

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
HILLSBOROUGH, NJ 08844

 NEW X REVISED CURRICULUM

DATE: JULY 2013

CONTENT AREA: VISUAL ARTS – HHS – ADVANCED PLACEMENT ART HISTORY

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Patricia Morchel

WHY WAS THIS CURRICULUM REVISION COMPLETED?

Revise and update to 2009 NJ Core Curriculum Content Standards

HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?

 As scheduled on the five-year curriculum revision cycle

 X Other

WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?

 X Yes

 No (please explain) _____

OTHER COMMENTS: _____

APPROVAL DATES:

Ms. 11/14/13 Approved by Assistant Superintendent

 Approved by Curriculum Committee Chairperson

11/14/13 TL [↑] Approved by Board of Education

Board of Educ. Approved
11/18/13

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

**HILLSBOROUGH HIGH SCHOOL
VISUAL ARTS CURRICULUM**

**ADVANCED PLACEMENT ART HISTORY
GRADE 10-12**

JULY 2013

Advanced Placement Art History

Course Overview

Advanced Placement Art History provides students with a visual arts experience that will take place in one fifty minute class period every school day for an entire school year. It is open to students in grades 10-12 and offers students the opportunity to pursue college level work in art history while still in high school. While this course does not assume prior training, it does require a high degree of commitment and is intended for the highly motivated student interested in the serious study of art. Many colleges and universities offer advanced placement and/or credit to students who perform successfully on the AP Art History Exam.

In Advanced Placement Art History, students will examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. Students will learn to interpret and analyze works of art within their historical context, and articulate what they see or experience in meaningful ways by learning to frame an understanding that relates how and why works of art communicate visual meaning. The Advanced Placement Art History course content and AP Examination reflect the following distributions: 40-50% painting and drawing, 25% architecture, 25% sculpture, and 5-10% other media (printmaking, photography, ceramics, fiber arts, etc.). This course will help students apply fundamental art and art historical terminology, understand the purpose and function of art, and interpret art and develop an appreciation for the process of making and displaying art. Students will also learn to analyze art in the context of historical evidence and interpret art by examining such issues as politics, religion, patronage, gender and ethnicity. Students will come to understand the cross-cultural and global nature of art, and develop the ability to articulate visual and historical concepts in verbal and written forms.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which are:

- **Standard 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- **Standard 1.2 History of Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **Standard 1.4 Aesthetic Responses and Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) lends itself to connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

The Advanced Placement Art History syllabus has been authorized by the College Board through the Advanced Placement Audit as an authorized course which meets or exceeds the expectations that colleges and universities have for Art History.

This 5 credit semester course helps fulfill the state mandate contained in N.J.A.C. 6A:8-5.1(a)1vii for “at least 5 credits in Visual and Performing Arts” for all students who entered high school in 2010 or later.

**Fine & Performing Arts Department
Advanced Placement Art History Curriculum
Grades 10-12**

Enduring Understandings	<ol style="list-style-type: none"> 1. The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture. 2. Building an understanding of the creative process and appreciation of art history is essential for developing sensitive, well-rounded and cultured individuals. 3. Studying the history of art helps identify and understand cultures and civilizations throughout history. 4. Throughout history, we find that the making of art involves creative planning, and thoughtful designing and application of skills. 5. Visual art defines and identifies the many time periods and cultures throughout history. 6. Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others. 7. The study of the history of art allows students to develop and enhance critical thinking skills which enable keen insights increasing appreciation of the art form. 8. The Elements of Art and Principles of Design are used by artists in creative decision making throughout history. 9. The foundation of creative industries is rooted in the study of art history.
Unit I: Ancient Through Medieval Art History	
Days	<p>Approximately 54 days (30% of the course as per College Board requirements)</p> <p>This unit includes:</p> <ul style="list-style-type: none"> -Greece and Rome 10-15% -Early Christian, Byzantine, Early Medieval 5-10% -Romanesque 3-7% -Gothic 7-10%
NJCCCS	<ol style="list-style-type: none"> 1.1 The Creative Process-All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture- All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance- All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. 1.4 Aesthetic Responses & Critique Methodologies- All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
NJCCCS CPIs	<ol style="list-style-type: none"> 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. 1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work. 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works. 1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Essential Questions	<p>How does environment and locale influence ancient and early art?</p> <p>How is art, like science and mathematics, a symbolic system of communication?</p> <p>How do underlying structures, time periods, and cultures guide the creation of works of art during the ancient and medieval art period?</p> <p>How can art works express visual thinking and focus on a particular concept during the ancient and medieval art period?</p>
The Student Will...	<p>View representative examples of selected two-dimensional and three-dimensional visual art works (through such things as power point, online searches, video presentations, etc.).</p> <p>Discuss with comprehension various styles, time periods, artists, techniques, movements, and historical events correlating to this time period.</p> <p>Accurately discuss how the Elements and Principles of Design apply to the creation of various art works.</p> <p>Analyze and decode various art works of the period to discover apparent and subliminal meanings influenced by and within the context of the time in which they were made.</p> <p>Apply and discuss findings to make meaningful connections to students' current reality.</p> <p>Create hands-on studio art exercises/activities that correlate to the artistic styles, time periods, movements, and methods that are being viewed and discussed during class presentations.</p>

Unit 1: Ancient Through Medieval Art History	
Assessment	<p>Demonstrated understanding of subject matter determined through quality of oral and written responses. Rubric guided responses for gallery and museum visits. Hands-on supplementary studio art activities linked to assigned units.</p> <p>College Board Scoring Guidelines for AP Art History Final Exam:</p> <ul style="list-style-type: none"> • Coherence and/or development. • Quality of the concept/idea represented. • Degree of development and investigation that is evident in the work. • Quality of the work in both concept and technique, regardless of the medium.
Literacy Integration	RST.1.1-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Mathematics Integration	N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
Health & Phys Ed Integration	<p>2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12.E.2 Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.</p>
Science Integration	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
Social Studies Integration	6.2.12.D.4.K Analyze how the arts represent the changing values and ideals of society.
World Language Integration	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
Technology Integration	<p>8.2.12.G.1 Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.</p> <p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p>
21st Century Life & Careers	<p>9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>
Unit 2: Renaissance to Present Art History	
Days	<p>Approximately 90 days (50% of the course as per College Board Requirements)</p> <p>This unit includes:</p> <ul style="list-style-type: none"> -Fourteenth Through Sixteenth Centuries 12-17% -Seventeenth and Eighteenth Centuries 10-15% -Nineteenth Century 10-15% -Twentieth and Twenty-first Centuries 10-15%

Unit 2: Renaissance to Present Art History	
NJCCCS	<p>1.1 The Creative Process-All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture- All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance- All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies- All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
NJCCCS CPI	<p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrate mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>
Essential Questions	<p>How does one judge the quality or success of artists' work during the renaissance to present day?</p> <p>How do experts agree or disagree about the value, power and artistic influences of art work during this time period?</p> <p>How can critiquing art work reveal an artist's growth and development?</p> <p>How does a well-informed sense of composition impact works of art spanning from the renaissance to present day?</p> <p>How does the artist's skill and discipline turn ideas and supplies into a quality product?</p> <p>How does varied organization of the Elements and Principles of Design reflect distinct cultural, political, and historical time periods?</p>
Skills The Student Will...	<p>View representative examples of selected two-dimensional and three-dimensional visual art works.</p> <p>Discuss with comprehension various styles, time periods, artists, techniques, movements, and historical events correlating to this time period.</p> <p>Accurately discuss how the Elements and Principles of Design apply to the creation of various art works.</p> <p>Analyze and decode various art works of the period to discover apparent and subliminal meanings reflecting the time in which they were made.</p> <p>Apply and discuss findings to make meaningful connections to students' current reality.</p> <p>Create hands-on studio art exercises/activities that correlate to the artistic styles, time periods, movements, and methods that are being viewed and discussed during class presentations.</p>
Assessment	<p>Demonstrated understanding of subject matter determined through quality of oral and written responses.</p> <p>Rubric guided responses for gallery and museum visits.</p> <p>Hands-on supplementary studio art activities linked to assigned units.</p> <p>College Board Scoring Guidelines for AP Art History Final Exam:</p> <ul style="list-style-type: none"> • Coherence and/or development. • Quality of the concept/idea represented. • Degree of development and investigation that is evident in the work. • Quality of the work in both concept and technique, regardless of the medium.
Literacy Integration	<p>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>

**Fine & Performing Arts Department
Advanced Placement Art History Curriculum
Grades 10-12**

Unit 2: Renaissance to Present Art History	
Mathematics Integration	N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
Health & Phys Ed Integration	2.5.12.A.1 Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
Science Integration	5.1.12.D.2 Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.
Social Studies Integration	6.2.12.D.4.K Analyze how the arts represent the changing values and ideals of society.
World Language Integration	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
Technology Integration	8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems. 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
21st Century Life & Careers	9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
Unit 3: Beyond European Artistic Traditions Art History	
Days	Approximately 36 days (20% of the course as per College Board requirements). This unit includes: - Africa - The Americas - Asia - Near East - Oceania - Global Islamic Traditions
NJCCCS	1.1 The Creative Process-All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture- All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance- All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. 1.4 Aesthetic Responses & Critique Methodologies- All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
NJCCCS CPI	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. 1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact

Unit 3: Beyond European Artistic Traditions Art History	
	<p>perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p> <p>1.4.12.A.2 Speculate on the artist's intent using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> <p>1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</p>
Essential Questions	<p>How do different geographic locations and cultural practices impact artwork that is beyond European artistic traditions?</p> <p>What are differences between European and Non-European art techniques and styles?</p> <p>How does non-European art serve as a window into different regions and cultural practices and beliefs?</p> <p>What is the importance of design and craftsmanship in a work of art?</p>
Skills The Student Will...	<p>View representative examples of selected two-dimensional and three-dimensional visual art works (through such things as power point, online searches, video presentations, etc.).</p> <p>Discuss with comprehension various styles, time periods, artists, techniques, movements, and historical events correlating to this time period.</p> <p>Accurately discuss how the Elements and Principles of Design apply to the creation of various art works.</p> <p>Analyze and decode various art works of the period to discover apparent and subliminal meanings influenced by and within the context of the time in which they were made.</p> <p>Apply and discuss findings to make meaningful connections to students' current reality.</p> <p>Create hands-on studio art exercises/activities that correlate to the artistic styles, time periods, movements, and methods that are being viewed and discussed during class presentations.</p>
Assessment	<p>Demonstrated understanding of subject matter determined through quality of oral and written responses.</p> <p>Rubric guided responses for gallery and museum visits.</p> <p>Hands-on supplementary studio art activities linked to assigned units.</p> <p>College Board Scoring Guidelines for AP Art History Final Exam:</p> <ul style="list-style-type: none"> • Coherence and/or development. • Quality of the concept/idea represented. • Degree of development and investigation that is evident in the work. • Quality of the work in both concept and technique, regardless of the medium.
Literacy Integration	<p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
Mathematics Integration	<p>G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</p>
Health & Physical Education Integration	<p>2.5.12.A.1 Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p>

Unit 3: Beyond European Artistic Traditions Art History	
Science Integration	5.1.12.B.2 Build, refine, and represent evidence-based models using mathematical, physical, and computational tools. 5.1.12.C.3 Consider alternative theories to interpret and evaluate evidence-based arguments. 5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.1.12.D.2 Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.
Social Studies Integration	6.2.12.D.4.K Analyze how the arts represent the changing values and ideals of society. 6.2.12.D.5.C Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
World Language Integration	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
Technology Integration	8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems. 8.2.12.G.1 Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity. 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
21st Century Life & Careers	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Advanced Placement Art History

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