

Magister Ricard
AP Art History 2010-2011
Somerset Academy

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AP Art History

Welcome to AP Art History! Scared yet? You shouldn't be! This is going to be a lot of fun as we explore a multitude of ideas expressed through the visual arts. There are various media from which expression can be employed and we will study these various forms across space (cultures) and across time (history).

Course Description

Why AP Art History? Upon completion of the course, and a passing grade on the AP Exam, you can obtain college credit for your studies. More importantly, you express to a potential university that you are an applicant who is college-ready as this course is taught at the college level.

What does this mean? An AP course requires a greater amount of reading and depth of focus which is typically found in college level courses. An AP curriculum demands higher-order thinking skills within a rigorous academic context. Students are required not to merely regurgitate facts but instead analyze the evidence in order to evaluate the works of art for themselves. This also means that you are free to express your opinion! Art is subjective and as such, you should not focus on being right or wrong but instead on how well you can express your ideas.

This course is designed to prepare students to take the AP Art History Exam. It is my added goal to give you the tools to succeed on the exam – not just pass. I expect all of my students to be successful on the exam which means you are also expected to be an independent and intrinsically motivated learner that sets high goals.

What is the scope of this course? The first semester will journey from the dawn of the Paleolithic era through the 14th Century. The second semester will progress from the 15th Century up through Contemporary Art. While we are primarily focused on the developments in the art of Western culture, we are also going to compare these developments to the artistic developments in other parts of the world at the same time in history. This will be your foundation for the course and the key to your success on the AP exam. You will be trained to analyze the visual media as a historian in order to create a more exact and objective viewpoint on given works of art.

In fact, there are seven basic objectives for this course:

- I. Emphasis will be placed on visual literacy and the ability to apply art historical methods so that students understand how images encode social ideologies

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2. Students will learn to suspend judgement when looking at art, becoming mindful of their own biases, and learn how to gather evidence before forming their opinions
3. Students will learn a canon of Western images and be able to identify and understand the basic problems and flux of the canon
4. Students will be encouraged to not only appreciate works of art from other cultures but to be able understand them based on aesthetic criteria established by those cultures
5. Students will recognize the interdisciplinary nature of the field of art history through the emphasis of developing a clear picture of social context
6. Students will learn how art allows for expression of a wide range of human experiences and ideas
7. Students will cultivate an appreciation of art by connecting intellectually and emotionally to the specific aesthetic experiences

Class Literature

Required Course Literature

Marilyn Stokstad, *Art History*, 3rd edition Upper Saddle River, NJ; Prentice Hall 2008

Freeland, Cynthia. *But Is It Art? An Introduction to Art Theory*

Supplemental Literature

Strickland, Carol. *The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post-Modern*

Primary sources will be supplied either via online sources or by copies made to be distributed in class. Students are also strongly encouraged to acquire review literature in preparation of the AP exam.

Course Assessment and AP Exam Format

The course's alternate objective, aside from the previous ones stated, is to prepare students for success on the AP Art History Exam. As such, the way a student's grade will be assessed will closely simulate the format of the exam. This will provide students with an opportunity for practice not only using the content of the course, but also to practice for the exam.

The grading of the AP Exam is as follows:

- 5 Extremely well qualified
- 4 Well qualified
- 3 Qualified
- 2 Possibly qualified
- 1 No recommendation

*AP Exam grades of 5 are equivalent to A grades in the corresponding college course.
AP Exam grades of 4 are equivalent to grades of A-, B+, and B in college. AP Exam grades of 3 are equivalent to grades of B-, C+, and C in college.*

We use the standard grading scale but we modify it a bit to reflect the scoring of the AP format:

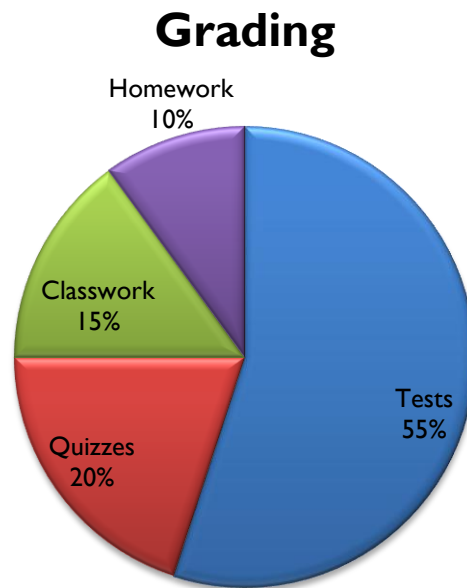
Percentage	Grade	AP Score
98-100	A+	5
90-97	A	4
80-89	B	3
70-79	C	2
60-69	D	1
0-59	F	0

What items will compose the assessments? In order to prepare students for the AP Exam, the assessments in class will not only simulate the scoring of the AP Exam, but will also mimic the format of the exam as well.

