

Wallenpaupack Area School District

Planned Course Curriculum Guide

Art Department

AP Art History

Course Description:

The AP Art History course emphasizes a deep conceptual understanding of art historical concepts. Students will develop the essential skills of visual and contextual analysis. By examining works of art from diverse cultures and the relationships among these works, students develop an understanding of global artistic traditions. Students analyze works of art in their contexts, considering issues of patronage, gender, politics, religion, and ethnicity. The interpretation of the work of art is based upon its intended use, audience, and the role of the artist and the work of art in its particular society. Students will expand their knowledge of history, geography, politics, religion, languages, and literature, as they explore the story of people as told through the art they created.

Revision Date:

Fall 2015

Wallenpaupack Area School District Curriculum	
COURSE: AP Art History	GRADE/S: 10,11,12
UNIT 1: Introduction: Methodology, Context, and Visual Analysis	TIMEFRAME: 8 days

AP Big Ideas and Essential Questions (The big ideas and essential questions in the *AP Art History Course and Exam Description* are used as a conceptual foundation for the course.):

- BI: 1.1, 1.2, 1.3
- BI: 3.3, 3.5

UNIT OBJECTIVES (SWBATS):

- Understand the methods used to analyze works of art and interpret their meanings within their original and subsequent cultural contexts.
- Assess the way art historians identify conventional subject matter and symbols (iconography).
- Writing about Art (essay structure) — Argumentative, Comparison, Formal Analysis.
- Research — Library Tutorial: reliable, scholarly, primary, secondary sources.
- Roles and Rules — Designing critiques, Forum and Discussion Etiquette, Working in Groups.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Worksheets
- Writing Examples
- Art Analysis

ANCHOR VOCABULARY:

Elements and Principles of Design: Balance, Movement, Repetition, Contrast, Emphasis, Pattern, Unity, Line, Shape, Form, Color, Value, Texture, Space.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Unit review
- Teacher-made Quizzes/Test

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Kahn Academy Video "What is Art?"

<http://www.incredibleart.org/files/elements2.htm>

Wallenpaupack Area School District Curriculum	
COURSE: AP Art History	GRADE/S: 10,11,12
UNIT 2 : Global Contemporary 1980 C.E. to Present (27 works)	TIMEFRAME: 16 days

AP Big Ideas and Essential Questions (The big ideas and essential questions in the *AP Art History Course and Exam Description* are used as a conceptual foundation for the course.):

- BI: 1.1, 1.2, 1.3
- BI: 2.1, 2.2
- BI: 3.1, 3.2, 3.4, 3.5

UNIT OBJECTIVES (SWBATS):

- Global contemporary art is characterized by a transcendence of traditional conceptions of art and is supported by technological developments and global awareness. Digital technology in particular provides increased access to imagery and contextual information about diverse artists and artworks throughout history and across the globe.
- In the scholarly realm as well as mainstream media, contemporary art is now a major phenomenon experienced and understood in a global context.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Viewing Slides
- Discussion/Critique
- Worksheets
- Writing Prompts

ANCHOR VOCABULARY:

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Unit Review Packet
- Teacher-made Quizzes/Test
- Oral Presentation Rubric
- Project Rubric
- Timeline

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

AP Exam

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Textbooks:

- Kleiner, Fred, *Gardner's Art Through the Ages: A Global History*. 14th ed. Cengage Learning, 2012.
- Stokstad, Marilyn, and Michael Cothren, *Art History*. Combined volume 4th ed. Pearson, 2011

Source of scholarly essays:

- The Metropolitan Museum of Art's *Heilbrunn Timeline of Art History*: <http://www.metmuseum.org/toah/>
- *SmartHistory*: Virtual tours of museums, architecture, and specific works of art.
- Podcasts of collections at museums, such as the Art Institute of Chicago.
- *ARTnews*: Online has sections about collectors, legal issues, and reviews of shows.

