

**PURPOSE OF THE COURSE:**

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 a specific image set of 250\* works of art characterized by diverse artistic traditions 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.

*(from the College Board's Advanced Placement Course Description in Art History)*

\*The APAH 250 is one portion of the art we will be exploring this year.

This course is designed to meet and exceed San Diego City School's district standards, University of California A-G requirements, and literacy framework, as well as La Jolla High School's School-wide Student Learner Outcomes.

**COURSE OBJECTIVES:**

The AP Art History course will enable students to:

1. Think critically about both history and art.
2. Understand the concept of context and contextual analysis as it relates to both visual works of art across cultures and throughout history.
3. Conduct visual analysis of key pieces of art. Through daily practice of examining art and determining the subject, the style, the medium, and the significance of the artwork.
4. Further visual analysis by examining the relationship of context, function, and style of artworks within a given culture. This includes historical context issues such as politics, religion, patronage, gender, function, and ethnicity.
5. Demonstrate mastery of critical analysis of the three major art forms: sculpture, architecture, and painting.
6. Synthesize the interrelationship of the elements and principles of design in visual images.
7. Convey knowledge of techniques, media, and processes of the three major art forms.
8. Prepare for the College Board AP Exam in **May of 2021**.

If there is any question in your mind as to whether this is the right course for you, come talk to me.

### **PRIMARY TEXT/RESOURCES:**

- Kleiner, Fred S. *Gardner's Art Through the Ages* - Thirteenth Edition, 2009.
- 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 i.e., written documents, performances on video, interviews.)
- Secondary Sources (Sources written by scholars (i.e., journal articles, scholarly videos, museum interpretive materials.)

### **OPTIONAL TEXTS:**

A recent AP Exam review book (If you are planning to take the AP Exam)

### **STUDENT SUPPORT PLAN – WHAT YOU CAN EXPECT FROM ME:**

- Prior to beginning a new unit of study, I will outline the major objectives for our focus. It is my goal to make sure you know exactly what is expected of you every step along the way.
- During the unit of study, I will take multiple opportunities to check for understanding. This may include: quizzes, quick/informal comprehension checks, exit slips, etc.
- After assessments, we will review the test and examine which concepts we are clear on and which ones might need a bit more work. You can also plan to visit me during office hours (Wednesday afternoons or by appointment) to get a more detailed look at your tests or assignments.

### **WHAT IS EXPECTED OF YOU:**

1. **Come to class.** If you miss class, it is your responsibility to get notes and assignments from a classmate or on Canvas. It is especially important for you to be here the day you present your slide. You will be letting the entire class down if you are absent on that day.
2. **Ask for help.** If you have trouble understanding something, ask me. How can you get help?
  - Ask questions before, during, and after class
  - Arrange to meet me at lunch or afterschool.
  - Contact me by e-mail: [kdill@sandi.net](mailto:kdill@sandi.net)
3. **Don't fall behind.** Set a schedule and be disciplined enough to stick to it. Complete assignments and finish readings on time. Be prepared for class every day. Review each week.
4. Keep up your **AP Art History notebook and art cards.** The notebook and cards will be checked numerous times this year. (More information will come later.)
5. **Do your reading!** Throughout this course you will be expected to read the textbook, articles, additional websites, and more.
6. **Use your class time wisely.** It is my intention to cover each and every artwork necessary for course mastery. Use the time in class to minimize the amount of work required at home.

### **OTHER MISCELLANEOUS RULES:**

1. Cheating is NOT tolerated. First offense will result in a 0 on the test or assignment. Second offense will result in your removal from the course.
2. Electronic devices may be used at the discretion of the teacher. Any tech that is interfering with your learning must be put away, or may be confiscated. Recording (audio or video) is not permitted at any time in the classroom environment. For the protection and privacy of all students and occupants of my classroom, recording of any type will not be tolerated (video, still photo, and or audio) without the consent of the teacher and parents. This includes phones, cameras and any other form of recording device. Some exceptions will be made in with the teacher's direction.
3. YOU MUST BE RESPECTFUL OF EVERYONE IN THIS CLASS – Be a good human and do not be a distraction.

### **ADDITIONAL COURSE EXPECTATIONS FOR ONLINE LEARNING**

- **Review the full course syllabus** found in the introductory module of Canvas.
- **Check Canvas daily** (M-F) for the daily agenda. Make sure to read any new announcements and messages in the inbox.
- Please **be on time** for zoom sessions. I will be locking the room once we get started to help reduce distractions.
- Make sure that you **use your first and last name** when logging into zoom. You will be placed in a waiting room and I'll let you in as soon as possible.
- You do not need to have your camera on. In fact, once we start with lecture I will ask you to turn your **video off** so you can focus on learning and not be distracted by your face or the face of others :)
- Please dress and act **appropriately**.
- **Stay muted during Zoom sessions** unless speaking to avoid background noise.
- But please feel free to **ask questions!** You can type questions in the chat box or, if it seems important and relevant, just jump in and ask.
- In accordance with state Ed Code, **you may not take pictures or record** during the zoom sessions.  
[CALIFORNIA EDUCATION CODE]
- **Be a good human.** It is expected that you be courteous and respectful to me and your fellow classmates.

