

# Advanced Placement Art History Syllabus & Course Contract 2015-2016

**Instructor: Ms. Karissa Ferrell**

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**BUDDY: \_\_\_\_\_ PHONE: \_\_\_\_\_ Email: \_\_\_\_\_**

## Course Description:

*Advanced Placement Art History* is designed to be the equivalent of 2 semesters of a college-level survey course that provides an intensive study of the history of Western art. Significant emphasis is also placed on Non-Western cultures and artifacts through group research, projects, and presentations. Beginning in the Fall of 2015 College Board has *redesigned* the AP Art History Exam based on a specific image set of “250” artworks. This course will use these “250” works to look chronologically, beginning with *prehistory* and ending with post-modern and global contemporary art. Lectures focus on contextual introductions to *Painting, Sculpture, Architecture*, as well as contemporary media. Strategies of contextual and comparative formal analysis prepare students to take the Advanced Placement test in Art History (early May). All students are strongly encouraged to participate in the AP Exam and are required to attend review sessions prior to the exam. With successful completion (score of 3 or above) students will fulfill college requirements in humanities. (Note: Different colleges award different unit values for the AP Art History course.) This history course does not require previous knowledge of art history or the practical techniques of the visual arts. Anyone with a curiosity about the subject, an interest in history, and a willingness to do advanced academic work is encouraged to enroll. This course meets the California State Standards for the Visual Arts for 9<sup>th</sup>- 12<sup>th</sup> grade.

## College Board- Big Ideas:

1. Artists manipulate materials and ideas to create an aesthetic object, act, or event.
2. Art making is shaped by tradition and change.
3. Interpretations of art are variable.

## Course Objectives:

- Develop visual perception and observation skills
- Increase cultural and visual literacy
- Develop critical thinking skills (connecting big ideas and themes across time and cultures)
- Understand the visual arts and the history of architecture within a global and historical context
- Develop vocabulary; including knowledge of art techniques, media, and processes (Specific use of terminology is crucial to expressing your correct understanding of art styles and movements)
- Gain a strong appreciation for the role of creativity and innovation throughout cultures and history—including contemporary art trends ☺
- Interpret artistic choices, and cultural influences affecting the meaning of an artwork
- Understand connections and influences between styles and artistic maturity within an artists’ career

## Course Areas & Sub-Themes

*Interdisciplinary Connections*- Linking the art of the time to: politics, economics, philosophy, literature, religious beliefs, technology and scientific advancements

*Function*- utilitarian and cultural uses for art

*Technical Innovations*- stylistic and material shifts and advancements

*Art of the Everyday*

*Landscape, Nature, & Science*

*Memory & Narrative*- visual symbolism and storytelling (religious, historical, personal, cultural)

*Death*- funerary practices, religious beliefs about the afterlife

*Power and Authority*- Art as propaganda and status symbol

*The Body*- various historical and cultural representations of the human form

(Note: We will be studying images and sculptures containing nudity)

*Identity & Personal Expression*- cultural, gender, portraits...

*Aesthetics*- philosophy of beauty

*Art as Text* – sacred scriptures through contemporary media

*Tradition vs. Innovation* (or Transgressive)

## Course Design:

Material covered by this course is vast and new for most students, so it requires a commitment to self-directed and highly disciplined reading/researching and oral participation. The daily classroom experience attempts to establish an environment in which the mystery of experiencing new and often problematic works of art and architecture can be a catalyst for deeper discussion and connections. Classroom time is limited to the introduction of new material so students are required to read/research along with lectures, review in small groups for regular exams and attend three or four 2-hour Sunday review sessions preceding the AP Art History Exam (participation points are awarded to attendees only).