Websites:

- *New York Times*: Online — Arts section.
- www.collegeboard.com/arthistory
- <https://www.khanacademy.org>
- www.guggenheim.org/new-york/collections/collection-online

<http://www.metmuseum.org/collection/>

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: AP Art History	GRADE/S: 10,11,12
UNIT 3: Later Europe and Americas 1750-1980 C.E. (54 works)	TIMEFRAME: 32 days

AP Big Ideas and Essential Questions (The big ideas and essential questions in the *AP Art History Course and Exam Description* are used as a conceptual foundation for the course.):

- BI: 1.1, 1.2, 1.3
- BI: 2.1, 2.2, 2.3
- BI: 3.2, 3.4, 3.5

UNIT OBJECTIVES (SWBATS):

- From the mid-1700s to 1980 C.E, Europe and the Americas experienced rapid change and innovation. Art existed in the context of dramatic events such as industrialization, urbanization, economic upheaval, migrations, and wars. Countries and governments were re-formed; women's and civil rights movements catalyzed social change.
- Artists assumed new roles in society. Styles of art proliferated and often gave rise to artistic movements. Art and architecture exhibited a diversity of styles, forming an array of "isms."
- Works of art took on new roles and functions in society and were experienced by audiences in new ways. Art of this era often proved challenging for audiences and patrons to immediately understand.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Viewing Slides
- Discussion/Critique
- Worksheets
- Writing Prompts

ANCHOR VOCABULARY:

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Unit Review Packet
- Teacher-made Quizzes/Test
- Oral Presentation Rubric
- Project Rubric

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

AP Exam

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Textbooks:

- Kleiner, Fred, *Gardner's Art Through the Ages: A Global History*. 14th ed. Cengage Learning, 2012.
- Stokstad, Marilyn, and Michael Cothren, *Art History*. Combined volume 4th ed. Pearson, 2011

Source of scholarly essays:

- The Metropolitan Museum of Art's *Heilbrunn Timeline of Art History*: <http://www.metmuseum.org/toah/>
- *SmartHistory*: Virtual tours of museums, architecture, and specific works of art.
- Podcasts of collections at museums, such as the Art Institute of Chicago.
- *ARTnews*: Online has sections about collectors, legal issues, and reviews of shows.

Websites:

- *New York Times*: Online — Arts section.
- www.collegeboard.com/arhistory
- <https://www.khanacademy.org>
- www.guggenheim.org/new-york/collections/collection-online

<http://www.metmuseum.org/collection/>

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: AP Art History	GRADE/S: 10,11,12
UNIT 4: West and Central Asia 500 B.C.E.-1980 C.E. (11 works)	TIMEFRAME: 6 days

AP Big Ideas and Essential Questions (The big ideas and essential questions in the *AP Art History Course and Exam Description* are used as a conceptual foundation for the course.):

- BI: 1.1, 1.2, 1.3, 1.4
- BI: 2.1, 2.2, 2.3
- BI: 3.1, 3.2

UNIT OBJECTIVES (SWBATS):

- The arts of West and Central Asia play a key role in the history of world art, giving form to the vast cultural interchanges that have occurred in these lands that link the European and Asian peoples.
- The religious arts of West and Central Asia are united by the traditions of the region: Buddhism and Islam.
- Use of figural art in religious contexts varies among traditions, whereas figural art is common in secular art forms across West and Central Asia.
- Artists of West and Central Asia excelled in the creation of particular art forms exhibiting key characteristics unique to their regions and cultures. Important forms include ceramics, metalwork, textiles, painting, and calligraphy.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Viewing Slides
- Discussion/Critique
- Worksheets
- Writing Prompts

ANCHOR VOCABULARY:

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Unit Review Packets
- Teacher-made Quizzes/Test
- Oral Presentation Rubric
- Project Rubric

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

AP Exam

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Textbooks:

- Kleiner, Fred, *Gardner's Art Through the Ages: A Global History*. 14th ed. Cengage Learning, 2012.
- Stokstad, Marilyn, and Michael Cothren, *Art History*. Combined volume 4th ed. Pearson, 2011

Source of scholarly essays:

- The Metropolitan Museum of Art's *Heilbrunn Timeline of Art History*: <http://www.metmuseum.org/toah/>
- *SmartHistory*: Virtual tours of museums, architecture, and specific works of art.
- Podcasts of collections at museums, such as the Art Institute of Chicago.
- *ARTnews*: Online has sections about collectors, legal issues, and reviews of shows.