### **Communication:**

- Communication is more important than ever in online learning environments. There are a few different methods we will be using to help keep connected.
- For students, I will be using the inbox feature in Canvas which operates like an internal email system. When you log into Canvas, update your "Account > Settings" and add an email address you check daily.
- Students can also stick around and ask questions at the end of "class." There are minutes built into our schedule to facilitate that.
- Students can join the class Remind message group. Join details can be found in the announcements section of Canvas. You can message me with any quick questions through this platform via text and I will be able to answer right away. (within reason...I do sleep a few hours each day)
- Parents/Guardians can email me at [kdill@sandi.net](mailto:kdill@sandi.net)

## **Q1/Q2 GRADING:**

Your grade will be determined by your performance on chapter tests, quizzes, assignments, two final exams, and research projects. These categories are weighted as follows:

Unit Tests	40%
Quizzes	15%
Notebooks/Classwork	30%
Final	15%

Your grade will be updated regularly on the PowerSchool system. It is your responsibility to inform me if you feel there is an error in this grade.

Letter grades are assigned as follows:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 or lower = F

**Homework:** AP Art History is a demanding course with reading every night. The text and other resources for this class are difficult and may require extra time and effort if you are not a strong reader. Students are expected to demonstrate evidence of daily preparation for class by participating in class discussion and in-class writing assignments.

**Art History Notebook:** Part of the discipline will be maintaining your Art History notebook. This notebook will be separated by chapter/section and include complete, slide comparisons, study guides, handouts, and video notes. This binder will be checked and graded periodically. Chapter art cards will be graded at the same time.

**Classwork:** Class participation is a component of the academic grade. Students will present assigned art slides to the class for participation credit and will lose points when unprepared to present, absent or of poor quality. Major assignments will be given with specific due dates enough ahead of time to allow students to organize their time.

**Chapter Tests:** Dates of these tests will be posted on the class website and on the front board of the classroom. Make-up exams are given by appointment only. I will not remind you of this, or hunt you down, it is up to you. (Warning: All make-up tests are different than the test-day version. They are usually much harder. In addition, the curve does not apply to make-up tests.)

*From the La Jolla High School Behavior Code:* "Test Avoidance: A pattern of absences on test days for the apparent advantage of performing better on the makeup test. If a student develops a pattern of test avoidance, parents will be notified. Any further absences on test days may result in the forfeiture of makeup opportunities."

**Quizzes:** There will be about 2-3 quizzes each chapter. The dates may, or may not, be announced beforehand. Make-up quizzes are NOT given. Your next quiz grade will be doubled to count for the missed score. If there are no more quizzes in that grading term, the next quiz score will be used.

**Final Exams:** You will be given two final exams, one during the first semester and one during the second. Dates TBA.

**Projects:** End of semester projects - to be discussed at a later date. Feel free to forget about it until then!

*Keep in mind that your willingness to work hard and your motivation are much more important than your ability level. Your attitude, study skills, determination, and discipline are what will help you succeed in this course.*

### **COURSE STRUCTURE:**

This course is structured around the “big ideas and essential questions” from the AP Art History Course and Exam Description.

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

*Essential Question: What is art and how is it made?*

Learning Objective 1.1: Students differentiate the components of form, function, content, and/or context of a work of art.

Learning Objective 1.2: Students explain how artistic decisions about art making shape a work of art.

Learning Objective 1.3: Students describe how context influences artistic decisions about creating a work of art.

Learning Objective 1.4: Students analyze form, function, content, and/or context to infer or explain the possible intentions for creating a work of art.

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

*Essential Question: Why and how does art change?*

Learning Objective 2.1: Students describe features of tradition and/or change in a single work of art or in a group of related works.

Learning Objective 2.2: Students explain how and why specific traditions and/or changes are demonstrated in a single work or group of related works.

Learning Objective 2.3: 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.**

*Essential Question: How do we describe our thinking about art?*

Learning Objective 3.1: Students identify a work of art.

Learning Objective 3.2: Students analyze how formal qualities and/or content of a work of art elicit(s) a response.

Learning Objective 3.3: Students analyze how contextual variables lead to different interpretations of a work of art.

Learning Objective 3.4: Students justify attribution of an unknown work of art.

Learning Objective 3.5: Students analyze relationships between works of art based on their similarities and differences.

## **Format for the AP Exam:**

**The AP Exam is comprised of two sections to be taken over a total of 3 hours:**

### **Section I: Multiple Choice ( ~ 80 questions, 60 minutes total, 50% of AP Exam final grade)**

- Approximately 40 questions in sets of 3–6 questions each based on color images of works of art.
- Approximately 40 individual multiple-choice questions, some of which are based on color images of works of art.
- The multiple-choice section includes images of works of art both in and beyond the image set.

### **Section II: Free Response (6 questions, 120 minutes total, 50% of the AP grade)**

- Question 1: Comparison is a long essay question that assesses students' ability to compare a work of their choice with a provided work from the image set and articulate a claim explaining the significance of the similarities and differences citing evidence.
- Question 2: Visual/Contextual Analysis is a long essay question that assesses students' ability to analyze visual and contextual features of a work of art from the image set (image not provided) and respond to the prompt with an art historically defensible claim supported by evidence.
- Question 3: Visual Analysis is a short essay question that assesses students' ability to analyze visual elements of a work of art beyond the image set (image provided) and connect it to an artistic tradition, style, or practice.
- Question 4: Contextual Analysis is a short essay question that assesses students' ability to analyze contextual elements of a work of art from the image set and explain how context can influence artistic decisions.
- Question 5: Attribution is a short essay question that assesses students' ability to attribute a work of art beyond the image set (image provided) and justify their assertion by providing specific visual evidence.
- Question 6: Continuity and Change is a short essay question that assesses students' ability to analyze the relationships between a work of art from the image set and a related artistic tradition, style, and/or practice.
- Questions 1, 3, 4, 5, and 6 will include images of works of art.