

AP Art History

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Purpose: The AP Art History course emphasizes a deep conceptual understanding of art historical concepts. Students will develop the essential skills of visual and contextual analysis. By examining works of art from diverse cultures^[1] and the relationships among these works, students develop an understanding of global artistic traditions. Students analyze works of art in their contexts, considering issues of patronage, gender, politics, religion, and ethnicity. The interpretation of the work of art is based upon its intended use, audience, and the role of the artist and the work of art in its particular society. Students will expand their knowledge of history, geography, politics, religion, languages, and literature, as they explore the story of people as told through the art they created.

Texts:

Primary Textbook:

F.S.Kleiner, Gardner's Art through the Ages: A Global History, 14th edition, 2012.

Secondary Textbooks:

M.Stokstad & M.W.Cothren, Art History, 4th edition, 2011.

P.Davies, Janson's History of Art: The Western Tradition, 8th edition, 2011.

L.S.Adams, Art Across Time, 4th edition, 2011.

C.Strickland & J.Boswell, The Annotated Mona Lisa, 1992.

D.Preble & S.Preble, Artforms, 7th edition, 2004.

H.Honour & J.Fleming, The Visual Arts: A History, 7th edition, 2013.

G.Mittler, Art in Focus, 5th edition, 2006.

AP Art History Image Set (250 works of art)

Primary Sources:

- Sources that originate with or are contemporary with the works of art under discussion (ie, written documents, performances on video, interviews)

Secondary Sources:

- Sources written by scholars (ie, journal articles, scholarly videos, museum interpretive materials)

Course Structure:

The essential, basic, and central questions in this course include the following: *What is art and how is it made? Why and how does art change? How do we describe our thinking about art?* Through these essential questions, students explore the big ideas of AP Art History, effectively and precisely articulating an artwork's meaning and function, its maker's methodology, and the ways it reflects and affects its historical and cultural context. With these core questions as the foundation, this course is organized into ten cultural/chronological units, emphasizing daily practice of questioning techniques, methods of discussion, analytical paradigms, guided discovery, and independent learning. These enable our students to develop critical thinking and visual literacy skills with which they can mine meaning from any artwork they encounter throughout their lives.

Big Ideas

What is art and how is it made? How do we describe our thinking about art? Why and how does art change?

Throughout the course you will continue to examine: why we study art, how to do proper visual analysis, the difference between primary and secondary sources, the concept of style, the elements and principles of design, and the content, context, form and function of each piece.

Course Objectives:

1. Students acquire a fundamental art vocabulary
2. Students understand the purpose and function of art
3. Students develop skills in identifying, describing, interpreting, and analyzing works of art.
4. Students understand works of art within their historical context by examining issues such as politics, religion, patronage, gender, function, and ethnicity.
5. Students examine the relationship among works of art, their culture, and the global culture.
6. Students articulate visual and historical concepts in verbal and written forms.

Areas of Study

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| 1. Prehistoric | 16. Italian Renaissance |
| 2. Ancient Near Eastern | 17. Northern Renaissance |
| 3. Egyptian | 18. Baroque |
| 4. Aegean | 19. Neo-Classicism |
| 5. Greek | 20. Sub-Saharan Africa |
| 6. Etruscan | 21. Romanticism |
| 7. Early Christian | 22. Realism |
| 8. Byzantine | 23. Impressionism |
| 9. Early Middle Ages | 24. Avant-Garde |
| 10. Islamic | 25. Cubism |
| 11. Romanesque | 26. Futurism, Dadaism, Surrealism |
| 12. Gothic | 27. Expressionism |
| 13. South and Southeast Asia | 28. Abstract Expressionism |
| 14. China and Japan | 29. Op Art to Pop Art |
| 15. Proto-Renaissance | 30. Conceptual Art |

Class Expectations

All students are expected to come to class prepared, both with materials and having read and completed written assignments on time in order to participate in discussion. AP art history covers a huge amount of material and students are expected to stay on task during class in order to stay on track.

Grading Regulations: Homework is on specific dates for each assignment. Due dates and requirements will be given for each unit. Any work that is late will be accepted, but at a penalty. Writing quality is important, but so is having good working habits each class day, following format instructions, and turning your work in on time!

Textbook Readings and Homework

The major portion of AP Art History is completing your daily textbook readings and completing your homework. You will have readings to complete for each class day.

Sketchbooks

Sketchbooks are required for AP Art History . You will have daily notes to take in sketchbooks. yOur sketchbook should include drawings, visual note taking, printed images and follow the content, context, form and function format of note taking. Sketchbooks will be graded each six weeks. Sketchbooks should have some kind of spiral binding.

Study Guide: A suggested study guide is the Barron's AP Art History Study Guide, 3rd edition, written by John Nici.

Khan Academy: Khan Academy will be a major resource for our class. Please sign-up for your own username.

<https://www.khanacademy.org/humanities/art-history-basics/beginners-art-history/a/cave-painting-contemporary-art-and-everything-in-between>

Evaluation and Grading

Tests-40%

Quizzes-20%

Projects-10%

Sketchbook/Homework/Daily Class assignments -30%