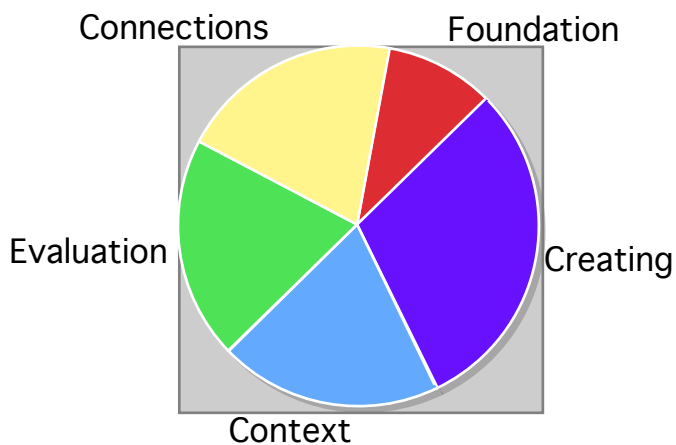


# Advanced Placement Art History High School



- Foundation
- Creating
- Context
- Evaluation
- Connections

<b>Course Title</b>	<b>ADVANCED PLACEMENT ART HISTORY A/B</b>
<b>Course Abbreviation</b>	<b>AP ART HIS A/B</b>
<b>Course Code Number</b>	<b>200119/200120</b>
<b>Special Notes</b>	Department permission is prerequisite
<b>Course Description</b>	The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Advanced Placement Art History, students experience the serious academic study of works of art, past and present. The course develops the student's ability to examine works objectively by introducing the elements of art and principles and formal aesthetic criteria. Study of the art of other cultures is included, although emphasis is placed on Western art from the Renaissance to the present. The course may be accepted for college credit if the student qualifies on the CEEB Advanced Placement Examination.
<b>Instructional Topics</b>	

	<p>Objective Aesthetic Criteria          Formal Elements and Principles of Art          Major Western and Non-Western Art Movements          Concepts of Visual Communication          Cross Cultural Influences          Contemporary Art          Architecture, Past and Present          Art: Religion, Icons, and Psychology          Style and the Individual Artist          Art and Contemporary Technologies          Careers in the Visual Arts</p> <p>*Topics should be presented in an integrated manner where possible; time spent on each topic is to be based upon the needs of the student, the instructional program, and the scheduling needs of - the school.</p>
<p><b>California Visual Arts          Content Standards          High School Advanced</b></p>	<p><b>Content knowledge and skills gained during this course will support student achievement of grade level Student Learning Standards in the Visual Arts.</b></p> <p>Upon graduation from the LAUSD, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.  <b>Artistic Perception</b></li> <li>2. Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. <b>Creative Expression</b></li> <li>3. Understand the historical contributions and cultural dimensions of the visual arts. 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 the visual arts and artists.  <b>Historical and Cultural Context</b></li> <li>4. Respond to, analyze, and make judgments about works in the visual arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. <b>Aesthetic Valuing</b></li> <li>5. Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.  <b>Connections, Relationships, Applications</b></li> </ol>
<p><b>Representative Objectives</b></p>	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> <li>• Compare, contrast, and analyze styles of art from a variety of times, places, and cultures.</li> <li>• Recognize that the visual arts and artists reflect, play a role in, and influence culture.</li> <li>• Recognize, describe, analyze, discuss, and write about the visual characteristics of works of art, objects in nature, events, and the environment.</li> <li>• Make informed judgments by applying the four steps of</li> </ul>

	<p>art criticism to his or her artwork and the work of others (describe the work, analyze the work in terms of the elements of art and principles of design, interpret the work in terms of ideas and emotions, and judge the work as to its success both technically and in terms of communicating an idea or emotion).</p> <ul style="list-style-type: none"> <li>• Respond to a variety of works of art and talk about his or her interpretations of the artists' intentions.</li> <li>• Integrate what he or she learns in art to learning in other subject areas.</li> <li>• Learn diverse ways in which practitioners of disciplines within and across the visual arts can communicate the same idea.</li> </ul>
<p><b>Representative Performance Skills</b></p>	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> <li>• Identify artists who have achieved regional, national, or international recognition and recognize ways that their work reflects, plays a role in, and influences culture.</li> <li>• Investigate a universal concept expressed in art in visual and written form.</li> <li>• Discuss (compare and contrast) the purposes of art from major time periods and cultures.</li> <li>• Describe the use of the elements of art and principles of design as they relate to specific arts, styles, and periods of art.</li> <li>• Discuss complex issues, such as distortion of shapes/form, space, advanced color theory, simplified and actual texture, scale, expressive content, and real vs. virtual.</li> <li>• Develop chains of reasoning for his or her judgments about works of art that link the elements of art and principles of design, expressive characteristics, and technical qualities to the interpretation of meaning.</li> <li>• Make sound critical judgments about the quality and success of artworks based on his or her experiences in and perceptions about the visual art forms.</li> <li>• Demonstrate an understanding of the varied functions of an artist, art critic, art historian, art collector, and art philosopher (aesthetician).</li> <li>• Organize, maintain, interpret, and communicate information about the visual arts in oral and written form.</li> <li>• Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating artworks.</li> </ul>
<p><b>Samples of Classroom Activities for Historical/Cultural Strand</b></p>	<p>Understand the historical contributions and cultural dimensions of the visual arts. 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 the visual arts and artists.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use information and multimedia technologies to learn about and inform others about topics in art history.</li> <li>• Research and/or make a presentation on a universal concept expressed in art.</li> </ul>
<p><b>Resources</b></p>	<p><i>Gardner's Art Through the Ages, 12<sup>th</sup> Edition; Kleiner, Mamiy,</i></p>

Cengage Learning

*Art History Combined*: Stokstad, Prentice Hall

*Art: A Brief History*, 3<sup>rd</sup> Edition: Stokstad, Prentice Hall

*Gardner's Art Through the Ages: A Concise History*, Kleiner,  
Mamiya, Cengage Learning

*Art Across Time*, 3<sup>rd</sup> Edition: Adams, McGraw Hill

**Credentials required to teach this course**

One of the following:

General Secondary

Special Secondary Art

Standard Secondary with major/minor Art

Single Subject Art

Subject Matter Authorization Art History/Appreciation