Websites:

- *New York Times*: Online — Arts section.
- www.collegeboard.com/arhistory
- <https://www.khanacademy.org>
- www.guggenheim.org/new-york/collections/collection-online
- <http://www.metmuseum.org/collection/>

Wallenpaupack Area School District Curriculum	
COURSE: AP Art History	GRADE/S: 10,11,12
UNIT 5: South, East, and Southeast Asia 300-1980 C.E. (21 works)	TIMEFRAME: 12 days

AP Big Ideas and Essential Questions (The big ideas and essential questions in the *AP Art History Course and Exam Description* are used as a conceptual foundation for the course.):

- BI: 1.1, 1.2, 1.3
- BI: 2.1, 2.2, 2.3
- BI: 3.1, 3.2, 3.4, 3.5

UNIT OBJECTIVES (SWBATS):

- The arts of South, East, and Southeast Asia represent some of the world's oldest, most diverse, and most sophisticated visual traditions.
- Many of the world's great religious and philosophic traditions developed in South and East Asia. Extensive traditions of distinctive religious art forms developed in this region to support the beliefs and practices of these religions.
- South, East, and Southeast Asia developed many artistic and architectural traditions that are deeply rooted in Asian aesthetics and cultural practices.
- Asian art was and is global. The cultures of South, East, and Southeast Asia were interconnected through trade and politics and were also in contact with West Asia and Europe throughout history.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Viewing Slides
- Discussion/Critique
- Worksheets
- Writing Prompts

ANCHOR VOCABULARY:

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Unit Review Packets
- Teacher-made Quizzes/Test
- Oral Presentation Rubric
- Project Rubric

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

AP Exam

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Textbooks:

- Kleiner, Fred, *Gardner's Art Through the Ages: A Global History*. 14th ed. Cengage Learning, 2012.
- Stokstad, Marilyn, and Michael Cothren, *Art History*. Combined volume 4th ed. Pearson, 2011

Source of scholarly essays:

- The Metropolitan Museum of Art's *Heilbrunn Timeline of Art History*: <http://www.metmuseum.org/toah/>
- *Smarthistory*: Virtual tours of museums, architecture, and specific works of art.
- Podcasts of collections at museums, such as the Art Institute of Chicago.
- *ARTnews*: Online has sections about collectors, legal issues, and reviews of shows.

Websites:

- *New York Times*: Online — Arts section.
- www.collegeboard.comarthistory
- <https://www.khanacademy.org>
- www.guggenheim.org/new-york/collections/collection-online
- <http://www.metmuseum.org/collection/>

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: AP Art History	GRADE/S: 10,11,12
UNIT 6: Africa 1100-1980 C.E. (14 works)	TIMEFRAME: 6 days

AP Big Ideas and Essential Questions (The big ideas and essential questions in the *AP Art History Course and Exam Description* are used as a conceptual foundation for the course.):

- BI: 1.1, 1.2, 1.3, 1.4
- BI: 2.1, 2.3
- BI: 3.1, 3.2, 3.4

UNIT OBJECTIVES (SWBATS):

