# AP Art History Syllabus

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Curricular Requirements

CR1a Students and teachers use a college-level art history textbook.

CR1b Students and teachers use primary sources of different types.

CR1c Students and teachers use secondary sources.

CR2 The big ideas and essential questions in the *AP Art History Course and Exam Description* are used as a conceptual foundation for the course.

CR3 Each of the 10 AP Art History content areas in the *AP Art History Course and Exam Description* receives explicit attention.

CR4 Students have opportunities to engage with all 12 course learning objectives in the *AP Art History Course and Exam Description* through specific assignments and activities.

CR5 Students are provided opportunities to analyze works of art both visually and contextually.

CR6 Students are provided opportunities to analyze interpretations of works of art from primary and secondary sources.

CR7 Students are provided opportunities to analyze relationships between works of art across cultures and from different content areas.
CR8  Students have opportunities to use enduring understanding and essential knowledge statements as a foundation to conduct research on a specific work of art.

CR9  Students are provided opportunities to experience actual works of art or architecture.
AP Art History Syllabus

Course Description
The 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 from the AP Art History Course and Exam Description [CR2], students explore the big ideas of AP Art History. Throughout the year we will learn about how people have responded to and communicated their experiences through art, as well as the historic and cultural contexts in which it was created. Students will be welcomed into the global art world as active participants, engaging with its forms and content as they research, discuss, read, and write about art, artists, art making, and respond to and interpret art.

[CR2] – The big ideas and essential questions in the AP Art History Course and Exam Description are used as a conceptual foundation for the course.

Resources
Primary Textbook

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Makes a complete and detailed description of the subject matter and/or elements seen in a work. - Includes Historical and Geographical Elements. Power Point contains several visuals aiding to the viewing of content.</td>
<td>Makes a detailed description of most of the subject matter and/or elements seen in a work. - Includes Historical and Geographical Elements. Power Point contains visuals aiding to the viewing of content.</td>
<td>Makes a detailed description of some of the subject matter and/or elements seen in a work. Lacks aspects of historical and geographical elements. More visuals are definitely needed in order to view the content.</td>
<td>Descriptions are not detailed or complete. - Does not address historical and/or geographical elements. Power Point lacks visuals or visual do not at all aid viewing of the content.</td>
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### FORM - MATERIALS

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Accurately describes several dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.</td>
</tr>
<tr>
<td>4</td>
<td>Accurately describes a couple of dominant elements and principles used by the artist and accurately relates how these are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.</td>
</tr>
<tr>
<td>3</td>
<td>Describes some dominant elements and principles used by the artist, but has difficulty describing how these relate to the meaning or feeling of the artwork.</td>
</tr>
<tr>
<td>2</td>
<td>Has trouble picking out the dominant elements.</td>
</tr>
</tbody>
</table>

### CONTEXT

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Forms a somewhat reasonable hypothesis about the symbolic or metaphorical meaning and is able to support this with evidence from the work.</td>
</tr>
<tr>
<td>4</td>
<td>Student identifies the literal meaning of the work.</td>
</tr>
<tr>
<td>3</td>
<td>Student can relate how the work makes him/her feel personally.</td>
</tr>
<tr>
<td>2</td>
<td>Student finds it difficult to interpret the meaning of the work.</td>
</tr>
</tbody>
</table>

### CRITIQUE WORKSHEET

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Audience is able to complete the AP Art History Art Piece Critique Worksheet.</td>
</tr>
<tr>
<td>4</td>
<td>Audience is mostly able to complete the AP Art History Art Piece Critique Worksheet.</td>
</tr>
<tr>
<td>3</td>
<td>Audiences is left with questions and would have to personally research some aspects in order to complete the AP Art History Art Piece Worksheet.</td>
</tr>
<tr>
<td>2</td>
<td>Audience is not able to complete the AP Art History Art Piece Critique Worksheet and is left to do the majority of research on their own.</td>
</tr>
</tbody>
</table>

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**Primary Text:**

**Secondary Text:**

**Supplementary Primary and Secondary Sources**
Audio and video discussions on Khan Academy/Smarthistory and in the Annenberger Learner Series, *Art Through Time: a Global View*, *PBS NOVA Website*, *PBS's series Art21*, UNESCO World Heritage Center and others.

**Field Trips [CR9]**
Fall: The Joslyn Art Museum – Omaha, Nebraska
Spring: The Nelson-Atkins Museum of Art – Kansas City, Missouri

[CR9] – Students are provided opportunities to experience actual works of art or architecture.

**Welcome**
**Reading & Assignments**
- Discuss Syllabus
- Class Organization
- Introductions and community building game
- Note taking methods and expert responsibility explained

**Additional Analysis**
- Students draw an image matched with one of the themes from throughout the course. Students choose two other works from the required course content that offer different approaches to their theme, then prepare for a roundtable discussion over the following days to discuss their works using the skills and vocabulary we have been practicing. They prepare to do both visual and contextual analysis as they justify their thematic choices and “connect the dots”.