## Course Materials:

 You will need the following items **by the first Monday of class**

- Bookmark the class website and check daily: <http://lahsaparthistory.weebly.com>  
Unit pages with video links, downloadable handouts, monthly calendar, key ideas, maps, links to additional resources etc.
- Make sure we can connect via email (send Ms. Ferrell an introductory email to confirm she's got it right ;) Kferrell@losal.org
- Text\* Stokstad, Marilyn. Art History 2nd Edition. Prentice Hall, Inc. Publisher, 2005. (keep at home)
- A Section of a 3 Ring binder specifically for Art History (current unit work & key handouts)
- Make a place at home to keep your graded work (Essays, SDY guides, Q-Cards, Quizzes...) Keep things organized!!!—These assignments are priceless for preparing for cumulative FINALS and AP EXAM!
- 4 x 6 note cards (we will be making flashcards throughout the year so you will need 400+)
- Recommended: Colored pencils, highlighters to color code your Q-Cards and SDY guides
- Loose paper for daily warm-ups and essay prompts
- Access to internet is necessary for additional course resources and research (Let me know about all technical difficulties immediately)
- Accept my invitation to sign up for a Dropbox account
- Accept my invitation to sync/subscribe to the class calendar (I will send you a link to accept on your smartphone and/or desktop  
<https://www.google.com/calendar/ical/qpn4b4vrnc7o4a1f4o81dt5b8%40group.calendar.google.com/public/basic.ics>)
- Additional online resources [www.smarthistory.com](http://www.smarthistory.com) - videos and short articles

\*Provided by the school for student's use at home (DO NOT BRING TO CLASS). The books are \$90 each, so be extremely gentle with them to avoid a fine.

## **Classroom Guidelines:**

- LISTEN CAREFULLY to directions the **first time** they are given (ask for clarification if needed).
- Be in your seat and ready to work when the bell rings. Always come to class prepared with SDY guides, Q-cards, knowledge of the reading, questions and ideas.
- Ask permission to leave the room for any reason (you must have a pass). Class is dismissed by the teacher, not by the bell.
- Be thoughtful and considerate of **all contents** in the classroom (people, equipment, materials, time)

## **Attendance and Late Work Policies:**

- Daily attendance and participation is critical to success. You cannot learn if you are not here. Extra Credit will be awarded on quiz and test days with perfect attendance!!!
- It is the student's responsibility to discuss absences with the teacher and to make up missed class time during open studio hours.
  - **Writing Tutorials select late start Wednesdays (7:30-8:30am)**
  - **Make up Quizzes at lunch (day after your absence)**
  - **Make-up tests after school (2:30-3:40pm) or by 6<sup>th</sup> period appointment**
- All work (including **ongoing longer assignments** and **quizzes**) missed due to absences must be made up **immediately upon return**, as due dates will not be extended without prior arrangements made with the instructor.
- **Late work** will automatically drop one full letter grade (10%) after the due date.  
**Work will only be accepted for 3 school days after the date due**, so it is essential for students to turn it in within that time frame.
- Incomplete work will be graded as it appears not as it was intended (must be turned in on or before the 3<sup>rd</sup> late day for partial credit). SOME CREDIT IS **ALWAYS** BETTER THAN NO CREDIT!!!
- Make-up work for excused absence is accepted at full value. No make-up work will be allowed for unexcused absences or trancies.
- Excessive tardies and trancies will result in a call home and will be addressed further, if necessary, as per school policy.
- **Extra Credit assignments** cannot be substituted for missed class assignments and will not exceed 5% of the total grade. All extra credit assignments must be discussed and approved ahead of time.

## **Course Format:**

- Slide-Based Lectures, Discussions, and Presentations will draw on the students' knowledge of historical and cultural contextual information as well as their analytical and interpretive critical thinking skills.
- Development of writing skills is one of the course's most important tasks. Attention is given to help students organize their thoughts into comparative and contextual based essays that effectively synthesize their knowledge of the works. Building a very specific vocabulary is essential to communicating your understanding of the information presented in this course.
- Weekly quizzes: *Slide Identification* and *Vocabulary (Key Terms and techniques)* will be given to display student's precise knowledge of the subject.
- Chapter and Unit Exams (*Multiple Choice, Short Answer* and *Comparative or Critical Analysis Essays*) will be given following each unit to display student's knowledge, critical thinking, and understanding of thematic connections.
- **In-Class work:**

