Advanced Placement Art History

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☑ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Advanced Placement Art History		
Course Title:	Advanced Placement Art History		
Prerequisite(s):	Teacher recommendation advised		
Course Description: *Program of Studies*	The AP Art History course welcomes students into the global art world as active participants, engaging with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. The study of art history invites students to discover the diversity in and connections among forms of artistic expression throughout history and from around the globe.		
Course Essential Questions:	• How does the study of art contribute to our greater understanding of cultural practices and belief systems? • How does art provide clues for understanding a culture and its history when we have nothing else to investigate? • In what ways does the study of global prehistoric art require the contributions of other disciplines? Why? • How do the materials and techniques of global prehistoric art shape and define those works? • What can the physical setting of a work of art tell us about what was important to the culture in which it was created? • How does purpose or function influence works of art and express cultural characteristics of societies?		

Course Enduring Understandings:	• Cultural practices, belief systems, and physical setting constitute an important part of art and art making and are often communicated in various stylistic conventions and forms. Such cultural considerations may affect artistic decisions that include, but are not limited to, siting, subject matter, and modes of display, and may help to shape the creation of art in a given setting or within a given culture. • A variety of factors leads to and motivates interaction between and among cultures, and this interaction may influence art and art making. Such cultural interaction may result from factors including, but not limited to, travel, trade, war, conquest, and/or colonization, and may include forms of artistic influence such as spolia, appropriation, and stylistic revivals, among other expressions of cultural exchange. • Art and art making take many different forms both within and across cultures, and the materials, processes, and techniques employed may also vary by location and culture, with wide-ranging influence on the art that is generated. • A variety of purposes may affect art and art making, and those purposes may include, but are not limited to, intended audience, patron, artistic intention, and/ or function. Differing situations and contexts may influence the artist, patron, or intended audience, with functions sometimes changing over time, and therefore affecting the role these different variables may play in art and art making. • The study of art history is shaped by different theories and interpretations of art and art making that change over time. These theories and interpretations may be generated both by visual analysis of works of art and by scholarship that may be affected by factors including, but not limited to, other disciplines, available technology, and the availability of evidence.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☑ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	*The History of Art: A Global View AP Edition,* Norton	
FPS Course Academic	☐ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE)	

Expectation(s):	☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)
Year at a Glance (Units):	**Unit 1:** Global Prehistory, 30,000–500 BCE (~1-2 weeks) **Unit 2:** Ancient Mediterranean, 3500 BCE–300 CE (~3-4 weeks) **Unit 3:** Early Europe and Colonial Americas, 200–1750 CE (~4-5weeks) **Unit 4:** Later Europe and Americas, 1750–1980 CE (~4-5 weeks) **Unit 5:** Indigenous Americas, 1000 BCE–1980 CE (~1-2 weeks) **Unit 6:** Africa, 1100–1980 CE (~1-2 weeks) **Unit 7:** West and Central Asia, 500 BCE–1980 CE (~1-2 weeks) **Unit 8:** South, East, and Southeast Asia, 300 BCE–1980 CE (~2-3 weeks) **Unit 9:** The Pacific, 700–1980 CE (~1-2 weeks) **Unit 10:** Global Contemporary, 1980 CE to Present (~2-3 weeks)

Unit Number and Title:	**Unit 1:** Global Prehistory, 30,000–500 BCE
Duration:	(~1-2 weeks)
Resource(s):	*The History of Art: A Global View AP Edition,* Norton
Unit Overview:	In this unit, students explore the earliest expressions of human creativity across the globe, focusing on art created from 30,000–500 BCE. Students examine a diverse array of prehistoric artworks, including cave paintings, sculptures, and monumental architecture, from Africa, Europe, Asia, and Oceania. Through formal analysis, contextual investigation, and comparison, students investigate how these objects and sites reflect the beliefs, environments, and innovations of early societies. The unit emphasizes critical thinking, use of art historical vocabulary, and the development of interpretive skills as students consider how prehistoric art shaped and was shaped by the beginnings of human culture.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Art History. Please see the AP Art History Course and Exam Description. All required components for the course are included in this document.
Essential Question(s):	● How does the study of art contribute to our greater understanding of cultural practices and belief systems? ● How does art provide clues for understanding a culture and its history when we have nothing else to investigate? ● In what ways does the study of global prehistoric art require the contributions of other disciplines? Why? ● How do the materials and techniques of global prehistoric art shape and define those works?
Enduring Understanding(s):	● Cultural practices, belief systems, and physical setting constitute an important part of art and art making and are often communicated in various stylistic conventions and forms. Such cultural

	considerations may affect artistic decisions that include, but are not limited to, siting, subject matter, and modes of display, and may help to shape the creation of art in a given setting or within a given culture. ● Art and art making takes many different forms both within and across cultures, and the materials, processes, and techniques employed may also vary by location and culture, with wide-ranging influence on the art that is generated. ● The study of art history is shaped by different theories and interpretations of art and art making that change over time. These theories and interpretations may be generated both by visual analysis of works of art and by scholarship that may be affected by factors, including, but not limited to, other disciplines, available technology, and the availability of evidence.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the defining characteristics and purposes of major prehistoric artworks, including the Apollo 11 Stones, Great Hall of the Bulls, and Camelid sacrum. ● the cultural and geographic contexts of prehistoric art across Africa, Europe, Asia, and Oceania. ● the materials and techniques used in the creation of prehistoric art objects. ● the significance of ritual, symbolic, and functional uses of prehistoric objects and sites. ● how to identify and describe the formal qualities (line, shape, color, texture) of major works from this period. ● the ways prehistoric art reflects early human life, beliefs, and social organization. ● the importance of archaeological discovery and interpretation in understanding prehistoric art. ● the similarities and differences between prehistoric art from different global regions. ● key vocabulary related to prehistoric art (e.g., megalith, petroglyph, anthropomorphic). ● how to connect specific works to broader themes of art history, such as innovation, communication, and spirituality. **Skills:** (Students will be able to…) ● analyze and describe the formal elements and design features of major prehistoric artworks (e.g., Apollo 11 Stones, Great Hall of the Bulls, Camelid sacrum). ● explain the cultural and historical contexts in which prehistoric art was produced across