[CR4] [CR5]

[CR4] – Students have opportunities to engage with all 12 course learning objectives in the *AP Art History Course and Exam Description* through specific assignments and activities.

[CR5] – Students are provided opportunities to analyze works of art both visually and contextually.
What is Art? Terms and Conditions May Apply

Viewing & Reading Assignments

- Watch: *Why look at Art? & Skill of Describing* from Khanacademy.com
- Read: Gardner’s Chapter 1: ‘What is Art History?’

Additional Analysis

- Students write a description of a chosen art work. After completion, student pairs will exchange written descriptions in class. The paired student will attempt to draw/sketch the written description. When sketches are complete students may look at the original art to see what may have helped them to sketch and discuss what makes a good description and a good visual perception.
- Come with questions and comments concerning class, syllabus, or the discourse.
Content Area 1: Global Pre-History, 30,000 – 500 B.C.E. [CR3]

[CR3] - Each of the 10 AP Art History content areas in the AP Art History Course and Exam Description receives explicit attention.

Migration and Diffusion

Sample Reading, Assignments, & Activities

- Prepare a response: What would you take in an evacuation? (L.O. 1.1) [CR4]
- Read: Gardner’s *Chapter 1 Art in the Stone Age* [CR4]
- Project: Label a world map to show areas of the world and fully identify works of art produced in each region (L.O. 3.1) [CR4]
- Watch: *How Art Made the World – Day Pictures Were Born* - BBC Video [CR1c]
- Watch & Explore: Lascaux Website: [http://www.lascaux.culture.fr/?lng=en#/en/00.xml](http://www.lascaux.culture.fr/?lng=en#/en/00.xml) [CR1c]

[CR4] – Students have opportunities to engage with all 12 course learning objectives in the AP Art History Course and Exam Description through specific assignments and activities.

[CR1c] – Students and teachers use secondary sources.

Additional Analysis

- The study of early art works requires interdisciplinary collaboration – archaeology, anthropology, comparisons, theories, tests, evidence. [CR4]
- Quiz: Practice Quiz - Multiple choice and short essay – Global Pre-History [CR4]

[CR4] – Students have opportunities to engage with all 12 course learning objectives in the AP Art History Course and Exam Description through specific assignments and activities.
Content Area 2: Ancient Mediterranean, 3500 B.C.E. – 300 C.E. [CR3]

[CR3] - Each of the 10 AP Art History content areas in the AP Art History Course and Exam Description receives explicit attention.

SANBAN
Sample Readings, Assignments & Activities

- Project: Conventions of Power Portrait – Students draw their own picture of a teacher and student relationship. This will be used to discuss the use of visual cues
- Watch: Art 1010 - Ancient Near Eastern and Ancient Egyptian Art - Khanacademy.com
- Watch: How Art Made the World – Art of Persuasion - BBC Video [CR1c]
- Read: Gardner’s Chapter 2 Ancient Mesopotamia and Persia

[CR1c] – Students and teachers use secondary sources.

Additional Analysis

- Describe and characterize the way human figures are represented in the Sumerian votive figures of Eshnunna. What are the potential relationships between style and function?
- Discuss the development of relief sculpture in the ancient Near East. Chose two specific examples, one from the Sumerian period and one from the Assyrian period, and explain how symbols and stories are combined to express ideas that were important to these two cultures. [CR7]

[CR7] – Students are provided opportunities to analyze relationships between works of art across cultures and from different content areas.

Tombs, Temples, and Timelessness
Sample Readings, Assignments & Activities

- Artistic Innovation and Revolution: Society’s response – glimpse and comparison with Modern Art. (L.O. 2.2) [CR4]
- Read: Gardner’s Chapter 3 Egypt from Narmer to Cleopatra
- Watch: Gods and Goddesses of Ancient Egypt Story (http://ancientegypt.co.uk/gods/home.html)
- Watch: Why Did We Stop Building Pyramids? – YouTube Discovery News [CR1c]
● Explore: Explore Ancient Egypt - PBS.org NOVA
● Quiz – Ancient Near Eastern and Egyptian Art
● Project: Play-Doh sculpture

[CR4] – Students have opportunities to engage with all 12 course learning objectives in the AP Art History Course and Exam Description through specific assignments and activities.

[CR1c] – Students and teachers use secondary sources.

Additional Analysis
● Explain the pictorial conventions for representing the human figure in ancient Egypt using a self-portrait to explain.
● Summarize the religious beliefs of ancient Egypt with regard to the afterlife, and explain how their beliefs inspired traditions in art and architecture. Cite specific early and late examples.
● How do depictions of royalty differ from those of more ordinary people in ancient Egyptian art? Focus on one specific representation of each.

