

June 2025

Dear AP Art History Student:

This is a big packet - I know! MANY changes have been made to this so do NOT use packets dated 2024 or earlier. Take your time going through it. Much of it is informational.

So you've registered for AP Art History next year! Welcome! Included in this packet are instructions for completing your summer work requirements. Your summer work is worth the equivalent of your first big test grade. It is **STRONGLY** advised that you do **a little at a time** and plan accordingly. Read through the packet carefully and completely before starting any one part.

Art History is unlike other academic courses you've taken. It is a unique approach that is built on the foundation of accessing historical events through the lens of looking at and analyzing both architecture and art. The AP art history course aims to connect a great number of academic subjects that include, but are not limited to, science, philosophy, culture, history, visual arts and even mathematics (The Acropolis!!).

You will be required to access and utilize both AP classroom and schoology on a **DAILY** basis. More guidance will be provided in the fall, but Schoology will be updated regularly with pertinent information, assignments, announcements, interesting articles, links to videos and interesting news from the art world. Directions on completing assignments, getting onto AP classroom, accessing study guides, vocab and much more will be posted and organized regularly.

I look forward to working with you and hitting the ground running in August when we return. I will be collecting ALL of your summer work within the first few days of class, so please have it ready to go. This course has changed from years past, so please be aware of the immense amount of work that will be required of you on a regular basis. It is afterall, a college-level course. ***You are also expected to register and take the AP exam in May.***

Enclosed in this packet are a number of assignments that will help you prepare for a **fast-paced**, challenging and hopefully enjoyable class! If you have questions, please email me at jackie.valenzuela@amityregion5.org, but please understand that I will not be checking my school email daily over the summer so it may take me a bit to get back to you, but I will.

Sincerely,
Mrs. Valenzuela (Mrs. V) 🙄



2025/2026 AP Art History - An Introduction

The central questions in this course include the following:

- * *What is art and how is it made?*
- * *Why and how does art change?*
- * *How do we describe our thinking about art?*

Through these essential questions, you will explore what AP refers to as the “**big ideas**” of Art History. You will learn how to effectively view and precisely analyze an artwork’s **form, function, content and context**. These are the four cornerstones of the AP curriculum. [CR-2] With these core questions as the foundation, this course is organized into ten content area units. Your work in this class focuses on daily practice of questioning techniques, methods of discussion, analytical paradigms, guided discovery, and independent learning. This work will enable you to develop critical thinking and visual literacy skills with which you can glean meaning from any artwork you encounter throughout your life.

Required Materials for AP Art History:

- 3-ring binder with dividers for each content area (10 of them) filled with graph paper and notebook paper for you to take notes and make small drawings as we go. (*Note, you do not need to be “good” at drawing to take this course as it is never required, just suggested*).
- You will be using a number of texts of which we have copies for you to use, but it is **STRONGLY** advised that you purchase your own copies of the following three short books, available on Amazon for roughly \$20 each
 - * *The Annotated Mona Lisa*,
 - * *The Annotated Arch*
 - * *Barron’s Guide to AP Art History*I have class copies of *The Annotated Mona Lisa*, but you may want to highlight and annotate them for your own use.
- Colored pens & highlighters for marking text, taking notes, evaluating writing samples and peer feedback

Primary Textbook:

Kleiner, Fred S, *Gardner’s Art Through the Ages: A Global History*, 15th edition Boston: Wadsworth, Cengage Learning, 2015

Secondary Textbooks:

Barons Guide to AP Art History
Annotated Mona Lisa
Annotated Arch

Supplementary Primary and Secondary Sources:

- Audio and video discussions on Smarthistory and in the Annenberg Learner series
- *How Art Made the World* BBC series
- A variety of selected articles and films on art & art history which can be found online
- Additional sources are available through the school library subscription databases (JSTOR, ebrary, ABC-Clío, and others)

Possible Field Trips / Independent Museum Visits: [CR9]

- Yale Art Gallery / Yale Center for British Art
- Metropolitan Museum of Art (NYC)
- Boston Museum of Fine Arts
- Wadsworth Atheneum
- MoMA (NYC)

You will also be given extra credit for independent museum visits. School breaks are a great time to visit a new museum, and if you're traveling, it will give you a great opportunity to look at art you may not have seen otherwise. If you stay local, there are a number of museums and galleries easily accessible for you to visit. **Extra credit will be given to students who provide a 1 page write up on an exhibit they view while visiting the museum in addition to the ticket stub / evidence that they did indeed visit the museum.**

[CR9]—Students are provided opportunities to experience actual works of art or architecture

Taking Notes in Art History

When taking notes in our class and independently, there are several things you should look at and analyze to gain a solid understanding. It is easy to be overwhelmed when it comes to art history because you may not be sure what is important and what is not so important. Included in this packet is a good note-taking sheet that has been developed by several AP art history instructors to gear your inquiry toward the necessary information - the "Flashcard Template" is useful. **Do NOT try to write everything down** - it will not help you, nor will it make things easy when you go to study. Focus your note-taking on key concepts which revolve around four AP art history components -- **form, function, content and context**.

Advanced Placement Art History Contract

By signing this contract, I accept responsibility for my own work and dedicate myself to this class. I understand and agree that I am the one responsible to work to understand the content, course requirements and the time necessary to complete the necessary work. I agree to put the work into learning the unique ways of reading about, writing about and thinking about art and the sometimes difficult concepts involved with this course. _____ (initial)

While I understand that I may not fully understand some of the material covered, I will do my best to ask for guidance and assistance and will ask for help when necessary. I understand that it is my ***sole responsibility*** to contact the instructor if the need arises. _____ (initial)

I am aware that I should attend class, be on time to class and understand that regular absences will result in lower participation grades. I am also aware that it is ***my*** responsibility to make up any missed work in the event of any absences. If I miss a test, quiz or in-class assignment, I accept the responsibility to contact the instructor immediately upon my return and arrange to make up the assignment, test or quiz within 1 full letter-day cycle (or at a time in agreement with the instructor). _____ (initial)

I understand that I am expected to participate in field trips as a ***requirement*** by the AP college board. In the event I miss a field trip, I will contact my instructor for instructions on how to make-up the work by either visiting the museum independently, or visiting another site with similar visit objectives. _____ (initial)

Lastly, I am aware that I may, at times, need to dedicate 1-2 hours (or more) outside of class time between classes to read, study, and work on course content assignments. I am aware that it is a college-level course and is driven by my own efforts to learn course content. I am also aware that pop-quizzes can and will be given to gauge my understanding of material and to help my instructor design individualized approaches to content. _____ (initial)

Name Printed: _____ **Date:** _____

Student Signature: _____ **Grade:** _____

Student E-mail: _____

Parent Name (printed) and Signature: _____

Parent E-mail: _____

AP ART HISTORY - SUMMER WORK

All summer work will be due on one of the first days of class. Late work will be accepted up to 3 days late, each day will incur a reduction of one letter grade.

#1. Binder Preparation:

You must prepare a binder for the course which includes ALL of the following:

- 11 Tabs labeled:
 - 10 different sections for each content area (1-10)
 - 1 section for “general”
- Add graph paper AND lined paper to each of the 10 content area sections
- From the the course description which can be found here: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-art-history-course-and-exam-description.pdf> print the first section of **Content Area 1: Prehistory**. This should include Enduring Understanding and Essential Knowledge pages and all of the images included in this section. Print the images on single sides and cut them out. You will tape / glue these images onto your notes as we cover each work. I highly recommend keeping an envelope with all of these cut images in the front pocket of your binder and a glue stick or tape with you in class to adhere the images into your notes. (You will be printing the same thing for each section. You can print out all of them at once, but do not need to complete it all now - you can print as we go).

(There is a “flashcard template” at the end of the packet you may want to utilize as well for each work, but it is not required. It is simply a resource for you that may work with your note-taking style)

Binder Prep = 25 points

#2. Completed Vocab List

For each term you must create a handwritten list of the terms and your own understanding of what they are. **(I will NOT accept a typed list)**

Completed Vocabulary = 25 points

#3. Visit an ACTUAL Art Museum of your choice

See Attached Assignment Description.

Paper & Photographs = 25 points

#4. Khan Academy:

You will go through Khan Academy’s introduction to AP Art History by accessing the following link: <https://www.khanacademy.org/humanities/ap-art-history/introduction-ap-arthistory> and answering questions (attached) from each section. You will hand write your responses to submit. **IF YOUR ANSWERS ARE SUSPECTED OF BEING COMPLETED BY AI, YOU WILL BE GIVEN A 0 ON THIS ENTIRE PACKET and YOUR ADMINISTRATOR WILL BE NOTIFIED.**

Completed Assignment = 25 points.

Assignment #2: Summer Vocabulary list

<u>ARCHITECTURAL PLAN</u> <u>AMBULATORY</u> <u>APSE</u> <u>LONGITUDINAL PLAN</u> <u>AXIAL PLAN</u> <u>TRANSEPT</u> <u>PENDENTIVE</u> <u>SQUINCH</u> <u>CANTILEVER</u> <u>APADANNA</u> <u>POINTED ARCH</u> <u>ROUNDED ARCH</u> <u>PERISTYLE</u> <u>PIER</u> <u>COMPOUND PIER</u> <u>COLUMN</u> <u>CAPITAL (COLUMN)</u> <u>ENGAGED COLUMN</u> <u>HYPOSTYLE HALL</u> <u>GALLERY</u> <u>CLERESTORY</u> <u>AISLE</u> <u>CHOIR</u> <u>RADIATING CHAPEL</u> <u>NAVE</u> <u>FLYING BUTTRESS</u> <u>DOMED</u> <u>COFFERED CEILING</u> <u>OCULUS</u> <u>OGEE ARCH</u> <u>ABBAY</u> <u>AGORA</u> <u>ARABESQUE</u> <u>ARCADE</u> <u>BAPTISTRY</u> <u>CAPSTONE</u> <u>POST & LINTEL</u> <u>PORTAL</u> <u>FACADE</u> <u>HENGE</u> <u>VAULT (GROIN, BARREL, ETC.)</u>	<u>ICON</u> <u>IMPASTO</u> <u>FRESCO</u> <u>FRIEZE</u> <u>FREESTANDING</u> <u>SCULPTURES</u> <u>SCULPTURE IN THE ROUND</u> <u>STILL LIFE</u> <u>GENRE PAINTING</u> <u>HIERARCHY OF SCALE</u> <u>GENRE</u> <u>GLYPH</u> <u>FORESHORTENING</u> <u>TONALITY</u> <u>STYLE</u> <u>COLLAGE</u> <u>SECTION</u> <u>PRIMARY COLORS</u> <u>SECONDARY COLORS</u> <u>MEDIUM</u> <u>HUE</u> <u>FOREGROUND</u> <u>PICTURE PLANE</u> <u>VALUE</u> <u>TEXTURE</u> <u>SHAPE</u> <u>LINE</u> <u>CONTRAST</u> <u>MOVEMENT</u> <u>BALANCE</u> <u>SATURATION</u> <u>CONTOUR</u> <u>PERSPECTIVE</u> <u>CANNON</u> <u>CONCEPT</u> <u>PERSPECTIVE</u> <u>B.C.E.</u> <u>C.E.</u> <u>VOLUME</u> <u>MASS</u> <u>COMPOSITION</u> <u>STYLISTIC EVIDENCE</u>	<u>ATTRIBUTION</u> <u>LANDSCAPE</u> <u>ATTRIBUTES</u> <u>PROVENANCE</u> <u>STATUE vs. SCULPTURE</u> <u>PERSONAL STYLE</u> <u>HUMANISM</u> <u>IN SITU</u> <u>RELIQUARY</u> <u>TAPESTRY</u> <u>EMBROIDERY</u> <u>AP TERMS</u> <u>FORM</u> <u>FUNCTION</u> <u>CONTENT</u> <u>CONTEXT</u> <u>BIG IDEA 1</u> <u>BIG IDEA 2</u> <u>BIG IDEA 3</u>
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#3. Visit an Actual Art Museum

Your assignment is to visit an art museum of your choice. Take a few hours to really look at the collection ahead of time and make a plan to see works YOU might be interested in looking at. (one non-western work is required). Once you arrive, walk around and view the works that you looked at online ahead of time. Select **two works** that you find most interesting to take careful notes on and photograph at least 3 images - details, that you will be able to do further research on. Follow each step below to help you while at the museum.

1. Walk around the museum in any and all galleries, and choose two works that stand out to you. Stand in front of the work for at least 10 minutes, paying close attention to LOOKING at the work - don't write anything until you've really looked at the work.
2. After 10 minutes, write down your initial observations, thoughts, ideas. You should record your thoughts in a notebook or a sketchbook. You will use these initial observations in your reflection paper, so pay close attention!
3. While you're observing, think about the following questions:

<ul style="list-style-type: none">- What do you see?- What is the subject? figure or the viewer?- What elements of art can you use to describe the work? (line, color, texture, shape, etc.) If you don't know all of them, look them up.- What do you notice about the skill of the artist?- What colors (if any) are used- When was it made?- What is the setting?- What does the object mean to the people / person who made it?- How is it arranged?- Is it large or small?- Are there figures in the work?- Why is it in this art gallery?	<ul style="list-style-type: none">- What do you notice about facial expressions (if there are any)?- Do they seem to be interacting with any other- What is the painting / sculpture / object made of? How was it constructed?- Where was this object / painting made?- Where is the light coming from (painting) or how does light interact with the object (sculpture)- Who are the people ? Rich / poor? Happy / sad? Realistic / abstract?- How does it make you feel?- Is it a "successful" piece of art?- Is it "art"- Does it make you think about the world in any particular way?
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4. Once you've gathered all the initial information that you can visually glean from looking at it, read and record the information on the label, or photograph it. You will need this information to complete the rest of the assignment.