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

- Section I: Multiple Choice (115 questions, 60 minutes total, 40% of AP Exam final grade)
 - Part A: 4 sets of questions (4 minutes each) for 16 minutes total
 - Part B: 84+/- questions for 44 minutes total
- Section II: Essay writing (9 essays, 120 minutes total, 60% of AP exam final grade)
 - Questions 1 and 2: long essays composed in 30 minutes each (for 25% of AP exam)
 - Questions 3-9: short essays composed in 60 minutes total about 8 minutes each (for 35% of AP exam)

Grading for the course will be based on the following weights:



Exams and Quizzes

Objective exams will cover material from the textbook, supplemental readings, discussions, and lectures. The design of each exam will be multiple-choice with/without images and short answers based on images. Exams measure not only how well a student can answer basic factual information but also one's ability to understand the concept. **IT IS IMPERATIVE TO BE PRESENT ON EXAM DAYS TO VIEW THE IMAGES.** Short quizzes are randomly given to measure each student's comprehension of the reading (usually within a given chapter). See Course Planner for dates pertaining to exams.

Essays/Critiques

An integral part of the course is writing about art. Essays will consist of themes in art history (e.g., women, love, violence, nature) as well as formal and contextual analyses. Students will learn to simultaneously analyze and describe artwork. These will be given regularly after progressing through a few chapters of reading at a time.

Homework/Projects

Homework will include creating flashcards for both vocabulary words and major works of art from every chapter as well as graphic organizers of major works of art from every chapter.

Students will also be giving a presentation to the class on artwork from beyond the European tradition. Students will be placed into groups and work collaboratively to teach the class about a chosen culture. See Course Planner – you will be given a specific timeline prior to the project.

Flashcards

You will have to create flashcards for each chapter we study. This will serve as a useful review tool as we examine art throughout the year. Vocabulary terms are worth 1 point each. You will have to make a card for at least 10 of the key terms from each chapter. The index card should have the vocabulary term on one side and the definition and an example on the back (see example below).

Cards for works of art are worth 3 points each. You need to pick the 10 most important works of art from the chapter (select from the major works list provided). On the blank side of the card, PASTE A PICTURE of the art work. On the back, write the identification (artist, title, style, year, and medium) and a brief analysis of the work (see example below). See the Course Planner for the due dates.

Vocabulary Flashcards (1 pt. each) should look like this:

Front of Flashcard (the blank side)

Term

Back of Flashcard (the side with the lines)

Chapter #
Complete definition
Example

Works of Art Flashcards (3 pts. each) should look like this:

Front of Flashcard (the blank side)



Back of Flashcard (the side with the lines)

Chapter #
Complete identification (artist, title, style, year & medium)
Brief Analysis

Classroom Expectations

1. No Talking/Disruptive Behavior – Excessive talking and disruptive behavior will not be tolerated.
2. Late Work – Late work is **NOT** accepted.
3. Absences – All readings, exams, papers & homework assignments are listed on the calendar. Regardless of absences just prior to an exam, you will be expected to take the exam and keep up with assignments.
4. Food & Drink – Drinks are allowed only if they have a cap; food is not permitted. Food includes candy and gum.
5. Tardies – You are expected to be in your seat when the bell rings. If you are late to class, you will receive a tardy. Three tardies = detention. It is crucial that you are on time.

6. Cell Phones, iPods, PSPs, etc – The School Board of Broward County’s policy is that personal electronic devices are to remain turned off and out of sight during class. If I see or hear one of these devices, it will be confiscated.

Academic Dishonesty

Examples of academic dishonesty include, but are not limited to, the following: the willful giving or receiving of an unauthorized text, unfair, dishonest, or unscrupulous advantage in academic work over other students using fraud, duress, deception, theft, trickery, talking, signs, gestures, copying, or any other methodology. Anyone who cheats or plagiarizes will receive a “0” for the assignment and will be referred to the principal.

Plagiarism

- Copying and pasting from the Internet
- Changing a few words from the Internet
- Submitting or presenting another person's work as your own without proper documentation, including downloaded information from the Internet.
- Using another student's material without prior approval.
- Basically, if you don’t know what it means, don’t use it!

