

**MASCONOMET REGIONAL SCHOOL DISTRICT
COURSE SYLLABUS**

Course Name: Advanced Placement Art History (A.P.)

Course Number: 7601

Length of Course: 6PPC for a Full Year

Department: Art and Social Studies

Grade Level(s): 10-12

Credits: 5.0 (2.5 per semester)

Course Description:

The Advanced Placement Art History course is jointly offered by the Art and Social Studies Departments. The course is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. In the course, students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is the fundamental tool of the art historian, art history also emphasizes understanding works in context, considering such issues as patronage, gender, and the functions and effects of works of art. The A.P. Program is based on the premise that college-level material can be taught successfully to secondary school students. In essence, the A.P. Program is a cooperative endeavor that helps high school students complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and placement. Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the A.P. Art History Exam. Central objectives of the course will reflect the format and requirements established by the College Board. It is hoped that students with a strong interest in history, humanities and or the visual arts will find this course intellectually and aesthetically stimulating.

Central Objectives:

The students will:

- develop critical thinking skills as they apply to decision-making, analytical, and problem- solving skills in both reasoning and writing.
- develop cultural literacy because art is a reflection of the society in which it was produced.
- develop knowledge of media, techniques and processes to provide a deeper understanding of the arts.
- develop arts vocabulary including the Masconomet list of the Elements of Art and the Principles of Design (see Attachment 1) to more easily analyze works of art.
- develop an understanding of the relationship between religion and the arts because many works of art have religious purposes or themes.
- develop an understanding of the connection between literature and art because paintings and sculptures can be narrative forms of expression that allude to literary works.
- develop an appreciation of music and art because the relationship between the two deepens the knowledge of both.
- develop an understanding of patronage and economics as they relate to the “business” of art throughout time.
- increase their visual perception by learning to more closely observe details in art and the natural world in order to expand their knowledge and understanding of the world around them.
- develop an understanding of creativity, growth and maturity of a style and or an artist through a chronological approach to the development of their art.
- develop an understanding of the evolution of architectural design .
- develop an appreciation for the intent of museums because what one brings to a museum visit determines what can be taken from it.
- develop the ability to make aesthetic judgments enabling them to respond to art in all forms.
- develop an understanding of how the arts are a reflection of the evolution of humanity.

Major Activities:

This course is designed as a traditional survey-style art history course. The structure of the class expects that students will read and take notes from **Janson’s History of Art** and supplemental readings from **Gardner’s Art through the Ages**. The teacher will present daily lectures with accompanying slides and other visuals to support the readings. Tests and quizzes will be given on a regular basis and students will also have regular writing assignments. Students will be expected to have an understanding of all vocabulary words from Janson’s Glossary (See Attachment 2).

Units of Study:

The Ancient World

- Prehistoric Art
- Egyptian Art
- Ancient Near Eastern Art
- Aegean Art
- Greek Art
- Etruscan Art
- Roman Art

The Middle Ages

- Early Christian and Byzantine Art
- Early Medieval Art
- Romanesque Art
- Gothic Art

The Renaissance through the Rococo

- The Early Renaissance in Italy
- The High Renaissance in Italy
- Mannerism and Other Trends
- “Late Gothic” Painting, Sculpture, and the Graphic Arts
- The Renaissance in the North
- The Baroque in Italy and Spain
- The Baroque in Flanders and Holland
- The Baroque in France and England
- The Rococo

The Modern World

- Neoclassicism and Romanticism
- Realism and Impressionism
- Post-Impressionism, Symbolism, and Art Nouveau
- Twentieth-Century Painting
- Twentieth-Century Sculpture
- Twentieth-Century Architecture
- Twentieth-Century Photography
- Postmodernism

Non-Western Art

- The Art of South and Southeast Asia After 1200
- The Art of Later China and Korea
- The Art of Later Japan
- Native Arts of the Americas After 1300
- The Art of Oceania
- 19th- and 20th-Century African Arts

Reading and note-taking:

The students will:

- read approximately ten pages of text every night.
- read additional readings, including primary sources to supplement the primary text.
- carefully observe all images and maps in the text.
- view and discuss slides presented in class.
- take basic chronological notes on the images in the text while reading.
- take comprehensive notes during class.
- keep a list of unfamiliar vocabulary words and their definitions.

