

Orange Unified School District
ART HISTORY AP
Year Course

GRADE LEVEL: 11-12

PREREQUISITES: Instructor's approval/academically able students.

INTRODUCTION TO SUBJECT:

Advanced Placement Art History is designed to provide students the opportunity to experience great works of art, explore themes which have impelled artists to create, and gain a better understanding of man's artistic development. This introductory college course will provide an understanding of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students who have done well in such courses as history and literature and the studio arts are especially encouraged to enroll. It does require a high degree of commitment to academic work and to the purposes of a program designed to meet college standards. No prior experience in Art History is assumed for those students who take the course.

COURSE CONTEXT:

Advanced Placement Art History is a course that looks at works of art critically, with intelligence and sensitivity, and analyzes what they see. Slide illustrated lectures, discussions, research, writing and field trips to museums, galleries and art studios are incorporated into the course. The course presents a world view of art history, however the emphasis will be on Western European art. Ancient art and non-European art contributions will be examined, and finally the art of the 20th century and all of its variations and inventions will be studied. Advanced Placement Art History is intended for any student interested in the understanding and enjoyment of works of art and all of the social, political, religious, and emotional aspects found therein.

HISTORY OF COURSE DEVELOPMENT:

A committee of visual arts instructors representing the district high schools developed Advanced Placement Art History. Teachers attended Advanced Placement Workshops to learn about the course requirements and the Advanced Placement Program. Course description Advanced Placement Art History was used as the basis for the course content. UC personnel were consulted about the format and requirements for the "F" requirement approval. This course has been developed for all of the OUSD high schools.

COURSE GOALS AND/OR STUDENT OUTCOMES:

Students will gain experiences by:

Systematically investigating formal elements of art, principles of design and conceptual issues in the visual arts.

Creating original works of art that involve students in informed and critical decision making.

Analyze the role and development of the visual arts as a vital force for past and present cultures throughout the world, noting human diversity and change and how the visual arts enrich their own lives.

Analyzing and discussing complex ideas.

Developing technical skills and become familiar with the functions of the visual elements of art and principles of design.

Developing independent thinking that will contribute inventively and critically to their culture through the making of art.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Advanced Placement Art History will meet the following Grades 11-12 Advanced, from the Visual and Performing Arts Standards for California Schools, Kindergarten through Grade Twelve:

ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts (Standard 1.0, Grades 9-12 Advanced). Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Students will analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

Students will discuss a series of their original works, using appropriate vocabulary of art.

Students will analyze their works as to personal direction and style.

Students will research two periods of painting, sculpture, film or other media and discuss their similarities and differences, using the language of the arts.

Students will compare how distortion is used in photography or video with how the artist uses distortion in painting and sculpture.

Students will describe the use of the elements of art to express mood in one or more of their works of art.

Students will select three works of art from their art portfolio and discuss the intent of the work and the use of art media.

Students will analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts (Standard 2.0, Grades 9-12 Advanced). *Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original art works.*

Students will create original works of art of increasing complexity and skills in a variety of media that reflect their feelings and point of view.

Students will plan and create art works that reflect complex ideas such as distortion, color theory, arbitrary color, scale, expressive content and real versus virtual.

Students will assemble and display objects of art works as part of the public exhibition.

Students will demonstrate in their visual art works a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

Students will use innovative visual metaphors in creating art works.

Students will present a universal concept in a multi-media art work that demonstrates knowledge of technology skills.

HISTORICAL AND CULTURAL CONTEXT

Understanding the Visual Arts in Relation to History and Culture (Standard 3.0, Grades 9-12 Advanced). *Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.*

Students will identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the art works examined.

Students will identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

Students will investigate and discuss universal concepts expressed in art work from diverse cultures.

Students will research the methods art historians use to determine the time, place, context, value and culture that produced a given work of art.

AESTHETIC VALUING

Responding to, Analyzing and Making Judgments About Works in the Visual Arts (Standard 4.0, Grades 9-12 Advanced). *Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design and aesthetic valuing.*

Students will describe the relationship involving the art maker (artist), the making (process), the art work (product), and the viewer.

Students will identify the intentions of artists creating contemporary art works and explore the implications of those intentions.

Students will apply various theoretical perspectives to their own work and the work of others in classroom critiques.

Students will construct a rationale for the validity of a specific work of art, one that falls outside their conceptions of art.

Students will develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers (Standard 5.0, Grades 9-12 Advanced). *Students apply what they have learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.*

Students will speculate on how advances in technology might change the definition and function of visual art.

Students compare and contrast art work, probing beyond the obvious and identifying psychological content found in the symbols and images.

Students will prepare portfolios of their original art work for a variety of purposes (e.g., review for post-secondary application, exhibition, job application and personal collection).