	different world regions. ● compare and contrast prehistoric artworks from Africa, Europe, Asia, and Oceania, identifying similarities and differences in style, function, and meaning. ● interpret the possible purposes and meanings behind prehistoric objects and sites, using evidence from the works themselves and relevant scholarship. ● use appropriate art historical vocabulary (e.g., megalith, petroglyph, anthropomorphic) to discuss and write about prehistoric art. ● evaluate the impact of materials, techniques, and technology on the creation and preservation of prehistoric art. ● discuss the role of ritual, symbolism, and function in the interpretation of prehistoric art. ● connect specific examples of prehistoric art to broader themes in art history, such as innovation, communication, and spirituality. ● cite and synthesize archaeological and scholarly sources to support interpretations of prehistoric art. ● present informed arguments about the significance of prehistoric art in the development of human culture and artistic expression. ● explain how cultural practices, belief systems, and/or physical setting affect art and art making. ● explain how materials, processes, and techniques affect art and art making. ● explain how theories and interpretations of works of art are shaped by visual analysis as well as by other disciplines, technology, or the availability of evidence

Unit Number and Title:	**Unit 2:** Ancient Mediterranean, 3500 BCE–300 CE
Duration:	~3-4 weeks
Resource(s):	*The History of Art: A Global View AP Edition,* Norton
Unit Overview:	In this unit, students investigate the artistic achievements of ancient Mediterranean civilizations, including Mesopotamia, Egypt, Greece, Etruria, and Rome. Through the study of sculpture, painting, and monumental architecture, students explore how art reflected and shaped religious beliefs, political power, and social structures. The unit emphasizes close visual analysis, cultural context, and the development of specialized vocabulary as students trace the evolution of artistic conventions and innovations. By examining cross-cultural influences and the enduring legacy of ancient Mediterranean art, students gain insight into how these foundational societies contributed to the broader history of art and continue to inspire the modern world.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Art History. Please see the AP Art History Course and Exam Description. All required components for the course are included in this document.
Essential Question(s):	● What can the physical setting of a work of art tell us about what was important to the culture in which it was created? ● How does purpose or function influence works of art and express cultural characteristics of societies?
Enduring Understanding(s):	● Cultural practices, belief systems, and physical setting constitute an important part of art and art making and are often communicated in various stylistic conventions and forms. Such cultural considerations may affect artistic decisions that include, but are not limited to, siting, subject matter, and modes of display, and may help to shape the creation of art in a given setting or

	within a given culture. ● Art and art making take many different forms both within and across cultures, and the materials, processes, and techniques employed may also vary by location and culture with wide-ranging influence on the art that is generated. ● A variety of factors leads to and motivates interaction between and among cultures, and this interaction may influence art and art making. Such cultural interaction may result from factors including, but not limited to, travel, trade, war, conquest, and/or colonization, and may include forms of artistic influence such as spolia, appropriation, and stylistic revivals, among other expressions of cultural exchange. ● A variety of purposes may affect art and art making, and those purposes may include, but are not limited to, intended audience, patron, artistic intention, and/ or function. Differing situations and contexts may influence the artist, patron, or intended audience, with functions sometimes changing over time, and therefore affecting the role these different variables may play in art and art making. ● The study of art history is shaped by different theories and interpretations of art and art making that change over time. These theories and interpretations may be generated both by visual analysis of works of art and by scholarship that may be affected by factors including, but not limited to, other disciplines, available technology, and the availability of evidence.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the key characteristics and purposes of major artworks from ancient civilizations such as Mesopotamia, Egypt, Greece, Etruria, and Rome. ● the historical and cultural contexts that influenced art production in the ancient Mediterranean world. ● the significance of architectural innovations like ziggurats, pyramids, temples, and basilicas. ● the development of artistic conventions for representing the human figure, including idealization, naturalism, and contrapposto. ● the religious, political, and social functions of art and architecture in these societies. ● how materials and artistic techniques (e.g., fresco, mosaic, sculpture in the round) contributed to the form and meaning of ancient works.

	● important iconography and symbols used in ancient Mediterranean art. ● the influence of cross-cultural interactions on artistic styles and themes in the region. ● the vocabulary related to ancient Mediterranean art and architecture (e.g., cuneiform, hypostyle hall, kouros, fresco, amphora). ● the legacy of ancient Mediterranean art and architecture in later historical periods and its relevance today. **Skills:** (Students will be able to…) ● analyze and describe the formal qualities of major artworks from Mesopotamia, Egypt, Greece, Etruria, and Rome. ● explain the cultural, religious, and political contexts that shaped ancient Mediterranean art and architecture. ● compare and contrast artistic conventions for representing the human figure across different ancient Mediterranean cultures. ● interpret the functions and meanings of key works of art and architecture, using visual and contextual evidence. ● use appropriate art historical vocabulary (e.g., cuneiform, hypostyle hall, kouros, fresco, amphora) in oral and written analysis. ● evaluate the influence of cross-cultural interactions on the development of artistic styles and iconography in the region. ● identify and discuss the significance of major architectural innovations such as ziggurats, pyramids, temples, and basilicas. ● connect ancient Mediterranean artworks to broader art historical themes, such as power, religion, and innovation. ● cite and synthesize scholarly sources to support interpretations of ancient Mediterranean art. ● Formulate and present arguments about the legacy and continued influence of ancient Mediterranean art and architecture. ● explain how cultural practices, belief systems, and/or physical setting affect art and art making. ● explain how purpose, intended audience, or patron affect art and art making. ● explain how theories and interpretations of works of art are shaped by visual analysis as well as

	by other disciplines, technology, or the availability of evidence.