Man is the Measure of All Things: The Ideal
Sample Readings, Assignments & Activities
● Artistic Innovation and Revolution: Greek Statues…How Greeks would look today. (L.O. 2.1) [CR4]
● Read: Gardner’s Chapter 4 The Prehistoric Aegean / Chapter 5 Ancient Greece
● Watch: Art 1010 – Ancient Greek and Roman Art - Khanacademy.com
● Watch: When Art Meets Science Colors Emerge – YouTube Stanford News
● Quiz – Ancient Greek Art
● Quiz – Greek Temple Parts
● Watch: Secrets of the Parthenon – PBS Video

[CR4] – Students have opportunities to engage with all 12 course learning objectives in the AP Art History Course and Exam Description through specific assignments and activities.

Additional Analysis
● Illustrate the differences between and assess the three orders used in temple architecture.
Discuss the development of a characteristically Greek approach to the representation of the male nude by comparing Archaic, Classical, and Hellenistic sculpture. What changes and what remains constant?

The Imperial March: Introducing the Roman World
Sample Readings, Assignments & Activities
- Artistic Innovation and Revolution: Concrete
- Read: Gardner's Chapter 6 The Etruscans / Chapter 7 The Roman Empire / Chapter 8 Late Antiquity
- Watch: *Pompeii, Italy: Window on Ancient Rome* – YouTube Rick Steve’s Europe
- Explore: Watering Ancient Rome – PBS.org NOVA
- Project: Classical Comparisons; How Roman are We? – Students will look at their neighborhoods and cities to find classical cultural references, especially artistically and architecturally, and collect photos as they search. (L.O. 2.3) [CR4] [CR9]
- Discussion: Periods - Republican, Early Empire, High Empire, and Late Empire
- Discussion: AP Essay Themes
- Quiz: Roman Art

[CR4] – Students have opportunities to engage with all 12 course learning objectives in the *AP Art History Course and Exam Description* through specific assignments and activities.

[CR9] – Students are provided opportunities to experience actual works of art or architecture.

Additional Analysis
- Explore the various ways Romans embellished the walls and floors of their houses with illusionistic painting in fresco and mosaic.
- Investigate how knowledge of Roman advances in structural technology furthers our understanding of Roman civic architecture.
- Greek and Roman temples have features in common, but they are fundamentally different in important aspects. Evaluate the significant similarities and differences by comparing two specific buildings.
● Explain how the Roman interest in portraits grew out of early funeral rituals and developed into a powerful aspect of imperial self-fashioning.

Summative Unit Test – Ancient Mediterranean
● Multiple choice questions: discrete and sets
● Free Response: 3 short and 1 long essay
  o Includes a question asking students to analyze a single work both visually and contextually. [CR5]
● Take Home Essay: Using two pictures (bring them in): How do artists differentiate extraordinary figures (deities, rulers, heroes) from ordinary people? (L.O. 1.4) [CR4]

[CR5] – Students are provided opportunities to analyze works of art both visually and contextually.

[CR4] – Students have opportunities to engage with all 12 course learning objectives in the AP Art History Course and Exam Description through specific assignments and activities.

[CR3] - Each of the 10 AP Art History content areas in the AP Art History Course and Exam Description receives explicit attention.

Mesoamerica: Maya and Mexica
Sample Reading, Assignments, & Activities
- Read: Gardner’s Chapter 18 Native American Cultures before 1300
- Explore: A Maya Masterpiece Revealed – PBS.org NOVA [CR1c]
- Explore: Map of the Maya World – PBS.org NOVA [CR1c]
- Discuss: Mother Culture

[CR1c] – Students and teachers use secondary sources.

Additional Analysis
- Compare the various ways the ancient artists of the Americas represented the human figure.
- Art in Context – Is it Craft or Art?

Inca & Native American
Sample Reading, Assignments, & Activities
- Read: Gardner’s Chapter 35 Native American Cultures, 1300 to 1980
- Project: Label a regional map to show and fully identify works of art produced in each area (L.O. 3.1) [CR4]
- Explore: Outfitting for Battle – PBS.org NOVA [CR1c]
- Discuss: Belly Button of the World
- Discuss: Collaborative living – How do you live collaboratively with your family? Your community? Your school?
- Discuss: Cultural identity and connections in Native American communities
- Quiz: Indigenous American Art

[CR4] – Students have opportunities to engage with all 12 course learning objectives in the AP Art History Course and Exam Description through specific assignments and activities.

[CR1c] – Students and teachers use secondary sources.

Additional Analysis
• Describe how differences in environmental conditions affected the urban planning and architectural design of Mesoamerican, South American, and North American communities. [CR7]
• Read and Discuss: A Town’s Love for Indian Artifacts Backfires – NBCNews.com
• Explore how an understanding of the ritual and political use as well as practical function of works, are critical to interpreting their meaning in Native American Art.
• Recognize and evaluate for indigenous arts have changed in the centuries since contact with Europeans.
• Compare and Contrast the art/architecture elements together with the socio-political functions of Pergamum, Greece and Machu-Picchu, Peru. Emphasis on the importance of citing specific works of art. (L.O. 3.5, 1.4) [CR4] [CR7]

[CR4] – Students have opportunities to engage with all 12 course learning objectives in the AP Art History Course and Exam Description through specific assignments and activities.

