

**COURSE TITLE:**

AP ART HISTORY

GRADES 11-12

**LENGTH:**

FULL YEAR

**SCHOOLS:**

RUTHERFORD HIGH SCHOOL  
RUTHERFORD, NEW JERSEY

**DATE:**

SPRING 2015

Rutherford High School  
Rutherford, NJ  
AP ART HISTORY  
Spring 2015

**1. INTRODUCTION/OVERVIEW/PHILOSOPHY**

AP Art History provides the student with an introduction to architecture, painting, sculpture, and photography from Western and non-Western traditions. Students will study these cultures through visual analysis, contextual information and use comparative criticism to discuss and write about the aesthetics of art as related to these cultures.

## **2. OBJECTIVES**

### **A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS NJCCCS**

*For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21<sup>st</sup> Century Life and Careers, please visit the following website:*

<http://www.state.nj.us/education/cccs/>

### **VISUAL AND PERFORMING ARTS**

#### **STANDARD 1.1**

**THE CREATIVE PROCESS:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

#### **STANDARD 1.2**

**HISTORY OF THE ARTS AND CULTURE:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

#### **STANDARD 1.3**

**PERFORMING:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

#### **STANDARD 1.4**

**AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

## **TECHNOLOGY**

### **STANDARD 8.1**

**TECHNOLOGY:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

## **21<sup>st</sup> CENTURY LIFE and CAREERS**

### **STANDARD 9.2**

#### **CAREER AWARENESS, EXPLORATION, AND PREPARATION:**

Review career goals and determine steps necessary for attainment

#### **CAREER READY PRACTICES**

**CRP1:** Act as a responsible and contributing student

**CRP2:** Apply appropriate academic and technical skills

**CRP3:** Attend to personal health and well-being

## **B. COURSE OUTLINE**

*All standards cited in course outline are through Grade 12.*

### **Quarter 1**

(9 weeks, classes meet once a day for 42 minutes)

#### **Introduction: Learning to Look**

- Purpose of art, elements of art, style, terminology, media and technique, period, cultural contexts

#### **Prehistoric Art:**

- Paleolithic, Mesolithic, Neolithic: cave paintings and figurines, nonverbal history, tools and medium, women of Paleolithic era
  - Historical background, vocabulary, note taking
  - Caves of Lascaux, Altamira, Woman of Willendorf,

**Art of the Ancient Near East:**

- Written history, cuneiform, theocracy and politics, votives and the ziggurat
- Sumer, Akkad, Neo-Sumerian, Babylonia, Assyria, Iran

**Art of Egypt:**

- Deities, the afterlife, hieroglyphs, and funerary architecture
- Early Dynastic Period, The Old Kingdom, The Middle Kingdom, The New Kingdom
  - Representation of the human figure, pictograms, Papyrus Scrolls, royal portraiture, funerary architecture

**Aegean Art:**

- The Bronze Age, agriculture, architecture, Palace at Knossos
- Cycladic, Minoan, Mycenaean
  - Ceramics, building materials and architecture, the date controversy

**Greek Art:**

- Gods and goddesses, geometry, sculpture, architecture
- Geometric, Orientalizing, Archaic, Transitional, High Classical, Late Classical, Hellenistic
  - Temple architecture, the human figure, ceramic decoration

**Etruscan and Roman Art:**

- Funerary art, politics, Roman architecture
- Etruscan, Roman Art, The Republican Period, The Early and Late Empire
  - Etruscan funerary art, the arch, aqueducts, wall painting, portrait sculpture, monumental relief, mosaics

**Early Christian and Byzantine Art:**

- Monotheism, conversion, and the split

- The central plan building and the basilica, mosaics, illuminated manuscripts

### **Islamic Art:**

- Allah and the Koran, The Mosque
  - Geometric motifs and patterns, ceramics and textiles

### **Ancient India and China:**

- Buddhist and Hindu Art, Buddha and bodhisattvas
  - Stupas and temples, pagodas, Buddhist sculpture, painting, and architecture, bronze sculpture