Students will investigate and report on the essential features of modern or emerging technologies that currently affect or will affect visual artists and the definition of the visual arts.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

<u>FIRST SEMESTER</u>	<u>WEEKS</u>
I. Introduction to Advanced Placement Art History A. The nature of art history: terminology, concepts, and aesthetics B. Course objectives, activities, outline of topics, and calendar C. Introduction of the elements of art and principles of design D. Discuss the essay format E. “Art is a reflection of the producing society:” Relationship of art to culture	1
II. The Birth of Art	1
III. The Ancient World Art A. The Ancient Near East B. Egyptian C. Aegean D. Greek E. Etruscan/Roman F. Early Christian/Byzantine/Islamic	6
IV. Medieval Art A. Early Medieval B. Gothic C. Late Gothic in the north	4
V. Proto-Renaissance/Renaissance Art A. Proto-Renaissance B. Early Renaissance C. High Renaissance in Italy D. Renaissance in the north E. Mannerism	6
<u>SECOND SEMESTER</u>	
I. Baroque/Rococo Art A. Baroque in Italy B. Baroque in Spain	3

	<u>WEEKS</u>
C. Baroque in Holland D. Baroque in Flanders E. Baroque in France/England F. Rococo	
II. Romanticism/Neo-Classical Art A. Romanticism B. Neo-Classical	2
III. 19 th Century: Pluralism of Style A. 19 th Century-first half B. 19 th Century-second half	2
IV. Non-European Art A. Chinese art B. Japanese art C. East Indian art D. African art E. North American/South American art F. Pacific Island art	1
V. 20 th Century Art A. First half of the century B. After World War II C. Contemporary art	4
VI. Visit Local Galleries, Museums, and Colleges to Observe Exhibitions A. Write about the art works found in a variety of locations B. Describe the relationship involving the art maker, the making, the art work, and the viewer C. Analyze and articulate how society influences the interpretation and message of art work D. Observe how technology has influenced art works over time and changed the definition and function of visual arts	Ongoing
VII. Review for AP Art History Exam	2
VIII. Studio Art Lab A. Create original art works of increasing complexity and skill in a variety of media	5

WEEKS

- B. Plan and create art works that reflect complex ideas such as distortion, color theory, arbitrary color, scale, expressive content and real versus virtual
 - C. Demonstrate the use of the elements of art and principles of design in original art works
 - D. Communicate a universal concept in a multi-media art work
 - E. Communicate an idea, theme, or emotion in an original work of art
- IX. Develop a Rubric for Assessment and Evaluation of Original Art Works Ongoing
- X. Plan an Exhibition of Art Works at the Culmination of the Semester 1

TEXTS AND SUPPLEMENTAL MATERIALS

Textbooks are adopted on a seven-year cycle that is scheduled for all subjects, including the visual and performing arts. A committee of visual arts AP Art History instructors review all textbooks and they serve as a committee to make the final selection. Each AP Art History instructor may purchase supplemental textbooks and materials through the high school media center. Supplemental materials such as overhead transparencies, videos, posters, prints and instructor textbooks and materials may also be purchased by individual schools and instructors with site-based and GATE funds.

Subscriptions to *Scholastic Art* magazine and other periodicals appropriate to AP Art History curriculum are encouraged. *Smithsonian*, *National Geographic*, and *Architectural Digest* are available in the media centers and are used as appropriate.

Students are encouraged to use the Internet for research and reading on assigned topics and enrichment projects.

The media centers have a rich resource of books that addresses the elements of art and principles of design, artist's biographies, cultural arts and art history and the philosophy of art, as well as mediums, i.e., watercolor, colored pencils, graphite, pastels, etc. The district media center has a large library of visual arts videos and CD's.

INSTRUCTIONAL METHODS AND STRATEGIES

Instructional methods include lecture, demonstration, discussion, reading and writing, group work, student presentations, interviewing, observation, field study trips, guest presentations, videos, films, the Internet and other technology such as digital cameras and Power Point presentations. Student outcomes include project-based learning, written responses, written reports, sketch book, exhibition and portfolio of art works.

ASSESSMENT METHODS AND/OR TOOLS

Assessment methods include essay evaluation using a rubric, scored selected response tests, timed short essay responses with slides, timed long essay responses with slides, and timed long essay responses without slides, and constructed response questions. Student evaluation of his/her own art work based upon rubrics. Students learn to assess, analyze and evaluate his/her own art work and art work of their peers and major artists using the vocabulary of the visual arts. Homework includes reading (textbook assignments) and writing, student reports and presentations. Final assessments are based upon an accumulation of a variety of assessments and evaluations. Students are kept apprised of their assessments and evaluations. Students are provided with the opportunity to take the AP Art History Examination in May. They may receive college credit upon receiving a score of 3, 4, or 5 if their post-secondary institution accepts AP scores for credit.

ASSESSMENT CRITERIA

Rubric criteria for evaluation is established by the instructor with student input. Standards for academic performance are based upon the content standards in the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve, Grades Nine-Twelve Advanced. Student portfolios for studio art works assessment are measured according to student growth and learning over time (second semester studio arts). Grading criteria is established by the instructor for all tests, quizzes, and homework. Essays are evaluated according to rubrics that reflect the Advanced Placement criteria for evaluation. Students create essay rubrics and use them for evaluation for their own essays and the essays of their peers.

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