

AP ART HISTORY SYLLABUS

Approved by the College Board™
Animo Venice Charter High School
Instructor: *Mr. Kannofsky*

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I. INTRODUCTION

AP Art History is a rigorous college level course focusing 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 through more recent experiments in art history.

The course will be taught in basic chronological order, often overlapping eras, including cultures beyond the European tradition, 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 review 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 as well as knowledge for future analyses of various forms of visual culture, whether ancient, non-western or contemporary.

Each art history student will inhabit different roles throughout the year and become 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

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

II. PRIMARY TEXTS

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

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.

IV. GRADING SCALE

| | | |
|---|-----------|-------------|
| A | 88 - 100% | Advanced |
| B | 87 - 78% | Proficient |
| C | 77 - 68% | Basic |
| D | 67- 58% | Below Basic |
| F | 57 – 0 % | No credit |

V. CLASS REQUIREMENTS AND EXPECTATIONS

- A. **Class starts BEFORE the tardy bell.**
- B. **Pop quizzes** may be given at the beginning of many classes.
- C. **You can only make-up an exam within one week of it being given.**
- D. **Academic Integrity:** You are expected to do your best work and not copy, lie, cheat, steal from other students.
- E. **Cheating Policy:** *First* incident, the student receives a “zero” on the assignment. Meeting with parent. *Second* incident, the student fails the unit test. May fail semester. Discussion with parent necessary.
- F. **Check the class website or speak with study partner to obtain any missing work.**
- G. **Study Partner:** Meet with once a week.
- H. **Note-taking:** Organize all notes & handouts in your notebook at the end of EACH DAY. Use the Cornell note taking method.
- I. Complete study cards, questions, web quests and all other handouts **before test**.
- J. **Office Hour Support & Workshops:** *Tuesdays only*.
- K. 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. GENERAL UNIT ASSIGNMENTS

- A. Unit Reading Handout
- B. Studio Project / Posters
- C. Short Responses / Essays
- D. UNIT EXAM – Multiple choice, short essays (similar to official AP exam in May)

Once a semester, groups are responsible for a unit: introductory information, images, and connections.

VII. WEBSITE SUPPORT

- A. **All assignments and course supports are posted online.**
- B. Students will be responsible for all information on the course site including *the online textbook*.

VIII. ASSIGNMENTS

- **10 PT. QUIZZES.** Given *inconsistently* at the beginning of class. *No make-up.*
- **COURSE UNITS.** Each group of students is responsible for *one unit per semester.*
- **HOOKS.** *Unit group* responsible for introductory information for class: handouts, images, etc.
- **EXAMS.** 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. Study cards and guide questions should be completed during class and as homework. *All unit study cards and study guide questions are due on the day of the unit exam.*
- **CLASS FIELD TRIPS** are mandatory. You will write a reflection based on your experience.
- **EXTRA CREDIT WORKSHOPS:** *Five Point Workshops* are twice a month during Tuesday office hours. These workshops' content varies and may include film viewing and analysis, student work analysis, poster creation, a writing workshop or art technique. Check the website / window 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 to receive credit.
- **FINAL ESSAY / PROJECT:** Given in late May after AP Exam.
- **Only completed work accepted for possible full credit. Late work will lose 20%.**

IX. GENERAL CLASS SCHEDULE

- **FIRST HALF**

| | | |
|---|--------------------|------------|
| 1. Warm-up: Question/Term / slide analysis | Writing / Academic | 10 minutes |
| 2. Discussion of questions | Discussion | 5 minutes |
| 3. Hook: Student created / Student Led | Presentation | 10 minutes |
| 4. Reading: work on cards / worksheet | Reading/Writing | 20 minutes |

- **SECOND HALF**

| | | |
|---|------------------|------------|
| 5. Lecture / Note-taking / Socratic dialogue | Notes/discussion | 25 minutes |
| 6. Studio Work / Socratic Seminar | Project based | 15 minutes |
| 7. Finale: Discussion - Exit Questions | Discussion/Notes | 10 minutes |

X. REVIEW SESSIONS

- **SATURDAY WORKSHOPS:** October 5, December 14, May 3 (alternative)
- **826LA Review:** May 5 (alternative)
- **CST Review Dates:** One three hour review session the week of April 28
- **FINAL EXAM:** *Saturday, April 26*

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

AP ART HISTORY - PARENT/STUDENT/TEACHER CONTRACT

By signing this form, I acknowledge that I have read and understood everything in this syllabus. I understand that I will be assigned a textbook, art materials, a computer, a computer mouse and power cord during the semester and that I am responsible for these tools and materials from the moment I pick them up until I drop it off at the end of the period.

Student Name: _____

Period: _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

- Textbook #: _____
- Computer #: _____
- Mouse #: _____

Teacher Signature: _____

Return to instructor by August 19, 2013