Course Planner

Week	Date	Theme	Readings
Introduction: Learning to Look at and Write About Art			
Q.1	8/25	Introduction to Class	Stokstad: pp. xxvi-xxvii
1	8/27	Introduction to Art: Prehistoric Art	Stokstad: CH 2 p. 24-37
2	8/31	Starter Kit; Introduction to Art and Art History	Stokstad: CH 2 p. 37-47
	9/2	Starter Kit; Introduction to Art and Art History	Stokstad: CH 3 p. 48-55
Ancient Near East			
3	9/7	Art of the Ancient Near East: The Fertile Crescent and Southern Mesopotamia	Stokstad: CH 3 p. 56-62
	9/10	Art of the Ancient Near East: Later Mesopotamia	Stokstad: CH 3 p. 62-81
Ancient Egypt			
4	9/14	Art of Ancient Egypt: Early Dynastic and Old Kingdom	Stokstad: CH 5 p. 106-128
	9/16	Art of Ancient Egypt: Middle and New Kingdom, Late Egyptian Art	Stokstad: CH 5 p. 128-156
Aegean and Greek Art			
5	9/20	Art of the Aegean EXAM (CH 2, 3) Flashcards due (CH 2-3)	Stokstad: CH 5 p. 156-166
	9/22	Art of Ancient Greece: Emergence of Greek	Stokstad: CH 6 p. 168-179

		Art	
	9/24	Art of Ancient Greece: The Archaic Period	Stokstad: CH 6 p. 179-185
6	9/28	Art of Ancient Greece: The Classical Period	Stokstad: CH 6 p. 185-204
	9/30	Art of Ancient Greece: Late Classical and Hellenistic Periods	Stokstad: CH 6 p. 204-218
Etruscan and Roman Art			
7	10/4	Etruscan and Roman Art: The Etruscans	Stokstad: CH 6 p. 218-231
	10/6	Etruscan and Roman Art: The <i>Res Publica</i> and Early Empire	Stokstad: CH 7 p. 232-242
	10/8	Etruscan and Roman Art: High Imperial Art	Stokstad: CH 7 p. 242-254
8	10/12	Etruscan and Roman Art: Late Empire and Decline	Stokstad: CH 7 p. 254-267
	10/14	EXAM (CH 2-3, 5-6) Flashcards due (CH 5, 6)	Stokstad: CH 7 p. 267-281
Early Christian, Jewish, and Byzantine Art			
9	10/18	Early Christian, Jewish & Byzantine Art: Imperial Christian Architecture and Art	Stokstad: CH 14 p. 440-450
	10/20	Early Christian, Jewish & Byzantine Art: Byzantine Art	Stokstad: CH 14 p. 450-459
	10/22	Early Medieval Art: Art Associated with Rome and the Muslim Invasion in Spain	Stokstad: CH 14 p. 459-471
Early Medieval Art			
10	10/26	Early Medieval Art: The Carolingian and Ottonian Empires	Stokstad: CH 15 p. 472-494
	10/28	<i>Early Release</i>	Stokstad: CH 15 p. 494-511
Romanesque Art			
Q.2 1	11/3	EXAM (CH 2-3, 5-7, 14) Flashcards due (CH 7, 14)	Stokstad: CH 16 p. 512-528
	11/5	Romanesque Art: Architecture and Cloister Crafts	Stokstad: CH 16 p. 528-551
Gothic Art and 14th Century Art in Europe			
2	11/9	Gothic Art: Emergence of Gothic Art and Gothic Art in France	Stokstad: CH 17 p. 552-572
	11/12	Gothic Art: Gothic Art in England, Germany, the Holy Roman Empire, and Italy	Stokstad: CH 17 p. 572-583
3	11/16	14 th Century Art: Beginnings of the Renaissance	Stokstad: CH 18 p. 584-596
	11/18	EXAM (CH 2-3, 5-7, 14-17) Flashcards due (CH 15-17)	Stokstad: CH 18 p. 596-614
15th Century Italian Renaissance and Northern Renaissance Art			
4	11/22	15 th Century Northern Europe and Iberia: Humanism; Art of the French Courts	Stokstad: CH 19 p. 618-628