[CR7] – Students are provided opportunities to analyze relationships between works of art across cultures and from different content areas.
Content Area 7: West and Central Asia, 500 B.C.E. – 1980 C.E. [CR3]

[CR3] - Each of the 10 AP Art History content areas in the AP Art History Course and Exam Description receives explicit attention.

Cultural Interchange: A Testament to Islam
Sample Readings, Assignments & Activities
- Introducing Islam: History and 5 Pillars
- Read: Gardner’s Chapter 10 The Islamic World
- Watch: Islam, the Quran, and the Five Pillars All Without a Flamewar: Crash Course World History #13 – Crash Course – Youtube.com
- Creating a visual language
- Quiz: Islamic Art

Additional Analysis
- Explore the use of ornamentation and inscription in Islamic Art.
- Explain why Roman basilicas and early mosques appear similar and discuss the ways in which their designs are consistent with the political and religious contexts. [CR7]
- Explain how the design of the mosque varies across the Islamic world with reference to 3 examples. Despite the differences, what features do mosques typically have in common?

[CR7] – Students are provided opportunities to analyze relationships between works of art across cultures and from different content areas.

The Middle Path: Buddhism
Sample Readings, Assignments & Activities
- Introducing Buddhism
- Read: Gardner’s Chapter 15 South and Southeast Asia
- Read: Jokhang Temple, Lhasa (http://www.sacred-destinations.com/tibet/lhasa-jokhang-temple)
- Explore: Deciphering Buddha Imagery – PBS.org NOVA [CR1c]

[CR1c] – Students and teachers use secondary sources.
Additional Analysis

- Research the destruction of Bamiyan in news sources on the Internet. (L.O. 3.3) [CR4]
- Consider the use of rock-cut architecture. What were the benefits and drawbacks to this architecture technique? How did it influence, and how was it influenced, by built architecture? Give examples.

[CR4] – Students have opportunities to engage with all 12 course learning objectives in the AP Art History Course and Exam Description through specific assignments and activities.

Summative Unit Test - Indigenous Americas & West and Central Asia

- Multiple choice questions: discrete and sets
- Free Response: 3 short and 1 long essay
  - Includes a question asking students to analyze a single work both visually and contextually. [CR5]
- Take Home Essay: Choose a work of art from either the Indigenous Americas or West and Central Asia. Conduct research, using sources beyond the textbook and write a 1 – 2 page essay on a stolen work of art. Connect your theme to an enduring understanding and essential knowledge statement. [CR8]

[CR5] – Students are provided opportunities to analyze works of art both visually and contextually.

[CR8] – Students have opportunities to use enduring understanding and essential knowledge statements as a foundation to conduct research on a specific work of art.
Content Area 3: Early Europe and Colonial America, 200 – 1750 C.E.  

[CR3]  
[CR3] - Each of the 10 AP Art History content areas in the AP Art History Course and Exam Description receives explicit attention.  

Triumph of Faith: Towards a Timeless Eternal  
Sample Readings, Assignments & Activities  
- Artistic Innovation and Revolution: Creating Sacred space from the roman basilica  
- Read: Gardner’s Chapter 9 Byzantium  
- Watch: Art 1010 – Medieval and Byzantine Art – Khanacademy.com  
- Christian Symbols Matching Game  
- Quiz – Early Christian and Byzantine Art  

Additional Analysis  
- Major events in the life of Jesus  
- Discuss the Roman foundations of Early Christian sculpture, focusing your answer on the sarcophagus of Junius Bassus. Look back to the Romans to help form your ideas.  
- Identify the distinctive feature of the central-plan church and of the basilica. How are the forms of these early churches geared toward specific types of Christian worship and devotional practice?  
- How were images used in Byzantine worship? Why were images suppressed during iconoclasm?  
- What do the mosaics in Ravenna reveal about church and state? Explain with specific examples.  

Height and Light  
Sample Readings, Assignments & Activities  
- Read: Gardner’s Chapter 11 Early Medieval Europe  
- Read: Gardner’s Chapter 12 Romanesque Europe  
- Read: Gardner’s Chapter 13 Gothic Europe  
- Read: Abbot Sugar, ‘On What Was Done Under His Administration’ & discuss theories on light and sacred spaces. (L.O. 3.2) [CR4] [CR1b]  
- Watch: Building the Great Cathedrals – NOVA [CR1c]
● Explore: Physics of Stone Arches - PBS.org NOVA [CR1c]
● Quiz: Cathedral parts
● Quiz: Medieval, Romanesque, & Gothic Art

[CR4] – Students have opportunities to engage with all 12 course leaning objectives in the AP Art History Course and Exam Description through specific assignments and activities.

[CR1b] – Students and teachers use primary sources of different types.

[CR1c] – Students and teachers use secondary sources.