Writing:

The students will:

- periodically do reflective writing based on the observation of art or on assigned reading either in class or for homework.
- research art related to current events and write synopses of these articles.
- write one paper each semester, five to seven pages in length, on an assigned topic.

Tests and Quizzes:

The students will:

- take short, unannounced, in-class quizzes.
- perform short, unannounced, in-class writing exercises.
- take unit tests that will include slide identification, definition of terms, multiple choice and essay questions in the format of the Advanced Placement Examination in May.
- take a mid-term exam in January using the same format as the Advanced Placement Exam.

Extra Credit Research:

The students will:

- receive extra credit for doing research outside class on questions that come up during class that cannot thoroughly be answered, writing a one-page paper on it and submitting it within one week.

Behavioral Expectations:

The students will:

- be on time to class.
- be expected to put forth their best effort.
- respect that the art room is a shared, cooperative space.
- assume responsibility to make up all work missed due to absences and make arrangements with the teacher for a mutually acceptable time in which to do so.
- come to class prepared to work..
- devote a significant amount of time to their reading and observation of art outside of class time.
- receive conduct and effort grades that are reflective of their level of cooperation, behavior, attentiveness, alertness, interest and level of consistent participation in all classroom activities.

Student Evaluation:

Teachers will use the aforementioned criteria in combination with rubrics and/or performance checklists to arrive at a letter grade for each student—pluses and minuses will also be awarded. Grades in A.P. Art History are as follows:

- A** The student mastered all the course objectives with an outstanding level of proficiency.
- B** The student mastered all of the course objectives with a commendable level of proficiency.
- C** The student mastered a sufficient number of the course objectives with a reasonable level of proficiency.
- D** The student mastered the minimum number of course objectives.
- F** The student failed to accomplish the minimum required course objectives.

In addition, each year in June, the AP Art History examinations are scored by college faculty and secondary school AP teachers at the AP Reading. Students will receive one of the following scores following this reading:

AP GRADE QUALIFICATION:

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

Students may receive undergraduate college credit or advanced standing for scores in the 3 to 5 range. This, of course, depends upon the individual institution that the student chooses to attend.

Text and Materials:

Students will use Janson's The History of Art (6th edition) as our text book; although, supplemental reading will be assigned from Gardner's Art Through the Ages (12th edition) and other sources, including primary sources, as appropriate.

Methodology:

- **Reading:** Students will be reading from texts, primary sources and other appropriate material.
- **Lectures:** Lectures will accompany every reading assignment.
- **Slides:** Appropriate slides will accompany every lecture and reading assignment.
- **Discussions:** Class discussions and small group discussions will enhance understanding of the material presented.
- **Tests and Quizzes:** These will be given to reinforce material presented.

Elements of Art and Principles of Design
Masconomet Regional School District Art Department

Elements of Art:

Line: The path of a moving point (“a dot going for a walk”).

Color: Color is the light reflected from a surface.

Color has three distinct qualities:

- Hue/Color—the identity of the color
- Value—lightness to darkness of a color
- Intensity—brightness to dullness of a color

Value/Tone: The lightness or darkness of a color.

Texture: The actual or implied surface of an object.

Shape: A two-dimensional area enclosed by an outline.

Form: A three-dimensional shape containing height, width, and depth.

Space: Organizes elements in a composition while also referring to the distance or area between, around, or within a shape or form.

Principles of Design:

Unity: This refers to the sense of wholeness, harmony and order in a work of art.

Variety: The differences among and between the elements in a composition.

Balance: The weighted relationship between elements in a composition.

Emphasis: Emphasis can be applied to one or more of the elements to create dominance.

Rhythm: The repeated use of an element to achieve visual movement in a composition.

Repetition: The use of an element or elements more than once in a composition.

Proportion: The size relationship of all parts, to each other and to the whole, in a composition.