Unit Number and Title:	**Unit 3:** Early Europe and Colonial Americas, 200–1750 CE
Duration:	~4-5 weeks
Resource(s):	*The History of Art: A Global View AP Edition*, Norton
Unit Overview:	In this unit, students examine the rich artistic traditions of Early Europe and Colonial Americas from 200–1750 CE. Students explore how religious, political, and cultural forces shaped the creation of art and architecture, from the rise of Christianity and the construction of Gothic cathedrals to the flourishing of the Renaissance and Baroque periods, and the artistic exchanges between Europe and the Americas during colonization. Emphasis is placed on visual analysis, contextual understanding, and the use of art historical terminology. By studying a diverse range of media and styles, students gain insight into the innovations, cross-cultural interactions, and enduring legacies of this transformative era in art history.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Art History. Please see the AP Art History Course and Exam Description. All required components for the course are included in this document.
Essential Question(s):	● How do the cultural values and belief systems of Early European and Colonial American art relate to the purpose and function of the art and art making? ● How are the cultural interactions that developed throughout this period demonstrated in the works of art? ● What do the purpose, patron, and intended audience for Early European and Colonial American art communicate about the context in which it was created?
Enduring Understanding(s):	● Cultural practices, belief systems, and physical setting constitute an important part of art and art making and are often communicated in various stylistic conventions and forms. Such cultural

	considerations may affect artistic decisions that include, but are not limited to, siting, subject matter, and modes of display, and may help to shape the creation of art in a given setting or within a given culture. ● A variety of factors leads to and motivates interaction between and among cultures, and this interaction may influence art and art making. Such cultural interaction may result from factors including, but not limited to, travel, trade, war, conquest, and/or colonization, and may include forms of artistic influence such as spolia, appropriation, and stylistic revivals, among other expressions of cultural exchange. ● Art and art making take many different forms both within and across cultures, and the materials, processes, and techniques employed may also vary by location and culture with wide-ranging influence on the art that is generated. ● A variety of purposes may affect art and art making, and those purposes may include, but are not limited to, intended audience, patron, artistic intention, and/ or function. Differing situations and contexts may influence the artist, patron, or intended audience, with functions sometimes changing over time, and therefore affecting the role these different variables may play in art and art making. ● The study of art history is shaped by different theories and interpretations of art and art making that change over time. These theories and interpretations may be generated both by visual analysis of works of art and by scholarship that may be affected by factors including, but not limited to, other disciplines, available technology, and the availability of evidence.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● major artworks and architectural monuments from early Christian, Byzantine, Medieval, Romanesque, Gothic, Renaissance, Baroque, and Colonial American periods. ● the historical, religious, and social contexts that shaped the production and meaning of art in Europe and the Americas from 200–1750 CE. ● the development and significance of key artistic techniques such as fresco, tempera, oil painting, tapestry, and printmaking. ● the evolution of architectural styles, including basilicas, cathedrals, and palaces. ● the iconography and symbolism commonly used in religious and secular art of this period.

	● how patronage, politics, and the spread of Christianity influenced art production and themes. ● the interactions between European and Indigenous American cultures as seen in colonial artworks. ● the vocabulary relevant to the art and architecture of this era (e.g., illuminated manuscript, altarpiece, polyptych, chiaroscuro, tenebrism). ● the role of innovation and tradition in the progression of artistic styles. ● the impact and legacy of early European and Colonial American art on later periods. **Skills:** (Students will be able to…) ● analyze and describe the formal qualities and techniques of key artworks and structures from Early Europe and Colonial Americas. ● explain how historical, religious, and social contexts influenced the creation and interpretation of art in this period. ● compare and contrast artistic styles, themes, and purposes across different regions and time periods within the unit. ● interpret iconography and symbolism in religious and secular works using visual and contextual evidence. ● use art historical vocabulary (e.g., illuminated manuscript, altarpiece, chiaroscuro, tenebrism) accurately in discussion and writing. ● evaluate the significance of patronage, power, and cross-cultural interactions in the development of art. ● identify and discuss key innovations in artistic media, techniques, and architectural forms. ● connect artworks to broader themes in art history, such as innovation, spirituality, and identity. ● synthesize scholarly sources to support interpretations and arguments about works of art. ● present informed arguments about the lasting influence of Early European and Colonial American art.