5. After you have visited the museum, conduct research on the art and artist you observed at the museum. If you cannot find much on the work you chose, look at the culture of the people who made it, the time period and place it was created, and any other general information you can find.

Lastly, you will write a reflection. Your reflection must include:

- Full identification of work: title, artist or cultural group who made it, year, medium, and size.
- Insert the photos you have taken of the piece of art, one photo of the whole work and at least two details (a minimum of 3)
- Information that you gathered by **observation** (do NOT plagiarize this - I want to know what YOU looked at.
- Research information: include any information you find relevant or important for the analysis of the work you've chosen. You **MUST** cite your sources and include a bibliography. **AI may NOT be used for this and you will be given a 0 for the entire summer work packet if it is found that you utilized any form of AI.**

Assignment #4: Khan Academy Questions

<https://www.khanacademy.org/humanities/ap-art-history>

1. *Required Works of Art for AP* Art History* - Please note, this page is a GREAT link to ALL works and their resources. Bookmark this page on your personal device or computer. HOWEVER... This is NOT the official AP identification. Khan Academy does NOT provide the correct ID's that you need to use for your exam, nor does Barron's. For this, you need ONLY to use the AP PDF document you can find from the College Board website.
2. *Why Look at Art* Video - Answer the following Questions:
 - a. What are three reasons given in the video why we people look at art?

- b. The second speaker talks about spending time looking at images / art / things at museums and in your surroundings closely and attentively as being good for you because it makes you a better person. Do you agree (why or why not)? How does the study of art history seem to fit this definition?
- c. Another person in the video spoke about slowing down to stop to take a breath to look deeper at something, to notice detail, and using that process in applying it to other areas in your life... this is not far from what the speaker from question B was saying. There seems to be a theme here. What do you think the meaning of the study of art history is based on this introduction to “Why” we look at art?

3. *Common Questions About Dates*

- a. What does “Gregorian” mean? Explain.
- b. Explain A.D., B.C., B.C.E. and what and why we should use or not use these terms when writing in art history.
- c. Circa? What does it mean and why do we use it or not use it?
- d. How do we refer to centuries?

4. *What Maps Tell Us*

- a. How are maps subjective? What can they tell us about the cartographer?
- b. What does “north” tell us about a map
- c. Where does the word orientation come from?
- d. What was at the center of the circle in the Ebstorf Map? What is it a representation of?
- e. Explain how early muslims modified the T-O model to meet their own needs.
- f. Explain how a map is an interpretive story, told by someone.

5. *How to do Visual (Formal) Analysis in Art History Questions*

- a. This video goes through a formal analysis of Giovanni Bellini’s Madonna of the Meadow c. 1500 in the National Gallery in London. What do Formal Analyses NOT discuss?
- b. What DO formal analyses discuss in contrast?
- c. In this painting what was the first element that was discussed and what was said about it?
- d. What was said about the composition of this work?
- e. How was color discussed?

- f. Explain the use of light in this work.

6. *An Art Historical Analysis (Painting), A Basic Introduction Using Goya's Third of May, 1808*

Questions

- a. What are the three things to look for when viewing a work of art?
- b. How did the video formally analyze the painting? What was said about the painting in a formal context?
- c. How do the formal qualities reinforce what is happening in the painting and/or tell you about what the scene is telling us according to the video?
- d. What can we tell about the painting by the brushwork?
- e. How do we tie the painting to the historical context? How do we know what the painting is about based on what is happening at the time it is painted?
- f. What are some words / phrases you learned that you didn't know before the video?

7. *A Brief History of Religion in Art* Questions

- a. How do we define what we call "art" according to the video?
- b. What is aniconism? Why is it important for understanding religion in art?
- c. What does the word "anthropomorphic" mean and how does it relate to religion and the changes of art?
- d. How does religion change the function of art according to the video?

8. *Is There a Difference Between Art and Craft?*

- a. Had you thought about the difference between the two before?
- b. What is the "turn of events" the video talk about? And how did it affect the separation between these items?
- c. What is the distinction between the two?
- d. Who was elevated to the higher "art" status and why?
- e. What is your personal response to this question?

9. *How Art Can Help You Analyze*

- a. What skills can art provide that help us in other areas according to the video? And why do they help us?
- b. How does Magritte's Time Transfixed enhance communication in the example?
- c. How do these skills help a medical professional?

FLASHCARD TEMPLATE

AP FULL IDENTIFICATION: _____

Visual Description:

Form:

Function:

Content:

Context:

Other significant facts about this piece:

GLUE AP IMAGE OF WORK HERE

**(if additional images are present,
add them to the back of this sheet)**