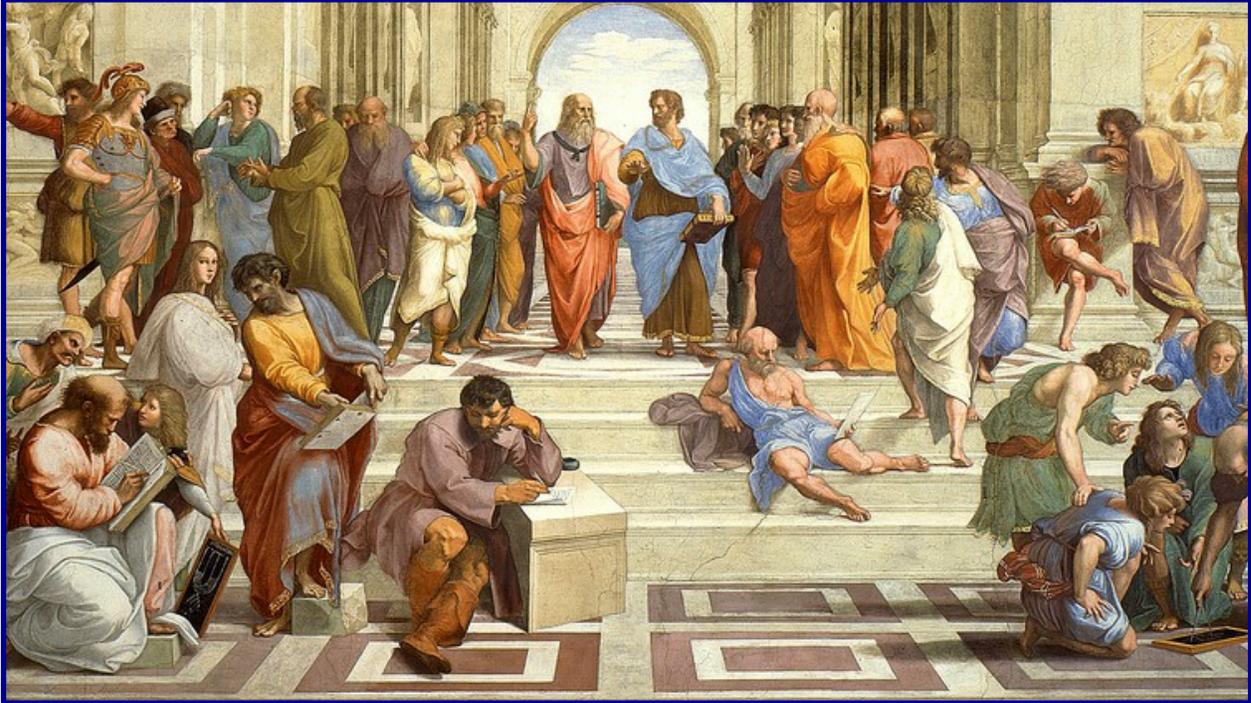


Timpview High School AP Art History

(Yearlong course, 1.0 credit fine art graduation credit)

Welcome to AP Art History at Timpview High School. We have a lot to look forward to this year. I am excited to begin, and I hope you are too.



About This Course

In our AP Art History course, we will explore the nature of art, its uses, its meanings, art making, and responses to art. As we investigate diverse artistic traditions of cultures from prehistory to the present, our course will foster in-depth and holistic understanding of the history of art from a global perspective. We will learn and apply skills of visual, contextual, and comparative analysis as we engage with a variety of art forms and construct understanding of individual works and interconnections of art-making processes and products throughout history. As we engage in discourse about works of art, we will significantly improve our research, writing, and presenting skills. Our course will be structured around the big ideas and essential questions of the *AP Art History Course and Exam Description*.

College Course Equivalent

AP Art History is designed to be the equivalent of a two-semester introductory college or university art history survey course. **At Timpview the course will count as fine art or elective credit.**

Prerequisites

There are **no prerequisites** for AP Art History. Students who have been successful in humanities courses, such as history and literature, or in studio art courses are especially encouraged to enroll since those experiences will likely support and enrich the context of the art history course.

Who should take this class?

You should take this class if you like **discussing ideas** and making connections between history, music, art, philosophy, science, languages, literature, and even math. You should take this class if you **want to improve your writing skills**.

AP Art History Course Content

Functions and effects of art are the focus of the AP Art History course. Students consider influential forces like patronage, politics, class, belief, gender, and ethnicity in their analysis of art forms. They examine styles, techniques, themes, and chronology, comparing and contrasting art forms from varied perspectives. Students explore a specific set of 250 works of art in 10 content areas beginning with art from global prehistory and ending with global works from the present.