### **Early Medieval Art:**

- After the Fall of Rome, illuminated manuscripts
- Migratory, Carolingian, and Ottonian Periods
  - Metalwork, animal style, Manuscripts

**Field Trip:** Cloisters, New York City (Medieval Art)

**Major Paper:** Human Figure in Art

## **Quarter 2**

(9 weeks, classes meet once a day for 42 minutes)

### **Romanesque Art:**

- Influence of pilgrimages and monastic orders, regional variations in architecture, rebirth of monumental sculpture

## **Gothic Art:**

- Architecture and the Gothic cathedral
  - Saint Denis, Chartres, Notre-Dame, pointed arch, vault, buttresses, stained glass, sculpture and sculptor guilds, buon fresco wall painting

## **Proto Renaissance:**

- Northern Italy, Gothic and Byzantine style, good vs bad government
  - Giotto, Cimabue, Duccio, architecture, space, and stories in painting, Tuscany, Lorenzetti, The Black Death, Milan and Northern Gothic influences, the introduction of printmaking

## **Renaissance in Italy:**

### **The Early Renaissance (1400-1495):**

- Continuity and Change, recognition of personal styles and individuality, painting, sculpture, architecture, Flemish art and panel painting, the influence of Flemish art in Europe, one-point(linear) perspective

### **The High Renaissance (1495-1520):**

- The imitation/idealization of Nature, the art of Leonardo, Bramante, Michaelangelo, Raphael, Giorgione, and Titian, the Venecians, emotion in art, Rome as the center of the art world, religion and humanism, chiaroscuro, perspective, and sfumato

## **Italian Mannerism and the Reformation in 16<sup>th</sup> Century:**

- Exaggerations and elegance in form, painting, sculpture, Michaelangelo, Pontormo, Parmigianino, El Greco, The Reformation and the Counter-Reformation, realism, art throughout Northern Europe, Bosch, Brugel, Durer

**Field Trip:** The Metropolitan Museum of Art, NYC (Renaissance painting and sculpture)

**Major Paper:** Narrative In Art

### **Quarter 3**

(9 weeks, classes meet once a day for 42 minutes)

#### **Baroque Art:**

##### **Italy and Spain:**

- Counter Reformation, the influence of Carravaggio, ceiling paintings and frescos, Bernini and St. Peters, sculpture, Velazquez

##### **France and England:**

- Louis XIV and Baroque Classicism, palace architecture, Mansart (F) and Inigo Jones (E), painting, chiaroscuro, Poussin, Lorrain, sculpture and the influence of Bernini

##### **The Netherlands :**

- Rubens and Catholic Flanders, Rembrandt and Protestant Holland, genre, still life and landscape painting, the influence of science, etching and drypoint

#### **Rococo:**

- Louis XV, fantasy and enchantment, love and the romantics, pastel as a medium, the Rococo interior, sculpture and the decorative arts

#### **Non-Western Art:**

##### **Art of China:**

- Dynasties, Shamanistic practices, Confucianism, the influence of Buddhism, landscape painting, painting scrolls, ceramics and the discovery of porcelain



**Art of Japan:**

- Pottery and tomb art, the influence of Buddhism, Zen Buddhism, ink painting, architecture, wood-blocks

**Indigenous American Art:**

- Hunting and agriculture, South America: the Aztecs and the Incas, masonry, North America: Eastern Woodland and the Great Plains, beadwork, tepees, Northwest Coast: masks and textiles, Southwest: Pueblos and Navajos, villages, basketry

**Art in Oceania:**

- Nomadic tribes, communication with the supernatural, iconography, wood carving, sand painting

**Art of Africa:**

- From ancient to Contemporary, Life and the Spirit world, initiations, masks and performance, leadership, wooden dolls

**Neoclassicism and Romanticism:**

- The Enlightenment, transformation in society and art, moralistic themes, logic versus emotion, architecture and Palladian style, painting everyday life, the French Academy and Salons, painting and the drama of light, Canova's influence in sculpture, revival architectural styles

**Realism and Impressionism:**

- Positivism, Realism and Courbet, the Barbizon School, the introduction of photography, Impressionism and light, sculpture, architecture, and the industrial revolution, the Japanese print