Additional Analysis
● The equestrian portrait of Charles the Bald (?) emulates the Roman tradition of equestrian statues represented by Marcus Aurelius. For the early Middle Ages, this sort of creative appropriation was common artistic practice. Discuss what it tells us about the Carolingians, grounding your answer in a discussion of these two works.
● Explore the emergence of Romanesque architecture – with its emphasis on the aesthetic qualities of a sculptural wall – out of early masonry construction techniques.
● What is a pilgrimage site? How did pilgrimage sites function for medieval Christians? Ground your answer in a discussion of a specific pilgrimage church, focusing on specific features that were geared toward pilgrims.
● Analyze Salisbury Cathedral in England and the German church of St. Elizabeth of Hungary in Marburg. How does each reflect characteristics of French Gothic style, and how does each depart from that style and express architectural features characteristic of its own region? [CR7]

[CR7] – Students are provided opportunities to analyze relationships between works of art across cultures and from different content areas.

Renaissance and Rebirth
Sample Readings, Assignments & Activities
Artistic Innovation and Revolution: Anatomy studies, Perspective, Oil Paint, and Printmaking
Read: Gardner’s Chapter 21 The Renaissance in Quattrocento Italy
Read: Gardner’s Chapter 22 Renaissance and Mannerism in Cinquecento Italy
Read: Gardner’s Chapter 23 High Renaissance and Mannerism in Northern Europe and Spain
Watch: Art 1010: Renaissance Art – Khanacademy.com
Watch: Mystery of a Masterpiece – PBS.org NOVA [CR1c]
Watch: Sculpting a Young Artist – PBS.org NOVA [CR1c]
Watch: Holbein’s skull - Part one | Paintings | The National Gallery, London – Youtube.com
Watch: Sister Wendy the Story of Painting – Age of Genius – BBC Video
Explore: Explore Ancient Egypt PBS.org NOVA [CR1c]
Quiz – Renaissance Art
Project: Florentine Baptistery Door Competition Drawing
Read: Selected sections of Vasari on various artists [CR1b]
Read: Healing Arts: Doctors Diagnose Paintings by Amy Dockser Marcus – Wall Street Journal 1/2/15
Quiz: Early Renaissance, Renaissance and Mannerism Art
Watch: Great Cathedral Mystery – PBS.org NOVA

[CR1c] – Students and teachers use secondary sources.
[CR1b] – Students and teachers use primary sources of different types.

Additional Analysis
- Compare and contrast the Florentine and Sienese styles of narrative painting as
- Explain how oil-painting technique allowed 15th century Flemish painters to achieve unprecedented descriptive effects in their work. Support your answer by discussing one specific work in this chapter.
- Discuss the symbolic meanings that 15th century viewers would have comprehended in the objects contained in the Merode Alterpiece or the Arnofini double portrait.
• Consider how the new focus on artistic competition and individual achievement created a climate for innovative and ambitious works.
• Discuss the use of linear perspective in a specific work of art. How and why does the artist use this technique?
• Some art historians have claimed that whereas Rome and Florence were oriented toward drawing, Vince was oriented toward color. Evaluate this claim, discussing specific works from each tradition. [CR7]
• Explore the intentional subversion of Classical style and decorum in the work of Mannerists artists. Illustrate your theories with specific works.
• Discuss the impact of the Protestant Reformation on the visual arts in northern Europe, focusing your discussion on types of subject matter that patrons sought.

[CR7] – Students are provided opportunities to analyze relationships between works of art across cultures and from different content areas.

‘Baroquen’ Masters
Sample Readings, Assignments & Activities
• Artistic Innovation and Revolution:
  • Read: Gardner’s Chapter 24 The Baroque in Italy and Spain
  • Read: Gardner’s Chapter 25 The Baroque in Northern Europe
  • Watch: Art 1010: Baroque and Rococo – Khanacademy.com
  • Watch: Simon Schama’s Power Of Art – Caravaggio – BBC Video [CR1c]
  • Watch: Sister Wendy the Story of Painting – Passion and Ecstasy – BBC Video [CR1c]
  • Watch: Sister Wendy the Story of Painting – 3 Golden Ages – BBC Video [CR1c]
  • Quiz – Baroque Art

[CR1c] – Students and teachers use secondary sources.

Additional Analysis
• Explore how the work of Bernini and Caravaggio established a new dramatic intensity, technical virtuosity, and unvarnished naturalism that blossomed into a style we call Baroque that spread across Europe during the 17th Century.
● Examine the development of portraiture, still life, landscape and genre scenes as major subjects for painting, especially within the prosperous art market of the Netherlands.

● **The Last Judgment Tympanum** at Sainte-Foy and **Triumph of the Name of Jesus and Fall of the Damned** at El Gesu visualize the same religious theme – the Last Judgment. But they are placed in different locations within their buildings, engaging different audiences in distinct ways. How do these works represent the cultural goals and stylistic systems of their time and place? Do they have anything other than their subject in common? [CR7]

● What makes you, You? Creative writing or art project: Self Portrait. (L.O. 1.2) [CR4]

[CR7] – Students are provided opportunities to analyze relationships between works of art across cultures and from different content areas.

