**AP Art History Syllabus 2017-2018**

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**Course Overview:** The AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating art from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

**Course Content and Objectives:** 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 B.C.E.: 4% (11 works)

II. Ancient Mediterranean, 3500 B.C.E.–300 C.E.: 15% (36 works)

III. Early Europe and Colonial Americas, 200–1750 B.C.: 20% (51 works)

IV. Later Europe and Americas, 1750–1980 C.E.: 22% (54 works)

V. Indigenous Americas, 1000 B.C.E.–1980 C.E.: 6% (14 works)

VI. Africa, 1100–1980 C.E.: 6% (14 works)

VII. West and Central Asia, 500 B.C.E.–1980 C.E.: 4% (11 works)

VIII. South, East, and Southeast Asia, 300 B.C.E.–1980 C.E.: 8% (21 works)

 IX. The Pacific, 700–1980 C.E.: 4% (11 works)

X. Global Contemporary, 1980 C.E.–Present: 11% (27 works)

Within each content area, students explore 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 students study works of art in the image set, they apply essential art historical skills within the learning objectives, such as visual, contextual, and comparative analysis. The following are big ideas and learning objectives of the AP Art History course:

 Big Idea 1: Artists manipulate materials and ideas to create an aesthetic object, act, or event.

* Students differentiate the components of form, function, content, and/or context of a work of art.
* Students explain how artistic decisions about art making shape a work of art.
* Students describe how context influences artistic decisions about creating a work of art.
* Students analyze form, function, content, and/or context to infer or explain the possible intentions for creating specific works of art.

Big Idea 2: Art making is shaped by tradition and change.

* Students describe features of tradition and/or change in a single work of art or in a group of related works.
* Students explain how and why specific traditions and/or changes are demonstrated in a single work or group of related works.
* Students analyze the influence of a single work of art or group of related works on other artistic production.

Big Idea 3: Interpretations of art are variable.

* Students identify a work of art.
* Students analyze how formal qualities and/or content of a work of art elicit(s) a response.
* Students analyze how contextual variables lead to different interpretations of a work of art.
* Students justify attribution of an unknown work of art.
* Students analyze relationships between works of art based on their similarities and differences.

Materials: The primary text provided for the course will be *Art: A Brief History* by Marilyn Stokstad and Michael W. Cothren, 6th Edition. Additionally students should have writing utensils and loose-leaf paper daily. Student should also have access to the internet, e-mail, and a printer. Suggested materials include a 3-ring binder with loose-leaf and colored pens or pencils.

**Assignments and Grades:**

Tests-Unit tests will be given at the end of a content area or a combination of shorter content areas. These will mimic the AP Exam, and will include slide identification.

Quizzes -Focus on slide identification and vocabulary, and will reinforce reading assignment, lectures, important contextual issues, and specific content information.

Critical Analysis: Formal critical analysis essays will take place each semester.

Homework & Daily Grades-Daily grades are given for class and homework assignments to include practice essays, study guides, group discussions, reading assignments, and other assignments announced as homework or participation. Notebook checks and notecards will be part of these grades.

Projects and Activities – These include presentations, art talks, museum and gallery visits, and/or other possible projects.

Extra Credit – Students may write one additional museum or gallery critique per semester for extra credit. Other opportunities may be announced.

**Grading Policy:**

A=93-100

B=92-85

C=84-77

D=76-67

F=66-0

**Academic Integrity**:

Academic integrity forms a fundamental bond of trust between teachers and students. Plagiarism is a knowing attempt to obtain undeserved academic advantage by stealing the work of others, and using it as your own. It is a very serious academic offense. Students are expected to understand and observe the rules of fair use and copyright. If a student commits plagiarism, the student and parent will be notified of the incident, and the student will receive zero “0” credit for the assignment. Cheating of any kind will not be tolerated.

**Useful Websites*:***

The College Board [www.collegeboard.com](http://www.collegeboard.com)

Art Dictionary <http://www.artlex.com>

Pronunciation Guide [www.forvo.com](http://www.forvo.com)

Comprehensive Resource for images and information <http://arthistoryresources.net/ARTHLinks.html>

Sample AP test questions with immediate responses <http://www.westercler.org/hg/curlessmatt/arthistory/samplequestions/slideques.htm>

**Links to Museums and Institutions:**

J. Paul Getty Museum (Los Angeles), www.getty.edu/museum

Art Institute of Chicago, www.artic.edu

 Metropolitan Museum of Art (New York), www.metmuseum.org/collections

Museum of Modern Art (New York), www.moma.org

National Gallery of Art (Washington, D.C.), www.nga.gov

Phoenix Art Museum, [www.phxart.org](http://www.phxart.org)



\*Students will need to check credit guidelines with universities listed with “n/a”.\*

***\*This syllabus is subject to change during the 2017-2018 school year.\****

**Receipt of Syllabus Agreement:**

I understand and agree to the academic and behavior expectations of Mrs. Vince’s class syllabus for the 2017-2018 school year.

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