

# AP® ART HISTORY



## About the Advanced Placement Program® (AP®)

The Advanced Placement Program® has enabled millions of students to take college-level courses and earn college credit, advanced placement, or both, while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

### AP Art History Course Overview

The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content 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. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

### RECOMMENDED PREREQUISITES

There are no prerequisite courses for AP Art History.

### AP Art History Course Content

Functions and effects of art are the focus of the AP Art History course. Students consider influential forces like patronage, politics, class, belief, gender, and ethnicity in their analysis of art forms. They examine styles, techniques, themes, and chronology, comparing and contrasting art forms from varied perspectives. Students explore a specific set of 250 works of art in 10 content areas beginning with art from global prehistory and ending with global works from the present.

- I. Global Prehistory, 30000–500 BCE: ~4% (11 works)
- II. Ancient Mediterranean, 3500 BCE–300 CE: ~15% (36 works)
- III. Early Europe and Colonial Americas, 200–1750 CE: ~20% (51 works)
- IV. Later Europe and Americas, 1750–1980 CE: ~22% (54 works)
- V. Indigenous Americas, 1000 BCE–1980 CE: ~6% (14 works)
- VI. Africa, 1100–1980 CE: ~6% (14 works)
- VII. West and Central Asia, 500 BCE–1980 CE: ~4% (11 works)
- VIII. South, East, and Southeast Asia, 300 BCE–1980 CE: ~8% (21 works)
- IX. The Pacific, 700–1980 CE: ~4% (11 works)
- X. Global Contemporary, 1980 CE–Present: ~11% (27 works)

Within each content area, students explore essential contextual information about regions, cultures, and time periods. Students have options for focused, intensive learning about artworks, themes, and cultures they select as personally relevant and meaningful.

As students study works of art in the required course content, they apply essential art historical skills within the learning objectives, such as visual, contextual, and comparative analysis. The following are big ideas and learning objectives of the AP Art History course:

- Big Idea 1: Artists manipulate materials and ideas to create an aesthetic object, act, or event.
  - Students differentiate the components of form, function, content, and/or context of a work of art.
  - Students explain how artistic decisions about art making shape a work of art.

- Students describe how context influences artistic decisions about creating a work of art.
- Students analyze form, function, content, and/or context to infer or explain the possible intentions for creating specific works of art.
- Big Idea 2: Art making is shaped by tradition and change.
  - Students describe features of tradition and/or change in a single work of art or in a group of related works.
  - Students explain how and why specific traditions and/or changes are demonstrated in a single work or group of related works.
  - Students analyze the influence of a single work of art or group of related works on other artistic production.
- Big Idea 3: Interpretations of art are variable.
  - Students identify a work of art.
  - Students analyze how formal qualities and/or content of a work of art elicit(s) a response.
  - Students analyze how contextual variables lead to different interpretations of a work of art.
  - Students justify attribution of an unknown work of art.
  - Students analyze relationships between works of art based on their similarities and differences.

## AP Art History Exam Structure

### AP ART HISTORY EXAM: 3 HOURS

#### Assessment Overview

Students demonstrate achievement of AP Art History learning objectives by applying their art historical knowledge and skills to address course content. Using works of art studied within the required set of 250 works, or works they chose to study beyond the required content, students have many opportunities to evidence their understanding of art historical concepts. A single exam question is likely to encompass multiple learning objectives and may address works of art from different content areas. This underscores the exam's focus on assessing students' in-depth critical analysis of relationships among works of art, art historical concepts, and global cultures.

#### Format of Assessment

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##### Section I: Multiple Choice | 80 Questions | 1 Hour | 50% of Exam Score

- Approximately 8 sets of questions (3 to 6 questions each) based on color images
- Approximately 35 individual multiple-choice questions

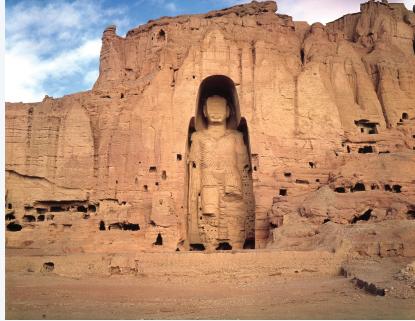
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##### Section II: Free Response | 6 Questions | 2 Hours | 50% of Exam Score

- Two 30-minute essay questions
- Four 15-minute essay questions
- Essay questions often include images of works of art as stimuli.

## AP ART HISTORY SAMPLE EXAM QUESTIONS

#### Sample Multiple-Choice Question



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Monuments like the Buddha at Bamiyan most directly influenced the form and scale of Buddhist statues created for

- (A) Borobudur Temple in Indonesia
- (B) Angkor Wat in Cambodia
- (C) Todai-ji in Japan
- (D) The Longmen caves in China

Correct Answer: D

#### Sample Free-Response Question

Interpretation of specific works of art or architecture can change over time due to shifting historical and cultural contexts. Select and completely identify a specific work of art or architecture whose meaning has changed over time. The work of art or architecture may be from any time, culture, or medium.

You must identify both the original meaning and a subsequent meaning of the work of art or architecture.

Then, using visual and/or contextual evidence, analyze both how and why the meaning of the work of art or architecture has changed over time.

To answer the question, you may either select a work of art or architecture from the list below or select one of your own choosing. The work you select may be from required course content or from your own study.

When identifying the work you select, you should try to include all four of the following: title or designation, name of the artist and/or culture of origin, date of creation, and materials. To earn credit for your identification, you must provide at least two accurate identifiers of the work you select but you will not lose credit if additional identifiers you provide are incorrect. (30 minutes)

Angkor

Basin (*Baptistère de St. Louis*)

Great Mosque at Córdoba

Qorikancha

Wall plaque from Oba's Palace