Unit Number and Title:	**Unit 4:** Later Europe and Americas, 1750–1980 CE
Duration:	~4-5 weeks
Resource(s):	*The History of Art: A Global View AP Edition,* Norton
Unit Overview:	In this unit, students explore the dynamic developments of art in Europe and the Americas from 1750–1980 CE. Through the study of major movements and influential artists, students investigate how rapid social, political, and technological changes gave rise to new forms of artistic expression. The unit emphasizes analysis of innovative techniques, shifting subject matter, and the emergence of new media. Students examine the intersections of art with issues of identity, power, and modernity, while considering the lasting impact of modern art on contemporary practices. By engaging with a diverse range of styles and contexts, students develop a deep understanding of the transformative nature of art in the modern world.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Art History. Please see the AP Art History Course and Exam Description. All required components for the course are included in this document.
Essential Question(s):	● How did cultural interactions influence and shape the creation of art and artistic traditions in Later Europe and the Americas? ● How is art and art making in this period shaped by advances in technology, increased availability of materials, and wider dissemination of techniques?
Enduring Understanding(s):	● Cultural practices, belief systems, and physical setting constitute an important part of art and art making and are often communicated in various stylistic conventions and forms. Such cultural considerations may affect artistic decisions that include, but are not limited to, siting, subject matter, and modes of display, and may help to shape the creation of art in a given setting or

	within a given culture. ● A variety of factors leads to and motivates interaction between and among cultures, and this interaction may influence art and art making. Such cultural interaction may result from factors including, but not limited to, travel, trade, war, conquest, and/or colonization, and may include forms of artistic influence such as spolia, appropriation, and stylistic revivals, among other expressions of cultural exchange. ● A variety of purposes may affect art and art making, and those purposes may include, but are not limited to, intended audience, patron, artistic intention, and/ or function. Differing situations and contexts may influence the artist, patron, or intended audience, with functions sometimes changing over time, and therefore affecting the role these different variables may play in art and art making. ● Art and art making take many different forms both within and across cultures, and the materials, processes, and techniques employed may also vary by location and culture with wide-ranging influence on the art that is generated. ● The study of art history is shaped by different theories and interpretations of art and art making that change over time. These theories and interpretations may be generated both by visual analysis of works of art and by scholarship that may be affected by factors including, but not limited to, other disciplines, available technology, and the availability of evidence.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● major artistic movements from 1750–1980, including Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, Cubism, Surrealism, Abstract Expressionism, Pop Art, and others. ● significant works and artists from Europe and the Americas, such as Jacques-Louis David, Francisco Goya, Claude Monet, Pablo Picasso, Frida Kahlo, and Andy Warhol. ● the historical, political, and social events that shaped the production and interpretation of art during this period (e.g., revolutions, industrialization, world wars). ● innovations in artistic techniques and media, including photography, collage, printmaking, and new approaches to painting and sculpture. ● the changing roles of artists, patrons, and audiences in the modern era.

	● the evolution of subject matter, including the rise of individualism, social critique, abstraction, and the use of everyday imagery. ● the impact of scientific and technological advances on art production and style. ● the vocabulary relevant to modern and contemporary art (e.g., avant-garde, plein air, automatism, readymade). ● the influence of cross-cultural exchanges on artistic development in Europe and the Americas. ● the legacy of modern art on contemporary artistic practices. **Skills:** (Students will be able to…) ● analyze and describe formal qualities and techniques of major works from Later Europe and the Americas. ● explain how historical, social, and technological contexts influenced the development of artistic movements and styles. ● compare and contrast key movements, artists, and works across regions and time periods. ● interpret the meanings and purposes of artworks using visual and contextual evidence. ● use art historical vocabulary (e.g., avant-garde, plein air, readymade) accurately in discussion and writing. ● evaluate the significance of innovation, abstraction, and new media in shaping modern art. ● discuss the changing roles of artists, audiences, and institutions in the art world. ● connect specific works to broader themes such as identity, modernity, and social change. ● synthesize scholarly sources to support interpretations and arguments about modern and contemporary art. ● present informed arguments about the impact and legacy of modern art in global contexts.

Unit Number and Title:	**Unit 5:** Indigenous Americas, 1000 BCE–1980 CE
Duration:	~1-2 weeks
Resource(s):	*The History of Art: A Global View AP Edition,* Norton
Unit Overview:	In this unit, students explore the rich artistic traditions of the Indigenous cultures of the Americas from 1000 BCE to 1980 CE. Through the study of monumental architecture, sculpture, painting, textiles, and objects of daily and ceremonial use, students examine how Indigenous American art reflects complex societies, spiritual beliefs, and relationships with the environment. The unit emphasizes close analysis, cultural context, and the impact of historical change, including European contact and colonization. By considering both diversity and continuity across time and region, students gain a deeper understanding of the enduring significance of Indigenous American art in shaping cultural identity and heritage.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Art History. Please see the AP Art History Course and Exam Description. All required components for the course are included in this document.
Essential Question(s):	● What similarities and differences appear in the art of the Indigenous Americas? ● How do the similarities and differences apparent in the art of the Indigenous Americas help us understand how diverse these cultures were from one another? ● What do the intended purposes or audiences for the art of the Indigenous Americas demonstrate about the cultures that created it?
Enduring Understanding(s):	● Cultural practices, belief systems, and physical settings constitute an important part of art and art making and are often communicated in various stylistic conventions and forms. Such cultural considerations may affect artistic decisions that include, but are not limited to, siting, subject matter, and modes of display, and may help to shape the creation of art in a given setting