- Human life, which is understood to have begun in Africa, developed over millions of years and radiated beyond the continent of Africa. The earliest African art dates to 77,000 years ago. While interpretation of this art is conjectural at best, the clarity and strength of design and expression in the work is obvious.
- Human beliefs and interactions in Africa are instigated by the arts. African arts are active; they motivate behavior, contain and express belief, and validate social organization and human relations.
- Use and efficacy are central to the art of Africa. African arts, though often characterized, collected, and exhibited as figural sculptures and masks, are by nature meant to be performed rather than simply viewed. African arts are often described in terms of the contexts and functions with which they appear to be associated.
- Outsiders have often characterized, collected, and exhibited African arts as primitive, ethnographic, anonymous, and static, when in reality Africa's interaction with the rest of the world led to dynamic intellectual and artistic traditions that sustain hundreds of cultures and almost as many languages, contributing dramatically to the corpus of human expression. African life and arts have been deeply affected by ongoing, cosmopolitan patterns of interaction with populations around the world and through time.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Viewing Slides
- Discussion/Critique
- Worksheets
- Writing Prompts

ANCHOR VOCABULARY:

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Unit Review Packet
- Teacher-made Quizzes/Test
- Oral Presentation Rubric
- Project Rubric

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

AP Exam

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):****Textbooks:**

- Kleiner, Fred, *Gardner's Art Through the Ages: A Global History*. 14th ed. Cengage Learning, 2012.
- Stokstad, Marilyn, and Michael Cothren, *Art History*. Combined volume 4th ed. Pearson, 2011

Source of scholarly essays:

- The Metropolitan Museum of Art's *Heilbrunn Timeline of Art History*: <http://www.metmuseum.org/toah/>
- *SmartHistory*: Virtual tours of museums, architecture, and specific works of art.
- Podcasts of collections at museums, such as the Art Institute of Chicago.
- *ARTnews*: Online has sections about collectors, legal issues, and reviews of shows.

Websites:

- *New York Times*: Online — Arts section.
- www.collegeboard.comarthistory
- <https://www.khanacademy.org>
- www.guggenheim.org/new-york/collections/collection-online

<http://www.metmuseum.org/collection/>

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: AP Art History	GRADE/S: 10,11,12
UNIT 7: The Pacific 700-1980 C.E. (11 works)	TIMEFRAME: 6 days

AP Big Ideas and Essential Questions (The big ideas and essential questions in the *AP Art History Course and Exam Description* are used as a conceptual foundation for the course.):

- BI: 1.1, 1.2, 1.3
- BI: 2.1, 2.3, 2.4
- BI: 3.1, 3.4

UNIT OBJECTIVES (SWBATS):

- The arts of the Pacific vary by virtue of ecological situations, social structure, and impact of external influences, such as commerce, colonialism, and missionary activity.
- Created in a variety of media, Pacific arts are distinguished by the virtuosity with which materials are used and presented.
- The sea is ubiquitous as a theme of Pacific art and is a presence in the daily lives of a large portion of Oceania, as the sea both connects and separates the lands and peoples of the Pacific.
- The arts of the Pacific are expressions of beliefs, social relations, essential truths, and compendia of information held by designated members of society. Pacific arts are objects, acts, and events that are forces in social life.
- Pacific arts are performed (danced, sung, recited, and displayed) in an array of colors, scents, textures, and movements that enact narratives and proclaim primordial truths. Belief in the use of costumes, cosmetics, and constructions assembled to enact epics of human history and experience is central to creation of and participation in Pacific arts.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Viewing Slides
- Discussion/Critique
- Worksheets
- Writing Prompts

ANCHOR VOCABULARY:

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Unit Review Packet
- Teacher-made Quizzes/Test
- Oral Presentation Rubric
- Project Rubric

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

AP Exam

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Viewing Slides
- Discussion/Critique
- Worksheets
- Writing Prompts

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Textbooks:

- Kleiner, Fred, *Gardner's Art Through the Ages: A Global History*. 14th ed. Cengage Learning, 2012.
- Stokstad, Marilyn, and Michael Cothren, *Art History*. Combined volume 4th ed. Pearson, 2011

Source of scholarly essays:

- The Metropolitan Museum of Art's *Heilbrunn Timeline of Art History*: <http://www.metmuseum.org/toah/>
- *SmartHistory*: Virtual tours of museums, architecture, and specific works of art.
- Podcasts of collections at museums, such as the Art Institute of Chicago.
- *ARTnews*: Online has sections about collectors, legal issues, and reviews of shows.