1. WARM-UPS- Daily Response Journal (5 participation points collected often)
  2. PARTICIPATION- Daily contribution to discussion, activities, and reviews.
  3. LECTURE NOTES- will be taken in a variety of formats (study guides, comparison charts, & Q-Cards)
- **Homework:** \* Most of the assignments are ongoing meaning that they will be collected before a quiz or unit test. Be sure to keep track of assignments and due dates using the monthly calendars. **DO NOT ALLOW YOURSELF TO GET BEHIND!!!**  
**\* 5-7 school days turn around time for graded assignments -- Students & Parents should check grades regularly.**
    1. READING/RESEARCH- is required and should be completed following the class introduction of the material.
    2. Q-CARDS- Lecture and reading/research notes following the format. These will be checked weekly **KEEP THEM ORGANIZED!!!!**
    3. TIKI-TOKI.com interactive group timeline project and peer grading
    4. STUDY GUIDES- highlight the information you will need for Quizzes and Unit Tests (keep them all for AP EXAM REVIEW).
  - **Projects and Fieldtrips:** Depending on time allowance class fieldtrips and individual gallery visits will be arranged correlating with topics covered in class and will be accompanied by a specific written assignment. Individual and group research projects or presentations will be assigned to enrich understanding of specific artists, movements and art from beyond the European tradition.
  - **Extra Credit assignments** will be offered as enrichment throughout the course. Take advantage of them to pad your grade. **Ms. Ferrell does NOT round up grades!**

### **Student Evaluation and Grading:**

Your grade will be earned through your participation and effort on all homework assignments, projects, class discussion and presentations, tests or written assignments, and basic citizenship standards.

#### **Weight and Distribution of Total Grade:**

**45% QUIZZES, TESTS & FINALS:** (Weekly Quizzes 60pts- Slide ID & Vocabulary), (Unit Tests every 2-3 weeks 120pts- Multiple Choice, Slide-based Free Response & Long Essays) (**Finals** cumulative by semester 360pts)

**25% HOMEWORK:** Q-Cards, Study guides, etc. (collected according the monthly calendar)

**15% IN-CLASS/PROCESS WORK:** research topics, essay pre-writes, field trip assignments, Tiki-Toki timeline

**10% PROJECTS:** individual hands-on projects, group presentations, end of the year prepare & share

**5% PARTICIPATION:** review session attendance, warm-ups, & contribution to classroom discussion

#### **Final Grading Scale:**

100-97%	A+	89-86%	B+	79-77%	C+	69-67%	D+		
96-93%	A	85-83%	B	76-73%	C	66-63%	D	59-0%	F
92-90%	A-	82-80%	B-	72-70%	C-	62-60%	D-		

### **Reviewing for the AP Exam:**

The AP Art History Exam is **May 3rd (Afternoon Session)**. I will host a review session for three or four Sundays preceding the exam from Time TBA. These review sessions are **MANDATORY**. I will also offer **BONUS HOUR** Review sessions TBA throughout the semester. We will be learning new material until the day before the exam and will have little time to review in class.

### **After the AP Exam (mid May - June):**

Following the exam we will have time to breathe. We will also engage in a variety of creative projects and continue specific analysis, discussion, and research of post-modern and contemporary art forms. Art criticism and primary sources will be presented as a catalyst for role-play activities, debates, group presentations and artistic production.

## AP Art History Course Contract 2015-2016

Student Name: \_\_\_\_\_ Email: \_\_\_\_\_  
Parent/Guardian Name: \_\_\_\_\_ Email: \_\_\_\_\_  
Phone (daytime): \_\_\_\_\_ (evening): \_\_\_\_\_

### AP Art History Academic Integrity Contract\*

I \_\_\_\_\_ understand that all homework, essays, quizzes, tests and projects done in this class reflect my own knowledge and original ideas. Research on take home essays and projects will be paraphrased and cited; giving appropriate credit to the source in accordance with the Academic Honesty Code for Los Alamitos High School:

- Academic dishonesty, cheating, or plagiarism involves an attempt by the student to show possession of a level of knowledge or skill that he or she does not possess. It involves any attempt by the student to substitute the product of another, in whole or in part, as his/her own work. It also includes theft, possession, or unauthorized use of any answer keys of model answers (*or projects*).

#### **You are cheating if you:**

- Submit material (written or designed by someone else) without giving the author/artist name and/or source (e.g., plagiarizing copy written material, or submitting work done by family, friends, or tutors)

Violation of the *Academic Integrity Contract* will result in a **0** for the homework, essay, test, quiz or project. If an assignment is determined to be **all or in part** plagiarized after it has already been completed and or graded, the grade will be changed to a **0** and I will make a call home informing parents/guardians of the grade change.

Student Signature: \_\_\_\_\_ date: \_\_\_\_\_  
Parent Signature: \_\_\_\_\_ date: \_\_\_\_\_