Summative Unit Test – Early Europe and Colonial Americas

● Multiple choice questions: discrete and sets
● Free Response: 3 short and 1 long essay
  o Includes a question asking students to analyze a single work both visually and contextually. [CR5]
● Take Home Essay: Look at and analyze self-portraits across time and cultures.

[CR5] – Students are provided opportunities to analyze works of art both visually and contextually.
Content Area 8: South, East, and Southeast Asia, 300 B.C.E. – 1980 C.E. [CR3]

[CR3] - Each of the 10 AP Art History content areas in the AP Art History Course and Exam Description receives explicit attention.

India & Southeast Asia
Sample Readings, Assignments & Activities
- Artistic Innovation and Revolution: Stupas
- Introduction: Hinduis & Mudras
- Read: Gardner’s Chapter 32 South and Southeast Asia, 1200 to 1980
- Watch: The Hindu Temple – Asian Art Museum – Youtube.com [CR1c]
- Watch: The Stupa – Asian Art Museum – Youtube.com [CR1c]
- Watch: Buddha and Ashoka: Crash Course World History #6 – Crash Course – youtube.com

[CR1c] – Students and teachers use secondary sources.

Additional Analysis
- Select one architectural work from this area of the world. Explain how either Buddhist or Hindu ideas are expressed through their decoration, form, or iconography.
- Consider some of the ways Islamic art and culture impacted South and Southeast Asia. Explain how the Taj Mahol is similar to a mosque. I what ways are they different from one another? What historical and cultural influences help account for those differences? [CR7]

[CR7] – Students are provided opportunities to analyze relationships between works of art across cultures and from different content areas.

China
Sample Readings, Assignments & Activities
- Artistic Innovation and Revolution:
• Read: Gardner’s Chapter 16  China and Korea to 1279
• Read: Gardner’s Chapter 33  China and Korea, 1279 to 1980
• Watch: Chinese Buddhist Cave Shrines – Asian Art Museum - Youtube.com
• Watch: 2,000 Years of Chinese History! The Mandate of Heaven and Confucius: World History #7 - Crash Course – Youtube.com
• Watch: Forbidden City, Beijing, China in HD - Amazing Places on our Planet – Youtube.com

Additional Analysis
• Select one of the Chinese landscape paintings. Describe if carefully and fully identify the painting. How does it embody philosophical or religious beliefs?
• Characterize the culture of the leterati, including their values and their art patronage.
• Theorize reasons for the emergence of individualist painting in China, using specific works to support your argument.

Japan & Cambodia
Sample Readings, Assignments & Activities
• Artistic Innovation and Revolution:
• Read: Gardner’s Chapter 17  Japan before 1333
• Read: Gardner’s Chapter 34  Japan, 1333 to 1980
• Watch: Angkor Wat, Cambodia-World’s Largest Religious Monument! (With Historical Facts) – Andy’s Awesome Adventures – Youtube.com
• Quiz – South, East, and Southeast Asia Art

[CR1c] – Students and teachers use secondary sources.

Additional Analysis
• Recognize the native elements in early Japanese art and assess the influence of outside traditions in tracing its stylistic development.
Garden design weaves its way through the history of art during most times and places. Access the way two gardens were used and discuss how their form is related to their function. How are they representative of their cultures? [CR7]

[CR7] – Students are provided opportunities to analyze relationships between works of art across cultures and from different content areas.

[CR3] - Each of the 10 AP Art History content areas in the AP Art History Course and Exam Description receives explicit attention.

Africa
Sample Readings, Assignments & Activities
- Artistic Innovation and Revolution:
  - Read: Gardner’s Chapter 19 Africa before 1800
  - Read: Gardner’s Chapter 37 Africa, 1800 to 1980
  - Read: Mysteries of Great Zimbabwe – PBS.org NOVA
  - Watch: Mansa Musa and Islam in Africa: Crash Course World History #16 - Crash Course – youtube.com
- Quiz – African Art

[CR1c] – Students and teachers use secondary sources.

Additional Analysis
- Compare the variety of figure styles used by early artists of Africa and explore the relationship of style to technique.
- Explain the use of African art in ritual and discuss one work that is used in the practice.

[CR3] - Each of the 10 AP Art History content areas in the AP Art History Course and Exam Description receives explicit attention.

Pacific

Sample Readings, Assignments & Activities
- Artistic Innovation and Revolution:
  - Read: Gardner’s Chapter 36 Oceania Before 1980
  - Explore: Nan Madol: The City Built on Coral Reefs - Smithsonian.com [CR1c]
  - Project: Make a map of our school using twigs and glue. How will other people be able to use the map? [CR9]

[CR1c] – Students and teachers use secondary sources.
[CR9] – Students are provided opportunities to experience actual works of art or architecture.