Websites:

- *New York Times*: Online — Arts section.
- www.collegeboard.com/arthistory
- <https://www.khanacademy.org>
- www.guggenheim.org/new-york/collections/collection-online
- <http://www.metmuseum.org/collection/>

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: AP Art History	GRADE/S: 10,11,12
UNIT 8: Indigenous Americas 1000 B.C.E.-1980 C.E. (14 works)	TIMEFRAME: 8 days

AP Big Ideas and Essential Questions (The big ideas and essential questions in the *AP Art History Course and Exam Description* are used as a conceptual foundation for the course.):

- BI: 1.1, 1.2, 1.3
- BI: 2.1, 2.2, 2.3
- BI: 3.1, 3.2, 3.4, 3.5

UNIT OBJECTIVES (SWBATS):

- Art of the Indigenous Americas is among the world's oldest artistic traditions. While its roots lie in northern Asia, it developed independently between c. 10,000 B.C.E. and 1492 C.E., the beginning of the European invasions. Regions and cultures are referred to as the Indigenous Americas to signal the priority of First Nations cultural traditions over those of the colonizing and migrant peoples that have progressively taken over the American continents for the last 500 years.
- Ancient Mesoamerica encompassed what are now Mexico (from Mexico City southward), Guatemala, Belize, and western Honduras, from 15,000 B.C.E. to 1521 C.E., the Mexican (Aztec) downfall. General cultural similarities of ancient Mesoamerica include similar calendars; pyramidal stepped structures, sites and buildings oriented in relation to sacred mountains and celestial phenomena; and highly valued green materials, such as jadeite and quetzal feathers.
- The ancient Central Andes comprised present-day southern Ecuador, Peru, western Bolivia, and northern Chile. General cultural similarities across the Andes include an emphasis on surviving and interacting with the challenging environments, reciprocity and cyclicity (rather than individualism), and reverence for the animal and plant worlds as part of the practice of shamanistic religion.
- Despite underlying similarities, there are key differences between the art of Ancient America and Native North America with respect to its dating, environment, cultural continuity from antiquity to the present, and sources of information. Colonization by different European groups (Catholic and Protestant) undergirds distinct modern political situations for Amerindian survivors. Persecution, genocide, and marginalization have shaped current identity and artistic expression.
- Although disease and genocide practiced by the European invaders and colonists reduced their population by as much as 90 percent, Native Americans today maintain their cultural identity and uphold modern versions of ancient traditions in addition to creating new art forms as part of the globalized contemporary art world.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

ANCHOR VOCABULARY:

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Unit Review Packet
- Teacher-made Quizzes/Test
- Oral Presentation Rubric
- Project Rubric

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Textbooks:

- Kleiner, Fred, *Gardner's Art Through the Ages: A Global History*. 14th ed. Cengage Learning, 2012.
- Stokstad, Marilyn, and Michael Cothren, *Art History*. Combined volume 4th ed. Pearson, 2011

Source of scholarly essays:

- The Metropolitan Museum of Art's *Heilbrunn Timeline of Art History*: <http://www.metmuseum.org/toah/>
- *SmartHistory*: Virtual tours of museums, architecture, and specific works of art.
- Podcasts of collections at museums, such as the Art Institute of Chicago.
- *ARTnews*: Online has sections about collectors, legal issues, and reviews of shows.

Websites:

- *New York Times*: Online — Arts section.
- www.collegeboard.comarthistory
- <https://www.khanacademy.org>
- www.guggenheim.org/new-york/collections/collection-online
- <http://www.metmuseum.org/collection/>

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: AP Art History	GRADE/S: 10,11,12
UNIT 9: Early Europe and Colonial Americas 200-1750 C.E. (51 works)	TIMEFRAME: 30 days

AP Big Ideas and Essential Questions (The big ideas and essential questions in the *AP Art History Course and Exam Description* are used as a conceptual foundation for the course.):

