to influence art?
- e. How is concentrating on the artist's point-of-view different than earlier artistic considerations?
- f. How do the ideas and issues around psychology, gender, consumerism and feminism continue to affect art?
- a. What are the important art works of this period and how did they personify the era?

B. General Assignments:

- a. Poster Production
- b. Study Card Production
- c. Study Guide Questions
- d. Studio Work – "The PoMo Artist". Students will choose from many topics: perform a mock art auction; design a performance art project; design an art installation around an aspect of their life; blend natural and digital media into a time-based work; design an outdoor site-specific project; design a work that addresses a feminist topic; etc. *Students will draw comparisons between their own art work and the artwork from this historical period.*

C. Test date for Unit 17 _____

WEEKS 29-31

Unit 18: Non-Western Art - African, Indian, Chinese, Japanese, Americas

A. Essential Questions for African Art:

- a. What are some of the significant characteristics of art from Africa?
- b. What is the connection between abstract forms and symbolic representation?
- c. How is African art different from western art of this period?
- d. Why is portraiture important to many African societies?
- e. How is art used to perpetuate the memory of African ancestors?
- f. How is art used to communicate with the spirit world?
- g. How did Islam influence the art of many sub-Saharan regions?
- h. What are the important art works of this period and how did they personify the era?

B. General Assignments:

- a. Poster Production
- b. Study Card Production
- c. Study Guide Questions
- d. Studio Work: "Abstract forms and ritual". Students will create a figurative work using basic shapes, forms and objects from contemporary culture. *Students will draw comparisons between their own art work and the artwork from this historical period.*

A. Essential Questions for Indian, Chinese, Japanese Art:

- a. What are the significant attributes of Hindu art?
- b. What are the similarities and differences of Buddhist art to Hindu art?
- c. What is the influence of Hellenism on Indian art and culture?
- d. How does Islam influence and blend with Indian culture and art?
- e. How did India become an amalgamation of different artistic traditions and styles?
- f. Why is the brush stroke important to Chinese painting?
- g. Why are studying certain dynasties considered essential to the understanding Chinese art?
- h. What the differences between official court art and the personal art created for Chinese intellectuals?
- i. What are societal and contextual influences on art after the late 13th century?
- j. How did philosophy influence the subject and style of art and Chinese cultural life?
- k. What are the similarities and differences between Chinese art and western art during similar periods?
- l. What is the relationship between art and the religions that influenced Chinese society?
- m. What is the connection between Japanese art and nature?
- n. What is the connection between the isolation of the Edo period and the art forms that came from it?
- o. What are the elements of the Shinto and Buddhist religion that influenced the subject and style of Japanese art?
- p. What ideas are dominant in Japanese society and how do they affect art and culture?

B. General Assignments:

- a. Poster Production
- b. Study Card Production
- c. Study Guide Questions
- d. Studio Work – "Nature, calligraphy and the eclectic". Students will choose and develop a project idea from nature or natural materials. Their choice will focus on one of the essential questions above. *Students will draw comparisons between their own art work and the artwork from this historical period.*

A. Essential Questions for Ancient Art of the Americas:

- a. How are the art forms different in the five geographic areas of the Americas?
- b. What influences did the Mesoamerican period carry into later eras?

- c. What are differences between the art of the Aztecs and the Incas?
- d. What significant events happened during this ancient period that influenced art and society?
- e. What are the cultural and artistic differences between each of the geographic areas?
- f. What is the relationship between each culture's social order and the art produced?
- a. What are the important art works of this period and how did they personify the era?

B. General Assignments:

- a. Poster Production
- b. Study Card Production
- c. Study Guide Questions
- d. Studio Work: "Your Neighborhood and City": Collectively, students will create a map of their ideal world, using ideas about home, their social life, public spaces and draw comparisons with the structure of the ancient city. "Handwork: Functional Art and Craft": Students will work with ancient/modern materials and forms to create functional art. *Students will draw comparisons between their own art work and the artwork from this historical period.*

C. Test date for Unit 18 _____

PRACTICE EXAM ON SATURDAY _____

WEEKS 32-34

Unit 19: REVIEW

- Review date _____
- Required Review during office hours _____
- 826LA Review – _____
- OFFICIAL AP EXAM: _____

WEEK 35-38

Unit 20: Postmodern Moment: *Final Projects*

Sample of Post-AP Exam *Final Projects*

- Students will create a parody of the Last Supper/add unique figures to School of Athens.
- Students will choose a final project from a list.
- Students will write a film review from a choice of films.
- **Due date for final projects** _____

*****This syllabus will develop and adapt to the needs of the student over the school year. Some information above may change over the course of a school year.**