

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 in May, 2022.

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 visit me 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
 - Contact me by e-mail: 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 sheets.** The notebook and sheets 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. As per current SDUSD policy, masks must be worn over your nose and mouth at all times.
2. Cheating is NOT tolerated. Any instance of cheating will result in a zero on the test or assignment.
3. In accordance with district and school policy, no food or drinks are to be consumed in class.
4. 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.
5. YOU MUST BE RESPECTFUL OF EVERYONE IN THIS ROOM – Be a good human and do not be a distraction to your classmates' learning or to instruction.

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-

Classwork / Homework: AP Art History is a demanding course with weekly reading requirements. Students are expected to demonstrate evidence of daily preparation for class by participating in class discussion and in-class writing assignments. Class participation is a vital part of our learning community. Students will present assigned art slides to the class and will lose points when unprepared to present. Major assignments will be given with specific due dates enough ahead of time to allow students to organize their time.

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 sheets will be graded at the same 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 makeup 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.

Students are allowed two summative assessment retakes for the semester with the following stipulations:

- Summative assessments include chapter or unit exams. The course midterm and final exam will not be available for retake.
- Only one retake will be allowed for the selected summative assessment.
- All homework assignments for the unit must be completed in order to be able to retake the exam.
- The retake exam will be comparable to the original exam, but will not be the exact same assessment. Potential curves will not apply to retakes.
- As outlined in the SDUSD grading policy, the maximum grade that can be earned in the retake is 80%, or "Meeting content area standards".
- The retake exam must be completed prior to the next exam.
- It is up to the student to contact the teacher requesting the retake.

- Late work will affect your citizenship grade. See description below.

New SDUSD Citizenship Marks

Mark	Explanation	Grading Scale
Exceeds (E)	Consistently exceeds expectations in work completion, preparation, and participation, and actively contributes to the learning experiences of their peers.	4
Meets (M)	Consistently meets expectations: completes work on time, prepared to learn, participates regularly, shows respect for others, and contributes to building a positive community.	3
Inconsistent (I)	Inconsistently meets expectations: occasionally completes work on time, not always prepared to learn, participates irregularly, and rarely works well with others.	2
Unsatisfactory (U)	Does not meet expectations: work is habitually late, not prepared to learn, does not participate, and does not work well with others.	1

UNIVERSAL TARDY POLICY:

Tardy	Consequences
1st 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.

COURSE PACING (*subject to change)

First Semester

- Introduction: Methodology, Context, and Visual Analysis
- Unit 1: Global Prehistory 30,000-500 B.C.E. (11 works from the AP250)
- Unit 2: Ancient Mediterranean 3500 B.C.E.-300 C.E. (36 works from the AP250)
- Unit 3: West and Central Asia 500 B.C.E.-1980 C.E. (11 works from the AP250)
- Unit 4: South, East, and Southeast Asia 300-1980 C.E. (21 works from the AP250)
- Unit 5: Early Europe and Colonial Americas 200-1750 C.E. (51 works from the AP250)

Second Semester

- Unit 6: Later Europe and Americas 1750-1980 C.E. (54 works from the AP250)
- Unit 7: Indigenous Americas 1000 B.C.E.-1980 C.E. (14 works from the AP250)
- Unit 8: Africa 1100-1980 C.E. (14 works from the AP250)
- Unit 9: The Pacific 700-1980 C.E. (11 works from the AP250)
- Unit 10: Global Contemporary 1980 C.E. to Present (27 works from the AP250)
- Review: Study, Practice Exam

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.