- BI: 1.1, 1.2, 1.3, 1.4
- BI: 2.1, 2.2, 2.3
- BI: 3.1, 3.4, 3.5

UNIT OBJECTIVES (SWBATS):

- European medieval art is generally studied in chronological order and divided into geographical regions, governing cultures, and identifiable styles, with associated but distinctive artistic traditions.
- There is significant overlap in time, geography, practice, and heritage of art created within this time frame and region. Nationalist agendas and disciplinary divisions based on the predominant language (Greek, Latin, or Arabic) and religion (Judaism, Western or Eastern Orthodox Christianity, or Islam) have caused considerable fragmentation in the study of medieval art.
- Medieval art (European, c. 300-1400 C.E.; Islamic, c. 300-1600 C.E.) derived from the requirements of worship (Jewish, Christian, or Islamic), elite or court culture, and learning.
- Art from the Early Modern Atlantic World is typically studied in chronological order, by geographical region, according to style, and by medium. Thus, early modernity and the Atlantic arena are highlighted, framing the initiation of globalization and emergence of modern Europe, and recognizing the role of the Americas in these developments. More attention has been given in recent years to larger cultural interactions, exchanges, and appropriations.
- The arts of 15th-century Europe reflected an interest in classical models, enhanced naturalism, Christianity, pageantry, and increasingly formalized artistic training. In the 17th century, architectural design and figuration in painting and sculpture continued to be based on classical principles and formulas, but with a pronounced interest in compositional complexity, dynamic movement, and theatricality. There was an increasing emphasis on time, narrative, heightened naturalism, and psychological or emotional impact.
- The 16th-century Protestant Reformation and subsequent Catholic Counter-Reformation compelled a divergence between northern and South-western European art with respect to form, function, and content.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Viewing Slides
- Discussion/Critique
- Worksheets
- Writing Prompts

ANCHOR VOCABULARY:

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Unit Review Packet
- Teacher-made Quizzes/Test
- Oral Presentation Rubric
- Project Rubric
- Timeline

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

AP Exam

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Textbooks:

- Kleiner, Fred, *Gardner's Art Through the Ages: A Global History*. 14th ed. Cengage Learning, 2012.
- Stokstad, Marilyn, and Michael Cothren, *Art History*. Combined volume 4th ed. Pearson, 2011

Source of scholarly essays:

- The Metropolitan Museum of Art's *Heilbrunn Timeline of Art History*: <http://www.metmuseum.org/toah/>
- *SmartHistory*: Virtual tours of museums, architecture, and specific works of art.
- Podcasts of collections at museums, such as the Art Institute of Chicago.
- *ARTnews*: Online has sections about collectors, legal issues, and reviews of shows.

Websites:

- *New York Times*: Online — Arts section.
- www.collegeboard.com/arhistory
- <https://www.khanacademy.org>
- www.guggenheim.org/new-york/collections/collection-online
- <http://www.metmuseum.org/collection/>

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: AP Art History	GRADE/S: 10,11,12
UNIT 10: Ancient Mediterranean 3500 B.C.E.-300 C.E. (36 works)	TIMEFRAME: 21 days

AP Big Ideas and Essential Questions (The big ideas and essential questions in the *AP Art History Course and Exam Description* are used as a conceptual foundation for the course.):

- BI: 1.1, 1.2, 1.3, 1.4
- BI: 2.1, 2.2, 2.3
- BI: 3.1, 3.2, 3.5

UNIT OBJECTIVES (SWBATS):