Additional Analysis
- Recognize how the availability of raw materials affects artistic choices and styles throughout the Pacific.
- How is the human body adorned and/or depicted in art across the Pacific? How do these adornments and depictions define or enhance status, authority, and gender roles?
- Access the importance of ancestors and the different ways in which ancestors are engaged, honored, or invoked through various Pacific art forms. Focus your answer of two works from different cultural and geographical settings.

Summative Unit Test – South, East, and Southeast Asia, Africa, & the Pacific
- Multiple choice questions: discrete and sets
- Free Response: 3 short and 1 long essay
  - Includes a question asking students to analyze a single work both visually and contextually. [CR5]
- Take Home Essay: Students will choose two works of art and explain how artistic decisions affect composition and interpretation of a work of art. (L.O. 1.2) [CR4] [CR7]
[CR5] – Students are provided opportunities to analyze works of art both visually and contextually.

[CR4] – Students have opportunities to engage with all 12 course learning objectives in the AP Art History Course and Exam Description through specific assignments and activities.

[CR7] – Students are provided opportunities to analyze relationships between works of art across cultures and from different content areas.
Content Area 4: Later Europe and Americas, 1750 – 1980 C.E. [CR3]

[CR3] - Each of the 10 AP Art History content areas in the AP Art History Course and Exam Description receives explicit attention.

Rococo, Romanticism, and Neoclassical
Sample Readings, Assignments & Activities

● Read: Gardner’s Chapter 26 Rococo to Neoclassicism: The 18th Century in Europe and America
● Read: (Sections) Gardner’s Chapter 27 Romanticism, Realism, Photography: Europe and America, 1800 to 1870
● Watch: Early photography: making daguerreotypes – Khanacademy.com
● Project: Categorizing Rococo, Romanticism, & Neoclassical and looking for similarities and differences
● Quiz – Rococo, Romanticism, & Neoclassical

[CR1b] – Students and teachers use primary sources of different types.

Additional Analysis

● Summarize some of the key stylistic traits of French Rococo art and architecture, and explain how these traits relate to the social context of salon life. Name one specific example and explain how it is typical of the period style.
● Explain how artists as diverse as Delacroix and Freidrich can be classified under the category of Romanticism. How useful is ‘Romanticism’ as a classifying term?
● Discuss the relationship of the Enlightenment interest in archaeology with the new movement of Neoclassicism in the 18th century.
● Stuart Davis wrote: “I am an American, born in Philadelphia of American stock. I studied art in America. I paint what I see in America, in other words, I paint the American scene…I don’t want people to cop Matisse of Picasso, although it is entirely proper to admit their influence. I don’t make paintings like theirs. I make paintings like mine. I want to paint and do paint particular aspects of this country which interest me.” – How does Stuart interpret his own work? [CR4] [CR6]
Students have opportunities to engage with all 12 course learning objectives in the AP Art History Course and Exam Description through specific assignments and activities.

Students are provided opportunities to analyze interpretations of works of art from primary and secondary sources.

**Realism, Impressionism, Post-Impressionism**

**Sample Readings, Assignments & Activities**

- Read: (Sections) Gardner’s Chapter 27 Romanticism, Realism, Photography: Europe and America, 1800 to 1870
- Read: Gardner’s Impressionism, Post-Impressionism, Symbolism: Europe and America, 1870 to 1900
- Read: Selected Section – Transcript of Whistler’s Trial 1877
- Watch: Art 1010: 19th Century Art – Khanacademy.com
- Watch: Vincent Van Gogh Visits the Gallery; Doctor Who Series 5; BBC – Youtube.com
- Watch: Impressionism / Post-Impressionism Lecture – Youtube.com
- Explore: Catching a Copy – PBS.com NOVA
- Project: Create a chart to distinguish between individual Impressionists and Post-Impressionists painters.
- Project: Make a map drawing of Fredrick Law Olmsted’s Forest Park in St Louis, Mo. Label the map and indicate how Olmsted designed the park to fit late 19th century ideals.
- Quiz – Realism, Impressionism & Post-Impressionism

Students and teachers use primary sources of different types.

Students and teachers use secondary sources.

Students are provided opportunities to experience actual works of art or architecture.

**Additional Analysis**

- Discuss Realism in relation to the social and political issues of mid-century France.
● Discuss the innovative content of Impressionists paintings, and explain how it differs from that of traditional European paintings by focusing on one specific work.
● Explain how the photographic process works and evaluate the roles played by Louis-Jacques-Mande Daguerre and Henry Fox Talbot in the emergence of this medium.

20th Century ism’s
Sample Readings, Assignments & Activities
● Read: Gardner’s Chapter 29 Modernism in Europe and America 1900 to 1945
● Read: Selected Section – Vasily Kandinsky, concerning the Spiritual if Art, Trs. Francis Golffing, Michael Harrison, Ferdinand Osterlag (New York, Wittenborn, Schultz, 1947) [CR1b]
● Watch: Art 1010: Introduction to 20th Century Art – Khanacademy.com
● Project: Make a family tree of 18th century paintings styles through the year 2000. All paintings styles we study will go on this tree, branching off the painting type that helps to either inspire them or pave their way. [CR8]
● Quiz – Early 20th Century

[CR1b] – Students and teachers use primary sources of different types.

