

AP Art History
Syllabus 2013 - 2014

Name: _____

Welcome to Advanced Placement Art History!

Developmental Level: Grades 11-12

Length of Course: 1 year, daily

Credit: 1 high school credit if you pass the class

1 college course credit if you pass the College Board Exam in May

Prerequisite: Studio in Art

Assessment: Flashcards, Quizzes, Tests, Short & Long Essay's and PowerPoint Projects

AP Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history. In the course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning.

The topics covered in the course include:

- I. **Ancient Through Medieval (30%)**
 - Greece and Rome (10%–15%)
 - Early Christian, Byzantine, Early Medieval (5%–10%)
 - Romanesque (3%–7%)
 - Gothic (7%–10%)
- II. **Renaissance to Present (50%)**
 - Fourteenth Through Sixteenth Centuries (12%–17%)
 - Seventeenth and Eighteenth Centuries (10%–15%)
 - Nineteenth Century (10%–15%)
 - Twentieth Century and Contemporary Art (10%–15%)
- III. **Beyond European Artistic Traditions (20%)**
 - Africa (including ancient Egypt); the Americas; Asia; the ancient Near East, Oceania, and global Islamic tradition

Course Description

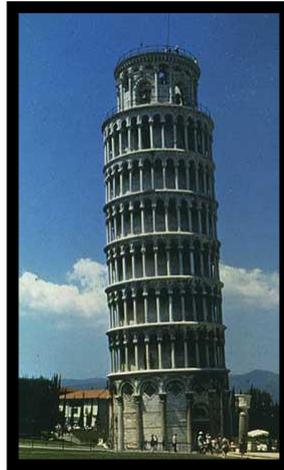
AP Art History is a survey course that emphasizes understanding works of art from Prehistoric to Present day. Most of the course content will focus on Western art and architecture. However, there will be some time Art Beyond the European Tradition (ABET) and architecture. Overall, the course goals are to expose students to art within their historical context.

Contextual studies “having to do with an object’s meaning with its own environment, and how it usually reflects its own culture have become increasingly emphasized in the study of art history. Because of this, such topics as religious beliefs, politics, societal issues, patronage, ethnicity, geography and economics will be included in this course.

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You will understand how preceding artwork and cultures affected later art and cultures. This course will also teach you to visually analyze works of art both in written and discussion form. As a survey course, the content covered is meant to be an introduction to the art history field. While it will prepare students for the AP Art History exam, the course will not be driven by the exam.



Course Objectives

You will be able to

- become knowledgeable of art from prehistoric to present day art including (western and non western art)
- identify major works by title, artist, date (within a quarter century), style, and culture
- recognize qualities within artwork/s and identify the culture from where it came
- understand historical techniques that the artist and/or culture produced
- interpret a work of art based on its intended use, audience and role within its society
- analyze works of art based on artistic Elements and Principles of Art
- construct intelligent comparisons between works of art of differing styles, artists, time periods and cultures
- recognize art history influences around you, the city of Buffalo offers great examples of art from the past!
- thoughtfully write statements that support facts about an artwork, artist, style, time period and/or culture
- appreciate art's significance in culture in the past, present and future

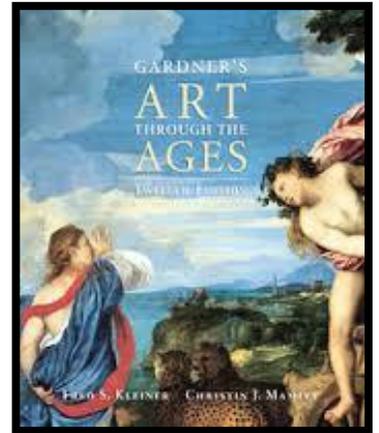
With dedication, high work ethic and good study habits you will be successful in the AP Art History exam!

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Required Texts

- Kleiner, Fred S. and Christin J. Mamiya, Gardner's *Art Through the Ages*. 12th ed. Thomson/Wadsworth
- Barron's AP Art History - Buy used or new on Amazon (See me if you need assistance)



Supplemental Texts

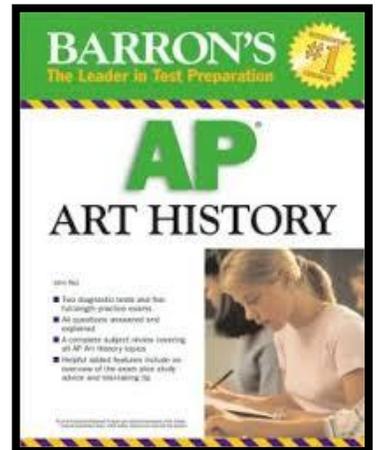
- The Grammar of Architecture
- Ways of Seeing by John Berger
- Learning to Look: A Handbook for the Visual Arts (Phoenix Books)

Websites worth Browsing!