- Artistic traditions of the ancient Near East and dynastic Egypt focus on representing royal figures and divinities and on the function of funerary and palatial complexes within their cultural contexts. Works of art illustrate the active exchange of ideas and reception of artistic styles among the Mediterranean cultures and the subsequent influence on the classical world.
- Religion plays a significant role in the art and architecture of the ancient Near East, with cosmology guiding representation of deities and kings, who themselves assume divine attributes.
- The art of dynastic Egypt embodies a sense of permanence. It was created for eternity in the service of a culture that focused on preserving a cycle of rebirth.
- The art of Ancient Greece and Rome is grounded in civic ideals and polytheism. Etruscan and Roman artists and architects accumulated and creatively adapted Greek objects and forms to create buildings and artworks that appealed to their tastes for eclecticism and historicism.
- Contextual information for ancient Greek and Roman art can be derived from contemporary literary, political, legal, and economic records, as well as from archaeological excavations conducted from the mid-18th century onward. Etruscan art, by contrast, is illuminated primarily by modern archaeological record and by descriptions of contemporary external observers.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Viewing Slides
Discussion/Critique
Worksheets
Writing Prompts

ANCHOR VOCABULARY:

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Unit Review Packets
- Teacher-made Quizzes/Test
- Oral Presentation Rubric
- Project Rubric
- Attribution Challenge

EVIDENCE OF MASTERY/Cut Score: AP Exam
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): Textbooks: • Kleiner, Fred, <i>Gardner's Art Through the Ages: A Global History</i>. 14th ed. Cengage Learning, 2012. • Stokstad, Marilyn, and Michael Cothren, <i>Art History</i>. Combined volume 4th ed. Pearson, 2011 Source of scholarly essays: • The Metropolitan Museum of Art's <i>Heilbrunn Timeline of Art History</i>: http://www.metmuseum.org/toah/ • <i>Smarthistory</i>: Virtual tours of museums, architecture, and specific works of art. • Podcasts of collections at museums, such as the Art Institute of Chicago. • <i>ARTnews</i>: Online has sections about collectors, legal issues, and reviews of shows. Websites: • <i>New York Times</i>: Online — Arts section. • www.collegeboard.comarthistory • https://www.khanacademy.org • www.guggenheim.org/new-york/collections/collection-online • http://www.metmuseum.org/collection/
RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: AP Art History	GRADE/S: 10,11,12
UNIT 11: Global Prehistory 30,000-500 B.C.E. (11 works)	TIMEFRAME: 6 days

AP Big Ideas and Essential Questions (The big ideas and essential questions in the *AP Art History Course and Exam Description* are used as a conceptual foundation for the course.):

- BI: 1.1, 1.2, 1.3, 1.4
- BI: 2.2, 2.2, 2.3
- BI: 3.1, 3.5

UNIT OBJECTIVES (SWBATS):

- Human expression existed across the globe before the written record. While prehistoric art of Europe has been the focus of many introductions to the history of art, very early art is found worldwide and shares certain features, particularly concern with the natural world and humans' place within it.
- First instances of important artistic media, approaches, and values occurred on different continents, with Africa and Asia preceding and influencing other areas as the human population spread.
- Over time, art historians' knowledge of global prehistoric art has developed through interdisciplinary collaboration with social and physical scientists.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Viewing Slides
- Discussion/Critique
- Worksheets
- Writing Prompts

ANCHOR VOCABULARY:

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Unit Review Packet
- Teacher-made Quizzes/Test
- Oral Presentation Rubric
- Project Rubric
- Attribution Challenge

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

AP Exam

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

Textbooks:

- Kleiner, Fred, *Gardner's Art Through the Ages: A Global History*. 14th ed. Cengage Learning, 2012.
- Stokstad, Marilyn, and Michael Cothren, *Art History*. Combined volume 4th ed. Pearson, 2011

Source of scholarly essays:

- The Metropolitan Museum of Art's *Heilbrunn Timeline of Art History*: <http://www.metmuseum.org/toah/>
- *SmartHistory*: Virtual tours of museums, architecture, and specific works of art.
- Podcasts of collections at museums, such as the Art Institute of Chicago.
- *ARTnews*: Online has sections about collectors, legal issues, and reviews of shows.

Websites:

- *New York Times*: Online — Arts section.
- www.collegeboard.com/arthistory
- <https://www.khanacademy.org>
- www.guggenheim.org/new-york/collections/collection-online
- <http://www.metmuseum.org/collection/>

RESOURCE SPECIFIC VOCABULARY:

