

AP[®] Art History Course Syllabus

The high school AP[®] Art History Course intends to prepare students for the AP[®] Art History Exam. However, the degree of student influence is much broader in that a rigorous survey course is in place; the instructor expects from each student a thorough knowledge base and an ability to defend and posit arguments and theories regarding the scope of the course.

AP[®] Art History Course Overview and Methodologies

The AP[®] Art History Course provides opportunity for students to attain an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Through classroom methodologies and intense individual study, students will develop abilities that demonstrate:

1. The use of visual literacy, i.e., applying art historical concepts and facts to student's own visual environment in order to understand how images encode and impact social ideologies.
2. The practice of thinking critically, along with suspending personal judgment, in interpreting / analyzing a work of art and then communicating conclusions in both written and verbal forms.
3. The knowledge of a canon of images including an understanding of the basic problems, changes, and movements associated with each historical body of works.
4. The appreciation of works of arts from multiple cultures and the understanding of these works based on the aesthetic criteria of those cultures.
5. The grasping of general development of world civilizations as revealed through these civilizations' arts and philosophies.
6. The recognition that art history is a field of study that makes connections between many other disciplines and mediates all types of human experiences.
7. The desire to seek the intellectual and emotional joys of aesthetic experiences that will kindle a lifelong relationship with the arts.

The approaches utilized in developing these abilities described above will demand rigorous commitment on the part of the student and solid teaching and encouragement on the part of the instructor.

The student will adhere to a code of academic honesty. Students are expected to do their own work on projects, essays, quizzes, exams, etc. Students are expected to understand and observe the rules of fair use and copyright. Plagiarizing is illegal; students and teachers must carefully guard against it.

The student will address the spectrum of art history that ranges from Ancient Art History to Twenty-first Century Art History. A percentage scale of course time devoted to each content area is reflected in the following content table:

Course Time Coverage

Description of Content	Approximate Percentage
Ancient Art through Medieval Art	30 %
Beyond European Artistic Traditions	10 %
Renaissance Art to Twenty-First Century Art (Present)	60 %

An in-depth class schedule is provided to each individual student at the beginning of the AP[®] Art History Course. The class schedule includes all required assignments for the historical art periods summarized in the preceding chart; each of the three sections is further divided with dates and time allotments allocated. Additionally, this schedule includes specific definitions / explanations that will enable each student to plan for success.

AP[®] Art History Course Expectations, Requirements, and Assessments

Ensuring student success is further guaranteed in this section on Course Expectations, Requirements, and Assessments. Through effort in class and individual study, each student will be expected to prepare thoroughly for the AP[®] Art History Exam. Students will also glean skills and knowledge relating to visual literacy, critical thinking, image recognition, cultural appreciation, world civilizations, interdisciplinary connections, and aesthetic experiences. Specific assignments will be given unique to class and unique to independent study.

Active class participation is the expectation for each student. This includes discussions, presentations, listening, and viewing. Assessment of class participation is determined by evidence of student daily preparation and student understanding of lectures and images; this validation may be exhibited in whole group and small group through presentations and discussions of information.

Included in the expectations are readings, quizzes, exams, essays, worksheets, projects, and a notebook. Further explanations of these expectations and their assessment follow:

Suggested Textbooks and Reading Lists:

Kleiner, Fred S., & Marniya, Christin J. (2005). *Gardner's Art through the Ages*. Belmont, CA: Thomson Wadsworth, Inc.

Clark, Kenneth (1988). *What is a Masterpiece?*. Worcester, MA: Davis Publications, Inc.

Gatto, Porter, Selleck (1978). *Exploring Visual Design*. Worcester, MA: Davis Publications, Inc.

Janson, Horst. (1995). *History of Art*. New York: Harry N, Abrams, Inc.

Other suggested authors for readings include, Gerald Brommer, and Heinrich Woefflin. Other suggested sources for readings include miscellaneous articles, documents, letters, literature, poetry, and music as assigned during the course of study.

Assigned readings must be completed and thoroughly understood prior to class. Lectures and class discussion may elaborate on and / or summarize the readings. Material in assigned readings may appear on quizzes and exams and will be assessed accordingly. Assigned readings may also be assessed through class discussion.

Quizzes may be given anytime during the course and may or may not be pre-announced. Quizzes may be subjective and / or objective formats. The assessment for quizzes is the high school current grading procedure.

Exams are pre-announced and scheduled on regular intervals. Exams may encompass slide identification, objective questions, and subjective inquiry. Exams are assessed and recorded according to the high school current scoring procedure.

Essays may be assigned to be written both inside class and outside of class. Essays must meet the following criteria:

1. Correct grammar, spelling, and punctuation
2. Word-processed or legibly written in ink
3. Proper bibliographic form
4. Cover sheet with title, student name, and date

Essays are read and scored according to the high school current grading procedure.

Worksheets are provided to assist with the absorbing of the vast quantity of material. These tools present the material in smaller, manageable amounts and are especially helpful for reviews. Worksheets also provide supplemental material. Because worksheets are working documents, they may or may not be evaluated.

Projects involve research work and may be assigned as individual or group projects. The information gathered may be presented in written form, photographic, multi-media, or other format. Projects are assessed according to pre-established requirements, pre-dispensed rubrics, and quality level.

Notebooks are for the purpose of collecting and organizing each student's materials. Students are to organize these items in a pre-determined format, i.e., two sections including one for information and one for evaluation. Students are responsible for all materials dispensed and gathered. Assessment of notebooks will be according to pre-established guidelines.

Students are expected to meet deadlines regarding the turning in of assigned work. Due dates are posted well in advance and therefore late work will not be accepted. This is necessary due to the vast amount of information that students must internalize; there is no room for postponing and catching up at a later time. Students are expected to endorse a strong work ethic. This carries with it, not only responsibility for completing assignments on time, but also turning work in on time, i.e., if a student is absent on a due date, if possible, arrangements should be made for having the work delivered to the teacher.

All students enrolled in the AP[®] Art History Course are expected to take the AP[®] Art History Exam.