Art, art and more art! Looking for a great image of an artwork online can be exhausting. Simply go to our class website and check out the hyperlinks I've provided.

Required Supplies

- 1 or 1 ½ inch binder
- 1 pack of separators for each unit (Six Units Total)
- Sketchbook, notebook, or 3" x 5" cards to complete flashcards
- Notebook or Loose Leaf Paper (notes from class are a must)
- Pen and pencil
- Access to a computer and printer



Student Evaluation

All assignments are graded on a point system.

Test: 100 points

Quizzes: 25- 50 points

Short Essays: 20 – 30 points

Long Essays: 50-100 points

Flashcards: 2 points each (can add up to 100pts a semester)

Homework: 10 – 30 points

Projects: 25 – 100 points

*SHORT QUIZ EVERY FRIDAY ON MATERIAL COVERED THAT WEEK

Example

First Marking Period you can earn 325 points total. Let's say you earned the following:

Test 1: 87 out of 100

Test 2: 91 out of 100

Thumbnails 3: 80 out of 100

Homework: 24 out of 30

Add the grade you received and divide by total marking period points. Final Grade: 87%

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Class Assignments & Projects

- Students are required to read approximately one chapter every 2 weeks. I DO EXPECT you to read sections from the Gardner's book that you choose to focus on in your thumbnail assignments and look back and read a few paragraphs on an artwork discussed in class!
- Flashcards: five to ten images
 - Print image of each artwork, attach to notebook or 3" x 5" card
 - Write at least 5 detailed bullet points that list/describe the following: identification, period/culture, subject/iconography, style/technique, and significance/function/purpose (consider social, political, personal, religious values, patronage, and historical significance)
- In class note taking and classroom discussions (this is crucial!)
- Friday Short Quiz questions or a short essay on material covered that week
- Test after two chapters which includes slide questions, multiple choice, matching and a timed 10 minute essay
- Study guide will always be given prior to the exam
- Projects: PowerPoint Presentation

Past AP Art History Students said...

2009 - 2013

Mrs. Dame-Seidler,

"I thought you'd be happy to know that art history has ALREADY helped me in college. In my world civ classes, my professor has already referenced Botticelli's *Birth of Venus*, the *Steele of Hammurabi*, and as homework had us research the Lascaux cave paintings! I just wanted to thank you for everything last year. I hope you have a good upcoming school year, and that all is well!"

Best Wishes,
John

"During your class, I finally realized why I loved history and art for so many years - and it wasn't because mom was an art student, it wasn't because it's easy to memorize - it because it connects people to each other in amazing ways. It the one place that I've seen people meet halfway." Alexandria

"Architecture was really eye opening, everywhere I go I can pin-point what is what and who it was inspired by..."

Edlinda Borerro

"It was eye opening when I learned "how many Madonna's there were". Nelson Borges

"I now recognize Greek characteristics of art everywhere." Aaron Maternoski

"After a year of studying, I find art inspirational. Before I took this class I thought that art was just figure drawing and was just something to do in ones' spare time. Inspirational works that reflect the time periods hardships or

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golden times are monumental in history. Prehistoric structures serve our world with question and always keep us guessing. Art is inspirational in every way from one generation to the next.” Kayla Martinez

“Seeing art everywhere; starting to look at the way I look at literature with themes, symbolism and a thesis statement somewhere, expressing an emotion using something visual with line and shading was so inspirational” Ariana Pugh

“After a year of studying art history, I feel that I appreciate architecture more and find art through everything. Every time I walk or drive around Buffalo, I observe different qualities on the buildings.” Asmah Shafie

“I don’t simply picture a da Vinci or a Michelangelo when someone says “art”. Now I have a myriad of artworks from different cultures and mediums!” Anna Sobocinski

Note to You

Dear 2013-2014 AP Group,

First, I'm thrilled you signed up for this course. AP Art History is an eye-opening class that takes hard work and dedication. I believe as a teacher I am responsible for guiding conversations through learning, delivering information, creating assignments that will support and challenge your learning. After I have done my part in the classroom, it's up to you to read, study, complete assigned work in order to have a good shot at passing the exam in May.

When I was your age, I never would have guessed I'd be teaching this course now. Each year, I get to share my passion for the arts and I love it. My goal is to stimulate your mind through the imagery of the past to present. You will be surprised how much the visual arts impacts life and society. Having taught this course that past four years, I have found students become interested in not only discussing art but are surprised by the amount of art styles they recognize in the city of Buffalo, TV shows, movies, books and music. Check out past student comments below. I hope that art history will touch your lives in a positive way as it has done for me and past AP students.

Looking forward to a great year,
Mrs. Dame-Seidler

“I am seeking. I am striving. I am in it with all my heart.”



~Vincent van Gogh