5	11/29	15 th Century Northern Europe and Iberia: Painting in Flanders	Stokstad: CH 19 p. 628-640
	12/1	15 th Century Italy: Humanism; Florence	Stokstad: CH 19 p. 640-648
	12/3	15 th Century Italy: Second Half of the Century	Stokstad: CH 19 p. 648-657
High Renaissance Art and Mannerism			
6	12/7	16 th Century Italy: The High Renaissance and Counter-Reformation	Stokstad: CH 20 p. 658-680
	12/9	16 th Century Italy: The High Renaissance and Counter-Reformation	Stokstad: CH 20 p. 680-692
16th Century Northern Renaissance Art			
7	12/13	16 th Century Italy: Mannerism and Art of Venice and the Veneto	Stokstad: CH 20 p. 692-705
	12/15	16 th Century Northern Europe and Iberia: Early 16 th Century Art in German	Stokstad: CH 21 p. 706-725
	12/17	16 th Century Northern Europe and Iberia: Renaissance Art in France, Spain, the Netherlands, and England	Stokstad: CH 21 p. 725-741
<i>Winter Break December 19th – January 3rd</i>			
Baroque Art			
8	1/4	Review: Ancient-Medieval Art	Stokstad: CH 22 p. 742-764
	1/6	Review: 14 th -16 th Century Art	Stokstad: CH 22 p. 764-772
9	1/10	Baroque Art	Stokstad: CH 22 p. 772-793
	1/12	Baroque Art: Caravaggio	Stokstad: CH 22 p. 793-807
	1/14	Baroque Art: Bernini	Stokstad: CH 29 p. 940-951
10	1/19	MIDTERMS EXAM (2-3, 5-7, 14-22) Flashcards due (CH 18-22)	Stokstad: CH 29 p. 951-969
	1/21	MIDTERMS	Stokstad: CH 29 p. 969-983
Rococo, Neo-Classicism, and Romanticism			
Q.3 1	1/26	18 th Century Art: Rococo Art	Stokstad: CH 30 p. 984-1000
	1/28	18 th Century Art: Classical Revival in Italy	Stokstad: CH 30 p. 1000-1015
2	2/1	18 th Century Art: Romanticism in Britain	Stokstad: CH 30 p. 1015-1038
	2/3	19 th Century Art: Neoclassicism and Romanticism in France and Beyond	Stokstad: CH 30 p. 1038-1063
Realism, Early Photography, and Impressionism			
3	2/7	19 th Century Art: David	Stokstad: CH 31 p. 1064-1082
	2/9	19 th Century Art: Realism and Photography	Stokstad: CH 31 p. 1082-1091
	2/11	19 th Century Art: Impressionism	Stokstad: CH 31 p. 1091-1105
Post Impressionism, Fin de Siecle Culture, and Later 19th Century Architecture			
4	2/15	19 th Century Art: Post-Impressionism and Symbolism	Stokstad: CH 31 p. 1105-1123
	2/17	19 th Century Art: Van Gogh	Stokstad: CH 32 p. 1124-1141
5	2/22	19 th Century Art: Sculpture, Art Nouveau,	Stokstad: CH 32 p. 1145-1154

		and Architecture	
	2/24	20 th Century Art: The Fauves, Spiritualism, Cubism	Stokstad: CH 32 p. 1154-1163
Early Modern Art in Europe, Early Modern Art and Architecture in America, Art Between the Wars			
6	2/28	20 th Century Art: Picasso	Stokstad: CH 32 p. 1167-1171
	3/2	20 th Century Art: Dadaism and Surrealism	Stokstad: CH 32 p. 1171-1191
	3/4	20 th Century Art: Art Between the Wars	Freeland: CH 1 p. 1-29
Postwar European Art, Abstract Expressionism, Reaction to Abstract Expressionism, Post-Modern Art and Architecture			
7	3/8	20 th Century Art: Abstract Expressionism	Freeland: CH 2 p. 30-59
	3/10	20 th Century Art: Rothko	Freeland: CH 3 p. 60-89
<i>Spring Break March 14th – 18th</i>			
8	3/21	20 th Century Art: Assemblages, Happenings and Pop Art	Freeland: CH 4 p. 90-121
	3/23	20 th Century Art: Op Art, Arte Povera, Conceptual and Performance Art, Site-Specific Art, Feminist Art	Freeland: CH 5 p. 122-147
	3/25	20 th Century Art: Architecture	Freeland: CH 6 p. 148-176
9	3/29	20 th Century Art: Postmodern Art	Freeland: CH 7 p. 177-205
	3/31	EXAM (CH 2-3, 5-7, 14-22, 29-32) Flashcards due (29-32)	Review CH 8
Art Beyond the European Tradition			
Q.4 1	4/5	Islamic Art	Review CH 13, 28
	4/7	African Art	Review CH 9-11, 23-25
2	4/11	Art of Asia	Review CH 12, 26
	4/13	Art of the Americas	Review CH 27
	4/15	Art of Oceania	
AP Exam Review			
3	4/19	Thematic Graphic Organizers Due <i>Review I: Ancient – Medieval</i>	Re-read CH 2-3, 5-6
	4/21	<i>Review I: Ancient – Medieval</i>	Re-read CH 7, 14-17
4	4/26	<i>Review II: Renaissance – Present</i>	Re-read CH 18-22
	4/28	<i>Review II: Renaissance – Present</i>	Re-read CH 29-32
AP EXAMS			
5	5/2	AP Exam Weeks	
	5/4		
	5/6		
6	5/10		
	5/12		

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Please print, sign, and return this page only to Mr. Ricard as proof that you have read and understood the syllabus. Also ensure that you will use the online tools appropriately with your signature.

Online Use

I promise to use the online tools at RicardAcademy.info for the purposes of academic use only. I will not engage in any cyber-bullying or any other conversation that is not related to our courses.

Print Student Name

Student Signature and Date Signed