[CR8] – Students have opportunities to use enduring understanding and essential knowledge statements as a foundation to conduct research on a specific work of art.

Additional Analysis
● Discuss the goals and interests of the painters associated with Abstract Expressionism. Characterize the role played by Surrealism and other early 20th century avant-garde movements in the formation of this new direction in art.
● Explain the impact of the two World Wars on the visual art in Europe and North America. Use two works – one from each place – as the focus of your discussion.
● Summarize the events of the Great Depression and discuss its impact on American art. Focus on a particular art work as you discuss.
Later 20th Century
Sample Readings, Assignments & Activities

- Read: Gardner’s Chapter 30  Modernism and Postmodernism in Europe and America, 1945 to 1980
- Read: Selected Sections – Louis Sullivan. Lippencott’s Magazine, March 1896 [CR1b]
- Watch: http://www.hikmetsidneyloe.com/the-spiral-jetty.html - Spiral Jetty
- Explore: http://portrait.pulitzerarts.org/cube-gallery/sherman/ - Cindy Sherman History Portraits [CR1c]
- Project: Continue the family tree of paintings styles through the year 2000.
- Project: City revitalization: Students take photographs of their neighborhoods and communities and classify the architecture within. [CR9]
- Quiz: Later 20th Century Art

[CR1b] – Students and teachers use primary sources of different types.
[CR1c] – Students and teachers use secondary sources.
[CR9] – Students are provided opportunities to experience actual works of art or architecture.

Additional Analysis

- Write about the ‘dematerialization’ of the object in the art of postwar America. Then discuss how representational art regained importance in later years, particularly after 1980, and explain the new forms taken by such representation. [CR7]
- Discuss the emergence of Pop art in the 1950s and 1960s and characterize the new subjects favored by Pop artists. Explain how and why Pop reacted to Abstract Expressionism.

[CR7] – Students are provided opportunities to analyze relationships between works of art across cultures and from different content areas.

Summative Unit Test – Later Europe and Americas

- Multiple choice questions: discrete and sets
- Free Response: 3 short and 1 long essay
o Includes a question asking students to analyze a single work both visually and contextually. [CR5]

● Essay: Students analyze a mystery art work from various perspectives to refine analysis, attribution, and interpretation skills. (L.O. 3.4) [CR4] [CR8]

[CR5] – Students are provided opportunities to analyze works of art both visually and contextually.

[CR4] – Students have opportunities to engage with all 12 course learning objectives in the AP Art History Course and Exam Description through specific assignments and activities.

[CR8] – Students have opportunities to use enduring understanding and essential knowledge statements as a foundation to conduct research on a specific work of art.
Content Area 10: Global Contemporary: 1980 C.E. – Present [CR3]

[CR3] – Each of the 10 AP Art History content areas in the AP Art History Course and Exam Description receives explicit attention.

Contemporary

Sample Readings, Assignments & Activities

- Read: Gardner’s Chapter 31 Contemporary Art Worldwide
- Watch: Art 1010: Introduction to Contemporary Art – Khanacademy.com
- Watch: Pursuing Your Passion: Lessons from Youngarts’ Masterclass – HBO 2010 (Pick one artist)
- Explore: Art 21 Website [CR1c]
- Project: Pick current working artists from the Art 21 series. Explore the influences in their work: historical, cultural, social…etc. (L.O. 1.3) [CR4]
- Quiz – Global Contemporary Art

[CR1c] – Students and teachers use secondary sources.

[CR4] – Students have opportunities to engage with all 12 course learning objectives in the AP Art History Course and Exam Description through specific assignments and activities.

Additional Analysis

- Analyze how contemporary American artists have used their art to address the social and political issues surrounding race. Select and discuss the work of at least 2 specific artists from the Art 21 Website. [CR1c] [CR6] [CR7]
- Explore how globalism has transformed the visual art and discuss how artists use contemporary strategies to speak to issues in their local cultures.

[CR7] – Students are provided opportunities to analyze relationships between works of art across cultures and from different content areas.
Review

Sample Assignments & Activities
- Writing Review: Long and Short Essays – questions that guide period discussions, change over time, & shifting contexts
- Information Review: Content and concepts, answers any questions, discuss important dates, events and vocabulary
- Test: practice using released AP Art History tests and questions
- Art Detective: Museum Monuments Men have just uncovered 30 hidden treasures…using your art historical skills justify your attributions and return them to the correct museum wing. (L.O. 3.4)

After the Test

Sample Assignments & Activities
- Project: Art and Popular Culture Moviemaking Project

Sample Field Trip
- The Durham Museum – Omaha, Nebraska. Focus upon Art of the Midwest.