**Post-Impressionism:**

- Rodin and modern sculpture, Cezanne and Suerat: returning to structure, the urban life and Toulouse-Lautrec, the Expressionist response: Van Gogh and Gauguin, art nouveau: the evolution of architecture

**Student presentations:** Non-Western Art

#### **Quarter 4**

(9 weeks, classes meet once a day for 42 minutes)

#### **Twentieth Century and Modern Art:**

- Photography: Daguerre
- Painting: Abstraction, Fauvism and color, Fantasy, Cubism: Picasso and Braque, Painting between the Wars, Surrealism, Abstract Expressionism
- Sculpture: Dada, Surrealism, Brancusi, Moore, Hepworth, Boccioni
- Architecture: Frank Lloyd Wright, Post-War architecture

#### **American Art:**

- 19<sup>th</sup>-20<sup>th</sup> century, European influences, the city, scene painting and photography, Harlem Renaissance, sculpture, Op Art, Pop Art, Photo realism, Post-modernism

**AP Exam:** Early May

#### **Post AP Exam Experience:**

- Students will complete an array of different hands-on activities/projects related to the historical studies. Activities may include block printing, weaving, wire sculpture, and painting.

## **Field Trip: MOMA, NYC**

### **Student Outcomes:**

- SWAT describe and analyze art work using proper terminology
- SWAT identify specific artworks according to their style, movement, medium, artist
- SWAT compare two artworks from different periods discussing style, medium, meaning, and artistic elements
- SWAT write about artworks using a critical approach
- SWAT take notes from visual lectures and take notes from their textbooks
- SWAT prepare written research papers

## **3. PROFICIENCY LEVELS**

AP Art History is an elective course open to Juniors and Seniors with a prerequisite of one 100 level fine arts course and a minimum of a B+ average in the previous year's History course and/or a recommendation from the instructor.

## **4. METHODS OF ASSESSMENT**

**Unit Tests** for each Movement: includes slide identification, vocabulary, multiple choice (30%)

**Essays** for each Movement: Timed writing assignments (40%)

**Projects and Papers:** Q1- Figure in Art, Q2-Narrative In Art , Group projects, PowerPoint, Oral presentations, Timelines (20%)

**Short writing assignments** based on daily readings (10%)

## **5. GROUPING**

AP Art History is an elective course open to students in Grades 11-12.

## 6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

AP Art History is a full year elective course.

## 7. RESOURCES

### **Primary Text:**

Kleiner, Fred S., and Christin J. Mamiya. Gardner's Art Through the Ages. 13<sup>th</sup>. Belmont, CA: Wadsworth/Thomson Learning, 2006.

**Instructional Materials:** Slides gathered by instructor, powerpoint presentations created by instructor for classroom use, ...

### **Additional Text Resources Available:**

Atkins, Robert. Artspeak: A Guide to Contemporary Ideas, Movements, and Buzzwords.

Baldwin, Gordon. Looking at Photographs: a Guide to Technical Terms.

Chipp, Hershel. Theories of Modern Art.

Pierce, James Smith. From Abacus to Zues. 2<sup>nd</sup>. Englewood Cliffs, NJ. Prentice Hall, Inc., 1977.

### **DVD Resources:**

### **Bibliography:**

- Stokstad, Marilyn. Art History. Revised. Upper Saddle River, NJ. Prentice Hall, 1995.
- Davies, Penelope JE, Walter B. Denny, Frima Fox Hofrichter, Josepg Jacobs, Ann M. Roberts, David L. Simon. Janson's History of Art: The Western Tradition, Seventh Edition. Upper Saddle River, NJ: Pearson/Prentice Hall, 2007.