	or within a given culture. ● A variety of factors leads to and motivates interaction between and among cultures, and this interaction may influence art and art making. Such cultural interaction may result from factors including, but not limited to, travel, trade, war, conquest, and/or colonization, and may include forms of artistic influence such as spolia, appropriation, and stylistic revivals, among other expressions of cultural exchange. ● Art and art making take many different forms both within and across cultures, and the materials, processes, and techniques employed may also vary by location and culture with wide-ranging influence on the art that is generated. ● A variety of purposes may affect art and art making, and those purposes may include, but are not limited to, intended audience, patron, artistic intention, and/ or function. Differing situations and contexts may influence the artist, patron, or intended audience, with functions sometimes changing over time, and therefore affecting the role these different variables may play in art and art making. ● The study of art history is shaped by different theories and interpretations of art and art making that change over time. These theories and interpretations may be generated both by visual analysis of works of art and by scholarship that may be affected by factors including, but not limited to, other disciplines, available technology, and the availability of evidence.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● major artworks, monuments, and sites from Indigenous cultures of North, Central, and South America, such as the Olmec, Maya, Aztec, Inka, and Native North American groups. ● the cultural, religious, and social contexts that shaped Indigenous American art and architecture. ● the materials, techniques, and processes used in Indigenous American art, including stonework, metalwork, textiles, ceramics, and featherwork. ● the purposes and meanings of religious, ceremonial, and utilitarian objects. ● key iconography, symbolism, and motifs found in Indigenous American art. ● the impact of geography, environment, and resources on artistic production and architectural design. ● the effects of European contact and colonization on Indigenous American artistic traditions.

	● important vocabulary related to Indigenous American art (e.g., codex, quipu, kiva, tlaloc vessel). ● the diversity and commonalities among art forms across regions and cultures. ● the legacy and ongoing significance of Indigenous American art in contemporary contexts. **Skills:** (Students will be able to…) ● analyze and describe the formal qualities, materials, and techniques of major works from the Indigenous Americas. ● explain how cultural, religious, and environmental contexts influenced the creation and function of Indigenous American art and architecture. ● compare and contrast artworks and monuments from different Indigenous cultures and regions. ● interpret iconography and symbolism in Indigenous American objects and sites using visual and contextual evidence. ● use appropriate art historical vocabulary (e.g., codex, quipu, kiva) in discussions and writing. ● evaluate the effects of colonization and cultural exchange on Indigenous artistic traditions. ● identify and discuss the significance of major materials and processes used in Indigenous American art. ● connect specific works to broader themes such as spirituality, power, identity, and continuity. ● synthesize scholarly sources to support interpretations and arguments about Indigenous American art. ● present informed arguments about the importance and influence of Indigenous American art, past and present.

Unit Number and Title:	**Unit 6**: Africa, 1100–1980 CE
Duration:	~1-2 weeks
Resource(s):	*The History of Art: A Global View AP Edition,* Norton
Unit Overview:	In this unit, students examine the dynamic artistic traditions of Sub-Saharan Africa from 1100 to 1980 CE. Through the study of sculpture, masks, textiles, architecture, and ceremonial objects, students explore how African art reflects complex social organizations, spiritual beliefs, and historical change. Emphasis is placed on the interpretation of symbolism, the role of art in rituals and leadership, and the influence of trade and cultural exchange. By analyzing both the diversity and unity of African art, students gain insight into its enduring significance and influence on global artistic traditions.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Art History. Please see the AP Art History Course and Exam Description. All required components for the course are included in this document.
Essential Question(s):	● What do the various theories and interpretations of the art of Africa tell us about the different cultures? ● How do the purposes and functions of African art compare to the art of other cultures in other time periods and locations? What is the significance of these similarities and differences?
Enduring Understanding(s):	● Art and art making take many different forms both within and across cultures, and the materials, processes, and techniques employed may also vary by location and culture with wide-ranging influence on the art that is generated. ● Cultural practices, belief systems, and physical setting constitute an important part of art and art making and are often communicated in various stylistic conventions and forms. Such cultural considerations may affect artistic decisions that include, but are not limited to, siting, subject

	matter, and modes of display, and may help to shape the creation of art in a given setting or within a given culture. ● A variety of factors leads to and motivates interaction between and among cultures, and this interaction may influence art and art making. Such cultural interaction may result from factors including, but not limited to, travel, trade, war, conquest, and/or colonization, and may include forms of artistic influence such as spolia, appropriation, and stylistic revivals, among other expressions of cultural exchange. ● A variety of purposes may affect art and art making, and those purposes may include, but are not limited to, intended audience, patron, artistic intention, and/ or function. Differing situations and contexts may influence the artist, patron, or intended audience, with functions sometimes changing over time, and therefore affecting the role these different variables may play in art and art making. ● The study of art history is shaped by different theories and interpretations of art and art making that change over time. These theories and interpretations may be generated both by visual analysis of works of art and by scholarship that may be affected by factors including, but not limited to, other disciplines, available technology, and the availability of evidence.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● major artworks, monuments, and sites from Sub-Saharan African cultures, such as the Great Zimbabwe, Yoruba, Benin, Kuba, Ashanti, and others. ● the social, religious, and political contexts that shaped African art and architecture. ● the materials, techniques, and processes used in African art, including woodcarving, metalwork, beadwork, textiles, and ceramics. ● the purposes and meanings of masks, reliquaries, sculptures, textiles, and architectural forms in African societies. ● the key iconography, symbolism, and motifs found in African art. ● the role of art in rituals, ceremonies, leadership, and social cohesion. ● the impact of trade, migration, and cross-cultural contact on African artistic traditions. ● important vocabulary related to African art (e.g., nkisi, oba, mblo, scarification). ● the diversity and commonalities among art forms across different African regions and cultures.

	● the legacy and ongoing significance of African art in both local and global contexts. **Skills:** (Students will be able to…) ● analyze and describe the formal qualities, materials, and techniques of significant works from Sub-Saharan Africa. ● explain how social, religious, and political contexts influenced the creation, function, and meaning of African art and architecture. ● compare and contrast artworks, styles, and materials across different African cultures and time periods. ● interpret iconography and symbolism in African objects and sites using visual and contextual evidence. ● use relevant art historical vocabulary (e.g., nkisi, oba, mblo) accurately in discussion and writing. ● evaluate the effects of trade, migration, and outside contact on the development of African art. ● identify and discuss the significance of major materials and processes used in African art. ● connect specific works to broader themes such as power, spirituality, identity, and continuity. ● synthesize scholarly sources to support interpretations and arguments about African art. ● present informed arguments about the importance and influence of African art in historical and contemporary contexts.

Unit Number and Title:	**Unit 7:** West and Central Asia, 500 BCE–1980 CE
Duration:	~1-2 weeks
Resource(s):	*The History of Art: A Global View AP Edition,* Norton
Unit Overview:	In this unit, students explore the rich artistic traditions of West and Central Asia from 500 BCE to 1980 CE. Through the study of architecture, decorative arts, manuscripts, and textiles, students examine how religion, politics, and cultural exchange shaped the art of the region. Emphasis is placed on understanding the diversity of styles, the significance of Islamic art and architecture, and the role of cross-cultural influences through trade and conquest. By analyzing key works and their contexts, students gain insight into the enduring impact and global relevance of West and Central Asian art.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Art History. Please see the AP Art History Course and Exam Description. All required components for the course are included in this document.
Essential Question(s):	● How have the cultural interchanges between West and Central Asia and the rest of the world had an influence on the development of art and artistic traditions? ● How have the materials, processes, and techniques employed in art making in West and Central Asia influenced art within and across cultures?
Enduring Understanding(s):	● Art and art making take many different forms both within and across cultures, and the materials, processes, and techniques employed may also vary by location and culture with wide-ranging influence on the art that is generated. ● Cultural practices, belief systems, and physical setting constitute an important part of art and art making and are often communicated in various stylistic conventions and forms. Such cultural considerations may affect artistic decisions that include, but are not limited to, siting, subject

	matter, and modes of display, and may help to shape the creation of art in a given setting or within a given culture. ● A variety of purposes may affect art and art making, and those purposes may include, but are not limited to, intended audience, patron, artistic intention, and/ or function. Differing situations and contexts may influence the artist, patron, or intended audience, with functions sometimes changing over time, and therefore affecting the role these different variables may play in art and art making. ● A variety of factors leads to and motivates interaction between and among cultures, and this interaction may influence art and art making. Such cultural interaction may result from factors including, but not limited to, travel, trade, war, conquest, and/or colonization, and may include forms of artistic influence such as spolia, appropriation, and stylistic revivals, among other expressions of cultural exchange. ● The study of art history is shaped by different theories and interpretations of art and art making that change over time. These theories and interpretations may be generated both by visual analysis of works of art and by scholarship that may be affected by factors including, but not limited to, other disciplines, available technology, and the availability of evidence.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● major artworks, monuments, and sites from West and Central Asia, including Persian, Islamic, and Central Asian cultures. ● the religious, cultural, and political contexts that shaped art and architecture in this region. ● the materials, techniques, and processes used in West and Central Asian art, such as tilework, calligraphy, metalwork, and textiles. ● the purposes and meanings of religious, secular, and ceremonial objects and structures. ● key iconography, motifs, and symbolism common in Islamic and Central Asian art. ● the influence of trade, migration, and conquest on artistic styles and traditions. ● important vocabulary related to West and Central Asian art (e.g., mosque, mihrab, minaret, arabesque, iwan). ● the diversity and shared characteristics among art forms across different periods and cultures in this region.

	• the ongoing significance and legacy of West and Central Asian art in local and global contexts. **Skills:** (Students will be able to…) • analyze and describe the formal qualities, materials, and techniques of major works from West and Central Asia. • explain how religious, political, and cultural contexts influenced art and architecture in this region. • compare and contrast artworks and monuments from different cultures and periods within West and Central Asia. • interpret iconography and symbolism in Islamic and Central Asian art using visual and contextual evidence. • use relevant art historical vocabulary (e.g., mosque, mihrab, arabesque) accurately in discussion and writing. • evaluate the effects of trade, migration, and conquest on the development of art in the region. • identify and discuss the significance of major artistic processes and architectural forms. • connect specific works to broader art historical themes, such as religion, power, and cross-cultural exchange. • synthesize scholarly sources to support interpretations and arguments about West and Central Asian art. • present informed arguments about the importance and influence of West and Central Asian art in history and today.

Unit Number and Title:	**Unit 8:** South, East, and Southeast Asia, 300 BCE–1980 CE
Duration:	~2-3 weeks
Resource(s):	*The History of Art: A Global View AP Edition*, Norton
Unit Overview:	In this unit, students investigate the diverse artistic traditions of South, East, and Southeast Asia from 300 BCE to 1980 CE. Through the study of sculpture, painting, architecture, and decorative arts, students explore how religious beliefs, philosophical ideas, political power, and cultural exchange shaped the art of Asia. The unit emphasizes formal analysis, contextual understanding, and the use of specialized vocabulary. By examining a wide range of works and traditions, students gain insight into the enduring legacy and global impact of Asian art.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Art History. Please see the AP Art History Course and Exam Description. All required components for the course are included in this document.
Essential Question(s):	● How do style and form convey the belief systems and cultural practices of South, East, and Southeast Asian art? ● How do the artistic traditions in these regions contribute to our knowledge of each of these cultures? ● How is the global nature of art in this region a result of cultural interactions, and how is this demonstrated through the artistic traditions of Asian art?
Enduring Understanding(s):	● Art and art making take many different forms both within and across cultures, and the materials, processes, and techniques employed may also vary by location and culture with wide-ranging influence on the art that is generated. ● Cultural practices, belief systems, and physical setting constitute an important part of art and art