- I. Global Prehistory, 30000–500 BCE: ~4% (11 works)
- II. Ancient Mediterranean, 3500 BCE–300 CE: ~15% (36 works)
- III. Early Europe and Colonial Americas, 200–1750 CE: ~21% (51 works)
- IV. Later Europe and Americas, 1750–1980 CE: ~21% (54 works)
- V. Indigenous Americas, 1000 BCE–1980 CE: ~6% (14 works)
- VI. Africa, 1100–1980 CE: ~6% (14 works)
- VII. West and Central Asia, 500 BCE–1980 CE: ~4% (11 works)
- VIII. South, East, and Southeast Asia, 300 BCE–1980 CE: ~8% (21 works)
- IX. The Pacific, 700–1980 CE: ~4% (11 works)
- X. Global Contemporary, 1980 CE–Present: ~11% (27 works)

Within each content area, students explore essential contextual information about regions, cultures, and time periods. Students have options for focused, intensive learning about artworks, themes, and cultures they select as personally relevant and meaningful. As we interact with works of art, we will focus on these five big ideas:

BIG IDEA 1: CULTURE (CUL)

Cultural practices or belief systems often affect art and art making.

BIG IDEA 2: INTERACTIONS WITH OTHER CULTURES (INT)

Interactions with other cultures affect art and art making.

BIG IDEA 3: THEORIES AND INTERPRETATIONS (THR)

Theories and interpretations of art are affected by other disciplines, technology, or the availability of evidence.

BIG IDEA 4: MATERIALS, PROCESSES, AND TECHNIQUES (MPT)

Use of and access to materials, processes, and techniques affect art and art making.

BIG IDEA 5: PURPOSE AND AUDIENCE (PAA)

Purpose, intended audience, or patron often affect art and art making.

As we discuss, interpret, and analyze the 250 works of art designated by the College Board, we will encounter themes, subject matter, and ideas that may be uncomfortable for some students. Because we will do additional research by choice about additional works of art, there is also the potential that students may encounter additional themes, subject matter, and ideas that may not fit their world view. A core concept in all of the humanities is that meanings are constructed and many meanings can be valid and enlightening. There will always be freedom of thought and expression in our class and there will be no agenda to convert anyone to any specific way of thinking. We will respect and value each other's ideas and opinions. We will learn from each other, and our diversity will be our greatest strength. If any parents are concerned about the themes, subject matter, or ideas that their students may encounter in this class, I would encourage them to investigate the 250 works of art designated by the College Board. Parents are also invited to be involved as their students make additional choices about works of art that they will study. All of the required 250 works of art can be found in the AP Art History Course and Exam Description:

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-art-history-course-and-exam-description.pdf>

Grades

All of the writing, presenting, recording, videoing that we engage in throughout the course will be modeled after prompts and questions from the AP Art History Test. If you fully engage in the work of our class, you will be ready to take the AP Test at the end of the year.

The focus of our class will be on increasing our abilities to think, analyze, interpret, write, speak, and present.

It is your responsibility to memorize the identification information for the 250 works of art. Use this schedule to help you stay on track:

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|--------|--|
| Term 1 | Global Prehistory and Ancient Mediterranean; Early Europe and Colonial Americas (works 1-98) |
| Term 2 | Later Europe and Americas; Indigenous Americas, Africa (works 99-180) |
| Term 3 | Indigenous Americas, Africa; West & Central Asia; South, East & Southeast Asia; The Pacific, Global Contemporary (works 181-250) |
| Term 4 | Review all works 1-250 |

Class Activities

- Teacher lecture
- Student presentations including analysis, interpretation, and primary and secondary sources (pairs, groups, whole class)
- Discussions (pairs, groups, whole class)
- Students create and share Work of Art Info Docs (PDF fillable form based on the AP big ideas and learning objectives)
- Teacher modeling analyzing works of art: Analyze Along
- Teacher modeling writing about works of art: Write Along
- Teacher modeling reading about works of art: Think Along
- Practice AP essays
- Peer review of writing
- Practice AP multiple choice
- Practice identifying unknown works of art
- Conduct Internet research to find primary sources for works of art
- Conduct Internet research to find secondary sources for works of art
- Practice interpreting and analyzing one work of art
- Practice comparing, contrasting, and analyzing two works of art (similar and contrasting works of art)
- Partner practice with flash cards
- Read, gloss and discuss primary and secondary texts
- Watch art history videos
- Make mind maps (teacher models, students create and share)
- Create Venn Diagrams (teacher models, students create and share)
- Play review games
- Create podcasts about works of art (including analysis, interpretation, primary and secondary sources)
- Create video presentations of art ala Sister Wendy (including analysis, interpretation, primary and secondary sources)
- Formative assessments (daily)
- Summative assessment (at end of unit)
- Field trip visits to museums (BYU MOA, U of U MOA, Springville, Utah MOA, Historical Buildings, Museum of Peoples and Cultures)

Outside of Class Activities:

- Read texts
- Prepare presentations
- Read/review AP Big Ideas and Learning Objectives
- Read AP Enduring Understandings and Essential Knowledge
- Review Work of Art Info Docs
- Practice with Quizlet flashcards
- Memorize/practice vocab lists

You grade each term will be a combination of self-assessment and teacher-assessment. If you attend class and fully engage in our class activities, you will get an A at the end of each term.