## **8. METHODOLOGIES**

- Identification of artworks characteristics based upon style, movement, medium, and artist
- Development of criteria for the evaluation and criticism of artwork, understanding form and function, using critical thinking to gather evidence in order to defend and explain their position
- Exposure to art from Western and non-Western traditions, and awareness of the connections between art and the development of civilization
- An appreciation and enrichment for the art aesthetic, art forms independently and in relation to their culture
- Writing skills that enable the student to describe, analyze, and critique works of art

## **9. SUGGESTED ACTIVITIES**

### **Major Assignments and Projects:**

#### **Daily/Weekly Assignments:**

- Students will be assigned one chapter per week from their primary textbook. They are required to take notes, complete homework based on daily readings, and answer short writing assignments based on these readings and other reading from supplemental readings, such as websites and additional texts.
- Students are required to take notes based on daily illustrated lectures and create graphic organizers to be used as study guides, including art work title, artist, movement/culture, date, medium, size, subject, style, purpose, etc.
- Student made timelines for each unit.
- Museum visits to The Metropolitan Museum of Art, The Cloisters, MOMA, and SoHo galleries, NYC, accompanied by museum/gallery activities.

- Group projects/presentations: Dry erase recall, student-made power-point presentations, google docs and sites, small gallery recreations, etc.
- Short essays based on readings mimicking the AP exam 10 minute short essays. Students will be asked to view artworks and analyze imagery or compare images based on sociopolitical, religious, historical context, setting, or architectural components.
- Long essays mimic the 30 minute essays on the AP Exam. Essays are designed to have students address contextual, stylistic, chronological, and patronage issues. Topics may include: gender, cultural diversity, art and architecture, politics and power, religion, narrative in art, and the human figure.

**Papers/Projects:**

Students will complete 2 research papers and one large project throughout the school year.

- Quarter 1: The Human Figure in Art
- Quarter 2: Narrative in Art
- Quarter 3: Presentation on Non-Western Art

## **10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

## Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

## Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

## English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

## **11. INTERDISCIPLINARY CONNECTIONS**

This course reinforces concepts taught in:

- Social Studies
- Humanities Seminar
- Mathematics
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

## **12. PROFESSIONAL DEVELOPMENT**

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.



## Curriculum Map—AP Art History

Page 1 of 2

Class	September	October	November	December	January
AP Art History	<ul style="list-style-type: none"><li>• Introduction: purpose of art, notetaking, media presentation</li><li>• Prehistoric Art</li><li>• Art of Ancient Near East</li><li>• Art of Egypt</li></ul>	<ul style="list-style-type: none"><li>• Aegean Art</li><li>• Presentation of Major Art Paper</li><li>• Greek Art</li><li>• Etruscan and Roman Art</li><li>• Cloisters Field Trip</li><li>• Early Christian and Byzantine Art</li></ul>	<ul style="list-style-type: none"><li>• Islamic Art</li><li>• Ancient India and China</li><li>• Early Medieval Art</li><li>• Romanesque Art</li><li>• Gothic Art</li></ul>	<ul style="list-style-type: none"><li>• Proto Renaissance</li><li>• The Early Renaissance</li><li>• Presentation: Major Paper</li><li>• The High Renaissance</li><li>• Field Trip: The Met</li></ul>	<ul style="list-style-type: none"><li>• The High Renaissance</li><li>• Italian Mannerism and Reformation in the 16<sup>th</sup> century</li></ul>

## Curriculum Map—AP Art History

Page 2 of 2

Class	February	March	April	May	June
AP Art History	<ul style="list-style-type: none"><li>• Baroque Art: France and England; The Netherlands</li><li>• Rococo</li><li>• Non-Western Art: China, Japan</li><li>• Student presentations</li></ul>	<ul style="list-style-type: none"><li>• Non-Western Art: Indigenous American Art, Oceania, Africa</li><li>• Neoclassicism and Romanticism</li></ul>	<ul style="list-style-type: none"><li>• Realism and Impressionism</li><li>• Post-Impressionism</li><li>• 20<sup>th</sup> Century and Modern Art</li><li>• American Art</li></ul>	<ul style="list-style-type: none"><li>• AP Exam Preparation</li><li>• AP Exam</li><li>• Field Trip: MOMA</li><li>• Hands-on Activities: Wire Sculpture</li></ul>	<ul style="list-style-type: none"><li>• Hands-on Activities: Block Printing, Weaving</li></ul>