	making and are often communicated in various stylistic conventions and forms. Such cultural considerations may affect artistic decisions that include, but are not limited to, siting, subject matter, and modes of display, and may help to shape the creation of art in a given setting or within a given culture. ● A variety of purposes may affect art and art making, and those purposes may include, but are not limited to, intended audience, patron, artistic intention, and/ or function. Differing situations and contexts may influence the artist, patron, or intended audience, with functions sometimes changing over time, and therefore affecting the role these different variables may play in art and art making. ● A variety of factors leads to and motivates interaction between and among cultures, and this interaction may influence art and art making. Such cultural interaction may result from factors including, but not limited to, travel, trade, war, conquest, and/or colonization, and may include forms of artistic influence such as spolia, appropriation, and stylistic revivals, among other expressions of cultural exchange. ● The study of art history is shaped by different theories and interpretations of art and art making that change over time. These theories and interpretations may be generated both by visual analysis of works of art and by scholarship that may be affected by factors including, but not limited to, other disciplines, available technology, and the availability of evidence.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● major artworks, monuments, and sites from South, East, and Southeast Asia, including Hindu, Buddhist, Daoist, Shinto, and other cultural traditions. ● the religious, philosophical, and political contexts that influenced art and architecture in these regions. ● the materials, techniques, and processes used in Asian art, such as stone carving, bronze casting, lacquer, ink painting, and woodblock printing. ● the purposes and meanings of religious, courtly, and everyday objects and structures. ● key iconography, motifs, and symbolism common in Hindu, Buddhist, Daoist, and Shinto art. ● the impact of dynastic change, trade, migration, and cultural exchange on artistic styles and traditions.

	● important vocabulary related to Asian art (e.g., stupa, pagoda, mandala, bodhisattva, ukiyo-e). ● the diversity and shared characteristics among art forms across different regions and periods in Asia. ● the ongoing legacy and significance of Asian art in both regional and global contexts. **Skills:** (Students will be able to…) ● analyze and describe the formal qualities, materials, and techniques of significant works from South, East, and Southeast Asia. ● explain how religious, philosophical, and political contexts influenced the production and interpretation of art in these regions. ● compare and contrast artworks and monuments from different Asian cultures and time periods. ● interpret iconography and symbolism in Asian art using visual and contextual evidence. ● use relevant art historical vocabulary (e.g., stupa, mandala, ukiyo-e) accurately in discussion and writing. ● evaluate the effects of trade, migration, and dynastic change on the development of artistic styles. ● identify and discuss the significance of major materials, techniques, and architectural forms. ● connect specific works to broader art historical themes, such as spirituality, power, and cultural exchange. ● synthesize scholarly sources to support interpretations and arguments about Asian art. ● present informed arguments about the influence and importance of Asian art in local and global histories.

Unit Number and Title:	**Unit 9:** The Pacific, 700–1980 CE
Duration:	~1-2 weeks
Resource(s):	*The History of Art: A Global View AP Edition,* Norton
Unit Overview:	In this unit, students explore the vibrant and diverse artistic traditions of the Pacific Islands from 700 to 1980 CE. Through the study of sculpture, architecture, textiles, and ceremonial objects, students examine how Pacific art reflects complex belief systems, social structures, and connections to the environment. The unit highlights the significance of migration, cultural exchange, and colonial contact in shaping artistic practices. By analyzing a wide range of works, students gain a deeper appreciation for the diversity, resilience, and ongoing influence of Pacific art in the region and the world.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Art History. Please see the AP Art History Course and Exam Description. All required components for the course are included in this document.
Essential Question(s):	● How do the materials, processes, and techniques demonstrate the unique aspects and situations of the cultures of the Pacific? ● How does the purpose, function, or intended audience both define and often constitute an active part of the arts of the Pacific?
Enduring Understanding(s):	● Art and art making take many different forms both within and across cultures, and the materials, processes, and techniques employed may also vary by location and culture with wide-ranging influence on the art that is generated. ● Cultural practices, belief systems, and physical setting constitute an important part of art and art making and are often communicated in various stylistic conventions and forms. Such cultural considerations may affect artistic decisions that include, but are not limited to, siting, subject

	matter, and modes of display, and may help to shape the creation of art in a given setting or within a given culture. ● A variety of purposes may affect art and art making, and those purposes may include, but are not limited to, intended audience, patron, artistic intention, and/ or function. Differing situations and contexts may influence the artist, patron, or intended audience, with functions sometimes changing over time, and therefore affecting the role these different variables may play in art and art making. ● A variety of factors leads to and motivates interaction between and among cultures, and this interaction may influence art and art making. Such cultural interaction may result from factors including, but not limited to, travel, trade, war, conquest, and/or colonization, and may include forms of artistic influence such as spolia, appropriation, and stylistic revivals, among other expressions of cultural exchange. ● The study of art history is shaped by different theories and interpretations of art and art making that change over time. These theories and interpretations may be generated both by visual analysis of works of art and by scholarship that may be affected by factors including, but not limited to, other disciplines, available technology, and the availability of evidence.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● major artworks, monuments, and sites from Pacific cultures, including Polynesian, Micronesian, and Melanesian traditions. ● the cultural, religious, and social contexts that shaped art and architecture in the Pacific region. ● the materials, techniques, and processes used in Pacific art, such as woodcarving, barkcloth (tapa) making, weaving, and stonework. ● the purposes and meanings of ceremonial, utilitarian, and symbolic objects and structures. ● key iconography, motifs, and symbolism common in Pacific art. ● the impact of environment, migration, and cultural exchange on the development of Pacific artistic traditions. ● important vocabulary related to Pacific art (e.g., tapa, malagan, moai, mana). ● the diversity and shared characteristics among art forms across the Pacific Islands. ● the effects of colonial contact and cultural change on Pacific art.

