

**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 on **Friday May 8, 2020.**

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 plan on taking 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 (Monday 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 are out of school, it is your responsibility to get lecture notes and assignments from a classmate. 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 on Mondays
  - 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 classtime 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. In accordance with district and school policy, no food or drinks are to be consumed in class. The only exception to this is water.
3. 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.
4. YOU MUST BE RESPECTFUL OF EVERYONE IN THIS ROOM – Be a good human and do not be a distraction.

### **UNIVERSAL TARDY POLICY:**

<b>Tardy</b>	<b>Consequences</b>
First week of each semester.	The first week of each semester will be a tardy grace period; i.e., tardies will not be recorded. Teachers will counsel students about the tardy policy, and tardies will count thereafter.
Level 1	For the first 1-3 tardies the teacher gives verbal warning about being tardy, institutes classroom-based consequence at the discretion of the teacher, and makes contact home (via e-mail, letter, or phone call).

Level 2	For 4-6 tardies or more, the teacher may lower the citizenship grade (for 4 tardies), make a second contact with parents (for 5 tardies), and write a referral for defiance (for 6 tardies). The counselor/administrator can assign afterschool detention.
Level 3	For additional tardies, further interventions may include lowering the citizenship grade to a U, additional referrals, parent conference, and/or Saturday School. Tardy counts start over at the semester.

**GRADING:**

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

Tests	50%
Quizzes	15%
Notebooks/Classwork	15%
Final	20%

Your grade will be updated regularly through Powerschool. It is your responsibility to inform me if you feel there is an error in this grade.

Letter grades are assigned as follows:

100-94	A	89-87	B+	79-77	C+	69-67	D+
93-90	A-	86-84	B	76-74	C	66-64	D
		83-80	B-	73-70	C-	63-60	D-

**Homework:** AP Art History is a demanding course with reading every night. For students planning to earn a grade of an “A” or “B,” a total of six to ten hours reading/working per week is minimal. The text for this class is 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 listed on the class website and the front whiteboard. 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 make-up opportunities.”

**Quizzes:** There will be about 1-2 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.

**Final Exams:** You will be given two final exams. The first will fall on the day of semester one finals for the school. The second will occur prior to the AP Exam in May.

**Projects:** These projects will be given after the AP Exam in May. More information will be given after the AP.

*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)

Part A : approx 8 sets of questions (3 to 6 questions each) based on color images

Part B: Approximately 35 discrete multiple-choice questions

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

Part A : Two 30-minute essay questions

Part B: Four 15-minute essay questions

Essay questions often include images of works of art as stimuli.

**Please sign and return this page of the syllabus by Friday, August 30, 2019.**

I have read and understand this course syllabus and the policies governing the Advanced Placement course in Art History at La Jolla High School.

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Period

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Email

Throughout the course of the year, we will be watching several documentaries and films about the art world and artists. A few are rated PG-13 and R due to language. Prior to these films, I will explain the purpose of watching and the need for sensitivity and maturity as a viewing audience. If you wish to have your student excluded from the viewing of these, please note so in the comments section (below) and I will arrange to have your student out of the room on these few days.

\_\_\_\_\_  
Parent / Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent / Guardian's Phone Number

\_\_\_\_\_  
Parent / Guardian's Email

Is there anything I should know about your student? Or other comments/concerns: