

AP World History

I. Course Description

For: G11-12 (G10 permitted with probation and/or under special circumstances)

Faculty: Trey Menefee, PhD

Email: trey.menefee@menaulchina.org

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Overview: The AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

II. Overview of Course Objectives

- **Duration:** 45 minutes each teaching period
- **Frequency:** 4 or 5 teaching periods each week
- **Total Weeks:** 35 teaching weeks in total, divided into 4 quarters

By the end of the year, students should be able to:

- **Identify Key Historical Epochs and Events:** Understand and outline the significant periods, events, and transitions in world history from the age of exploration to the digital era.
- **Analyze Social and Political Structures:** Examine how different forms of governance, social hierarchies, and economic systems have influenced societies over time.
- **Understand Cultural and Religious Shifts:** Discuss the impact of religious movements, schisms, and cultural exchanges on shaping human civilization.
- **Recognize the Role of Conflict and Alliances:** Assess the factors leading to major global conflicts and the role of alliances and treaties in shaping the post-conflict world.
- **Appreciate Technological and Digital Evolution:** Trace the influence of technological advancements on social, economic, and political aspects of life, especially in the 21st century.
- **Examine Economic Paradigms:** Understand the evolution of economic systems, trade relations, and their impact on global disparities.
- **Attribute Historical Events to Context:** Be able to place events, revolutions, and social changes within their broader historical and cultural context.
- **Differentiate between Historical Narratives:** Recognize key differences in how events are portrayed based on cultural, social, or political perspectives.
- **Analyze Cause and Effect Relationships:** Understand how specific events, decisions, or conditions have led to particular outcomes.
- **Critically Evaluate Sources:** Develop skills to evaluate the credibility, perspective, and relevance of a range of sources, including texts, images, and oral histories.
- **Participate in Informed Discussions:** Engage in meaningful dialogue about global traditions, periods, and events based on evidence and critical reasoning.

- **Appreciate the Complexity of Human History:** Recognize the multi-faceted nature of human civilization, including its achievements and failures, to develop a nuanced understanding of the world.

III. Units of Study Outline

SEMESTER 1

Units	Weeks & Big Ideas	Objectives	Details	Assessment
AP Units 1-2	Week 1 Essential questions: -What is fine art, and why do human beings create it? -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? -How do the materials and techniques of global prehistoric art shape and define those works?	-Memorize the IDs of the 11 artworks in Unit 1 -Analyze the context of what art-making was like in the Prehistoric era -Link what we know of the lifestyle and possible belief systems of these ancient people to the content and processes of the artworks -Describe the visual elements of a work of art (or group of related works of art).	- Course intro, syllabus, Why Art History? - Cave paintings (artworks 1, 2, and 4): processes, theories, global commonalities, and stylistic techniques - Prehistoric sculptures (artworks, 3, 6, and 9): materials, techniques, theories, cultural significance - Prehistoric sculptures II (artworks 5, 7, and 10): materials, techniques, theories, cultural significance - Stonehenge: materials, theories, processes, cultural significance - ID Quiz 1	-Summer class intro and probation worksheets (homework) -Note taking (checked classwork) -Independent artwork study (homework) -College Board Unit 1 MCQs -ID Quiz Unit 1
	Weeks 2-5 Essential Questions: -How does Classical Antiquity signify the beginning of the Western art historical tradition? -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?	-Memorize the IDs of the 36 artworks in Unit 2 -Interpret how art history changes from prehistory to the historical period -Be able to analyze the visual elements and stylistic traits of Ancient Mesopotamian art, Ancient Egyptian art, Ancient Greek art, and Ancient Roman art -Explain the contextual and visual characteristics that make up Classical Antiquity -Define the development of art from culturally-defined forms to 'art for art's sake' -Analyze the characteristics in Ancient Mesopotamia, Egypt, Etruria, Greece, and Rome that were considered transcendent or admirable, and how they shaped artistic decisions and depictions -Explain how cultural practices, belief	- Sumer and Ancient Mesopotamia (artworks 12, 14, and 16): materials, processes, belief systems, stylistic conventions and meanings	-Note taking (checked classwork) -Independent artwork study (homework) -ID Quiz Unit 2 -First Unit Test -Greek and Roman art comparison worksheet -Parts of a Greek Temple worksheet -How context and function influence content and form writing assignment -College Board Unit 2 MCQs

		systems, and/or physical setting affect art and art making -Attribute a work of art to a specific artist, culture, art historical style, or object type from the image set		
AP Unit 3 (Part 1)	Weeks 6-10 Essential Questions: -How does Christianity shape the artwork of the early Middle Ages? -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? -How did the tough realities of life in the Middle Ages shape the artistic decisions and goals of the artists? -How did the Renaissance come about, and what defines it?	-Memorize the IDs of artworks 48-84 -Explain why artwork going into the Middle Ages changed dramatically from the Roman Empire era, and how the artwork thus changed stylistically and in relation to content -Define the aspects of Gothic architecture and what set it apart from Romanesque architecture -Compare and contrast the different architectural elements of churches and mosques, and how these elements function -Analyze what historical events led to the Renaissance -Define the characteristics of Renaissance art, and where those elements stem from in relation to new and old beliefs -Explain the differences between the Northern and Southern Renaissance -Interpret the importance of the Reformation in relation to beliefs in the 16 th century, and how this split in beliefs shaped artistic decisions		-Note taking (checked classwork) -Independent artwork study (homework) -FRQ Practice (in class and homework) -ID Quiz Unit 3 (part I)
Midterm Week 10	-Midterm Exam			-Midterm Exam
AP Unit 3 (part II)	Weeks 11-12 Essential Questions: -What do the purpose, patron, and intended audience for Early European and Colonial American art communicate about the context in which it was created?	-Memorize the IDs of artworks 85-98 -Analyze the differences between Mannerism, the Renaissance, and Baroque -Contextualize the historical events, beliefs, and changing cultures in the new Spanish colonies in the Americas, and how they shaped the art and artistic decisions of the time period -Justify an attribution of a work of art by explaining similarities with work by a specific artist, culture, art historical style, or object type		-Note taking (checked classwork) -Independent artwork study (homework) -FRQ Practice (in class and homework) -College Board Unit 3 MCQs -Artistic Styles Worksheet I (Renaissance to Baroque) -Unit 3 Exam

		from the image set		
AP Unit 4	<p>Weeks 12-19</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> -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? 	<ul style="list-style-type: none"> -Memorize the IDs of artworks 99-152 -Explain how two or more works of art are similar and/or different in how they convey meaning -Recognize and discern the differences and links between the artistic styles of: Rococo, Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, Modernism, Cubism, Fauvism, Expressionism, Surrealism, Abstract Expressionism, and Pop Art -Explain the meaning or significance of continuity and/or change between works of art (or groups of related works of art) within a related artistic tradition, style, or practice -Explain the revivals of past styles, and how they connect and differ from the past contextually and formally 		<ul style="list-style-type: none"> -Note taking (checked classwork) -Independent artwork study (homework) -FRQ Practice (in class and homework) -College Board Unit 4 MCQs -WAC Assignment: Essay Comparing two works from the image set -Unit 4 ID Quizzes -Artistic Styles Worksheet II (Rococo to Pop Art)
Final Exam Week 20	-Final Exam			-Final Exam

Units	Weeks & Big Ideas	Objectives	Details	Assessment
AP Units 5, 6, and 7	<p>Weeks 21-22</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> -How did the unique belief systems of Native American cultures influence their artistic decisions and visual language? -How did the colonial era change beliefs and artistic styles? 	<ul style="list-style-type: none"> -Memorize the IDs of artworks 153-166 -Interpret the differences and similarities between Mayan, Aztec, and Incan cultural traditions and artistic expression, and the specific skills and processes each culture utilized -Analyze the differences between North American, Central American, and South American Indian artistic traditions -Explain the evolution of 		<ul style="list-style-type: none"> -Note taking (checked classwork) -Independent art-work study (homework) -College Board Unit 5 MCQs -Unit 5 Test

		American Indian art-making into the modern era		
	<p>Weeks 22-24</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> -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? -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? 	<ul style="list-style-type: none"> -Memorize the IDs of artworks 167-191 -Analyze the differences and similarities between the different artistic traditions in Africa -Evaluate the place within culture art had in African traditions, and how that differs from most of the Western tradition -Explain the belief systems of Buddhism and Islam, and how those relate to the artistic decisions of artists within those traditions, especially pertaining to architecture -Interpret the goals of art in the Muslim tradition, particularly in relation to the iconography and hierarchy -Discern the differences and similarities between the architectural holy sites of all the major religions 		<ul style="list-style-type: none"> -Note taking (checked classwork) -Independent art-work study (homework) -College Board Unit 6 MCQs -Picasso and African masks writing assignment -College Board Unit 7 MCQs -FRQ Practice (in class and homework) -Holy site writing assignment -Units 6 & 7 Test
AP Unit 8	<p>Weeks 25-26</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> -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? 	<ul style="list-style-type: none"> -Memorize the IDs of artworks 192-212 -Explain the differences between Hindu, Chinese, Korean, Japanese, and SE Asian art in general terms -Analyze how the religious and cultural belief systems of each region and artwork shaped the specific artistic decisions and processes -Explain the influence of a specific work of art (or group of related works of art) on other artistic production within or across cultures -Interpret the characteristics of Chinese art, and how that relates to your own visual framework culturally -Compare and contrast in depth the differences and similarities between art in the Eastern and Western traditions 		<ul style="list-style-type: none"> -Note taking (checked classwork) -Independent art-work study (homework) -College Board Unit 8 MCQs -Class Presentation on a Chinese artwork -Units 8 Test
	<p>Week 26-27</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> -How do the materials, 	<ul style="list-style-type: none"> -Memorize the IDs of artworks 213-223 -Analyze what commonalities 		<ul style="list-style-type: none"> -Note taking (checked classwork) -Independent art-work

AP Unit 9	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?	there are between the Pacific region, and how the three main regions (Micronesia, Polynesia, and Melanesia) differ -Interpret the main function and place art has had in the Pacific tradition, and to which previous units that relates to the closest -Evaluate how performance is related to visual art in the Pacific tradition -Explain how textiles are crucial to the Polynesian tradition		study (homework) -College Board Unit 9 MCQs -Unit 9 ID Quiz
AP Unit 10 (start)	Weeks 27-28 Essential Questions: -How does art in the contemporary period utilize and refer to art from all traditions? - How does a global culture contribute to theories and interpretations of contemporary art and art making?	-Memorize the IDs of the Unit 10 artworks that we finish before the Midterm date -Evaluate the goals and perspective of artists in the contemporary tradition -Analyze how works in the contemporary period were influenced by and refer to past artworks and traditions -Interpret the roll of installation in the contemporary period		-Note taking (checked classwork) -Independent art-work study (homework) -FRQ Practice (homework)
Midterm Exam Week 28	Midterm Exam: Full AP Mock			-Midterm Exam: Full AP Mock
AP Unit 10 (finish)	Weeks 29-30 Essential Questions: (see above Unit 10) -How have art making and artistic traditions both changed and retained continuities despite the modern materials, processes, and techniques employed by artists?	-Memorize the rest of the artworks' IDs in Unit 10 -see above objectives from Unit 10 part one		-Note taking sheets (checked classwork) -Independent artwork study (homework) -FRQ practice (homework) -Full AP Mock Practice (in class and homework)
Post-AP Unit	Weeks 30-33 Final Project	-Incorporate what we learned over the year to create your own master copy project.	-Master Copy Project for the Final: You can choose to faithfully recreate one of the 250 artworks, or to appropriate one of them in a unique and inspired way	-WAC Writing Project -Master Copy Project for the Final

IV. Course Vocabulary

form	Expressionism	representational	designation
function	Abstract Expressionism	non-representational	qualify
content	Impressionism	Inca	corroborate

context	Post-Impressionism	Maya	claim
drawing	mark	Aztec	identify
painting	column	Christian	iconography
sculpture	dome	Muslim	Modernism
fresco	acrylic paint	Buddhist	Post-Modernism
mural	oil paint	Hindu	evaluate
installation	watercolor	Reformation	calligraphy
performance art	mixed-media	Protestant	figurative
architecture	modern	Catholic	criticize
colony	Fauvism	pagan	Persian
chiaroscuro	minimal	Neolithic	Hellenistic
contrapposto	subtle	Paleolithic	evidence
atmospheric perspective	expressive	marble	convey
Renaissance	Realism	cathedral	Middle Ages
Baroque	realistic	mosque	Classical Antiquity
Sumer	abstract	qibla wall	musculature
Mesopotamia	stylized	minaret	attribute
feminism	prehistoric	church	decay
Mannerism	Primitivism	basilica	ephemeral
Symbolism	qualify	lost-wax casting	transcendent
pediment	relevant	woodblock print	fine art
triglyph	nuance	lithograph	illustration
cross-axial plan	complex	engraving	propaganda
transept	layer	etching	synthesize
Byzantine	wabi sabi	acid	Persian
Neo-Confucianism	bronze	carve	Mongol
ink painting	culture	convex	Kongo culture
tomb	origin	concave	Luba culture
votive	printmaking	tympanum	Kuba culture
accurate	intaglio	jamb	Asanti people
identifier	relief	heaven	mud brick
B.C. / BCE	appropriate	hell	navigate
A.D / CE	appropriation	judgment	Dutch
mosaic	depict	apocalypse	hallucinate
mold	illustrate	vibrant	defensible
fire	contextual	colorful	prompt
kiln	visual	dull	characteristic
clay	provide	emotional	communicate
terracotta	respond	intellectual	specific
alloy	free-response question (FRQ)	theory	physical
Vishnu	multiple-choice question (MCQ)	hunter-gatherer	earthwork
Shiva	Ancient Egypt	Classical Greece	eclectic
Vairocana Buddha	Ancient Rome	Hellenistic	controversial
transformation	Roman Republic	conquer	landscape
Cubism	Roman Empire	dynasty	still life
Fauvism	Ancient Greece	emperor	illusion
Pop Art	Archaic Greece	empire	arch

V. Writing Across the Curriculum

- Semester One: Artwork Comparison Essay. Choose two artworks from the image set of the same medium (both architecture, both painting, etc.), and write an in-depth essay regarding the differences and similarities between each work. Students are expected to analyze the context, function, form, and content of both works in detail to create a deeper understanding of the artworks and the relevant artistic decisions.

- Semester Two: Artwork Outside the Image Set Essay. Choose an artwork that you are interested in or inspired by that we did not learn this academic year. Write an essay evaluating and analyzing its historical context and its visual characteristics, style, and iconography according to the process we have learned throughout the year.

VI. Instruction and Learning Resources/Materials

Course Book:

Gardner's Art Through the Ages (15th Edition): A Global History by Fred S. Kleiner

Reference Images/Artworks: 250 images on the Smarthistory website and provided by the instructor (see the 5 PDFs)

Reference Books: Selected essays by the instructor, course notes

VII. Assessments

- Course-specific, designed note-taking sheets
- Midterm and Final Exams
- ID Quizzes
- Unit 8 Presentation
- Two Written Assignments (see part V)
- Final Masterwork Copy Project (after the AP exam)

VIII. Grading Guidelines

- Class Participation (including Attendance) 10%
- Quizzes and Regular Tests: 15%
- Writing Assignments (Long-term) and Class Presentation: 15%
- Homework: 15%
- Midterm Exams: 20%
- Final Exams/Projects: 25%

IX. Classroom Conduct and Expectations

All students are expected to behave maturely and in accordance with the rules stipulated in the parent-student handbook. Anything that detracts from learning in the classroom, including inappropriate use of electronics and disruptive behavior, warrants disciplinary action.

Your instructor will provide:

- Inspiring, relevant, historically-related, and informative presentations
- Demonstrations on related techniques
- Opportunities for group discussion and comprehension
- Appropriate time for students to complete projects
- Updated grades regularly and post assignments and other information on a daily/weekly basis
- Assistance for the students whenever they need help and opportunities for student
- Availability for parent conferences

Students are expected to:

- Respect each other and the teacher
- Participate respectfully and productively in class critiques
- Come to class prepared every day, in regards to materials, work ethic, and attitude
- Spend the appropriate amount of time on projects, including homework time if necessary
- Use electronics responsibly and appropriately in the classroom
- Contact the instructor if they are to miss class for any valid reason; students are responsible for asking about what they have missed or will miss
- Try their hardest and do their best!

Course supplies / Checklist:

- **Course Book:** *Art Through the Ages (15th Edition): A Global History* by Fred S. Kleiner
- The supplies for projects will be provided by the instructor/school
- Students are not allowed to take art supplies out of the classroom unless given rare and strict permission. If a student takes supplies without asking, he or she will be disciplined according to the handbook.

English Only Policy: Students are expected to speak only English in classes taught in English. They are expected to speak only in Mandarin in courses taught in Chinese. We encourage students to speak English between 8 AM and 5 PM throughout the teaching building (especially in designated English Zones). We want to encourage students to proficiently use the target language ~ English.

Academic Honesty: Academic Honesty is of the utmost importance at MSQ. Violating academic honesty / integrity at MSQ (e.g. acts of cheating, plagiarism, etc.), severely undermines our collective efforts to achieve our educational objectives.

- Students who commit a first act of plagiarism/cheating, no matter intentional or unintentional, will receive an academic warning, zero for the assignment/exam in question but will be allowed to redo the assignment or retake the exam with a mark of no higher than 70. A second offense will result in a probation, zero for the assignment/exam in question and no chance to redo or retake it. A third offense will result in the student's expulsion from the school.

Late Projects and Assignments:

- Late work will be deducted one point for the first week, two points for the second week, and three for the third week, etc. Late work will NOT be accepted after a midterm or final exam (so, all work must be turned in by the second or fourth quarter).

Make-up Exams and Tests:

- Make-up exams and tests will not be offered, unless the student provides sufficient written documentation that is confirmed with school management.