	● the legacy and ongoing significance of Pacific art in both local and global contexts. **Skills:** (Students will be able to…) ● analyze and describe the formal qualities, materials, and techniques of major works from the Pacific region. ● explain how cultural, religious, and social contexts influenced the creation and function of Pacific art and architecture. ● compare and contrast artworks and monuments from different Pacific cultures and islands. ● interpret iconography and symbolism in Pacific art using visual and contextual evidence. ● use appropriate art historical vocabulary (e.g., tapa, malagan, moai, mana) in discussion and writing. ● evaluate the effects of environment, migration, and outside contact on Pacific artistic traditions. ● identify and discuss the significance of major materials, techniques, and processes used in Pacific art. ● connect specific works to broader art historical themes such as identity, spirituality, and cultural continuity. ● synthesize scholarly sources to support interpretations and arguments about Pacific art. ● present informed arguments about the importance and influence of Pacific art in historical and contemporary contexts.

Unit Number and Title:	**Unit 10:** Global Contemporary, 1980 CE to Present
Duration:	~2-3 weeks
Resource(s):	*The History of Art: A Global View AP Edition,* Norton
Unit Overview:	In this unit, students examine the dynamic and diverse world of global contemporary art from 1980 to the present. Through studying a wide range of media, styles, and themes, students explore how artists respond to issues of identity, globalization, politics, technology, and the environment. The unit emphasizes the breaking of traditional boundaries, the use of new technologies, and the impact of cross-cultural exchange. By analyzing key works and their contexts, students develop the skills to interpret, discuss, and evaluate the significance of contemporary art in shaping modern global society.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement Art History. Please see the AP Art History Course and Exam Description. All required components for the course are included in this document.
Essential Question(s):	● How has globalization influenced art and art making from 1980 – the present, and how has art and art making in turn influenced global culture? ● How does a global culture contribute to theories and interpretations of contemporary art and art making? ● How have art making and artistic traditions both changed and retained continuities despite the modern materials, processes, and techniques employed by artists?
Enduring Understanding(s):	● Art and art making take many different forms both within and across cultures, and the materials, processes, and techniques employed may also vary by location and culture with wide-ranging influence on the art that is generated. ● Cultural practices, belief systems, and physical setting constitute an important part of art and art

	making and are often communicated in various stylistic conventions and forms. Such cultural considerations may affect artistic decisions that include, but are not limited to, siting, subject matter, and modes of display, and may help to shape the creation of art in a given setting or within a given culture. ● A variety of purposes may affect art and art making, and those purposes may include, but are not limited to, intended audience, patron, artistic intention, and/ or function. Differing situations and contexts may influence the artist, patron, or intended audience, with functions sometimes changing over time, and therefore affecting the role these different variables may play in art and art making. ● A variety of factors leads to and motivates interaction between and among cultures, and this interaction may influence art and art making. Such cultural interaction may result from factors including, but not limited to, travel, trade, war, conquest, and/or colonization, and may include forms of artistic influence such as spolia, appropriation, and stylistic revivals, among other expressions of cultural exchange. ● The study of art history is shaped by different theories and interpretations of art and art making that change over time. These theories and interpretations may be generated both by visual analysis of works of art and by scholarship that may be affected by factors including, but not limited to, other disciplines, available technology, and the availability of evidence.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● major artworks, artists, and movements in global contemporary art from 1980 to the present. ● the diverse cultural, political, and social contexts that influence contemporary art worldwide. ● the materials, techniques, and media used in contemporary art, including installation, performance, digital media, and mixed media. ● the purposes and meanings behind contemporary artworks, including themes of identity, globalization, technology, and social critique. ● key iconography, motifs, and symbolism found in global contemporary art. ● the influence of cross-cultural exchange, migration, and global issues on artistic production. ● important vocabulary related to contemporary art (e.g., installation, appropriation, site-specific, postmodernism).

	● the impact of new technologies and media on art-making and the art world. ● the ways contemporary artists challenge traditional boundaries of art, audience, and space. ● the legacy and ongoing significance of contemporary art in shaping cultural conversations. **Skills:** (Students will be able to…) ● analyze and describe the formal qualities, materials, and techniques of major works in global contemporary art. ● explain how cultural, political, social, and technological contexts shape the creation and meaning of contemporary art. ● compare and contrast contemporary artworks and movements from different regions and cultures. ● interpret the meanings and symbolism of contemporary art using visual and contextual evidence. ● use appropriate art historical vocabulary (e.g., installation, appropriation, site-specific) in discussion and writing. ● evaluate the effects of globalization, technology, and cross-cultural exchange on artistic practices. ● identify and discuss the significance of major new media and processes in contemporary art. ● connect specific works to broader themes such as identity, power, environment, and activism. ● synthesize scholarly sources to support interpretations and arguments about global contemporary art. ● present informed arguments about the importance and influence of contemporary art in today's world.