

AP ART HISTORY– SYLLABUS

Rowlett High School, 2017-2018

Teacher: Mrs. Tracey Osborn

Room: 2164

ABOUT THE COURSE: Welcome to Mrs. Osborn’s AP Art History class. Advanced Placement Art History is structured around the Three Big Ideas woven into 12 Learning Objectives representing Art Historical Skills (listed at the end of this syllabus). A detailed breakdown of the Big Ideas, Essential Questions, & 12 Objectives is available for download on the class website (link below) & GISD Gradebook [Skyward]. This course will include lecture, note taking, independent practice, projects (individual & group), writing assignments, and field trips to local art museums. Students will be required to take the primary role in their own learning. Though I am available at all times for help, the student must take the initiative to be successful in this course. At any point that the student feels that they need individual or more detailed instruction they must directly contact the instructor for help. Do not fall behind, if you need help – ask for it. My goal throughout the course is to have students think of art history not as a dry recitation of facts about concepts and ideas far removed from themselves or their lives, but as a meaningful and engaging topic they may want to continue to study in the future. By making intelligent choices in how I approach the course, I hope to turn students into lifelong lovers of art history.

ABOUT THE TEACHER: I earned a Bachelor of Science degree (Cum Laude) in History from Texas A&M University-Commerce. My certifications include: Secondary History (grades 6-12), Secondary Composite Social Studies (grades 8-12), & Talented/Gifted. I am also a Reader (Grader) for the National AP World History Exam. My husband & I have a daughter who works as an engineer for Verizon Wireless and our son is a sociologist with Round Point Mortgage. I am a violinist with the Mesquite Symphony Orchestra.

CONTACT INFORMATION: Students and parents are encouraged to contact me with any questions or concerns. RHS phone number: 972-463-1712, ext. 81147 Email: trosborn@garlandisd.net
RHS website: <http://www.garlandisdschools.net/rhs> (with link to GISD online grade book)
*** Class website: <http://www.teacheroz.com> *** *** Twitter Page: <https://twitter.com/RowlettAPAH> ***
*** APAH Pinterest: <https://www.pinterest.com/texasteacher/teacher-ozs-ap-art-history/>
*** Class Google Drive (lecture notes, handouts for view/download): LINK ON CLASS WEBSITE, teacheroz.com.

CONFERENCE PERIOD: 9:06-10:39AM (PERIOD 2A/6B).

GRADING CATEGORIES – TEST CORRECTIONS – EXTRA CREDIT:

Tests/Projects: 40% Classwork/Reading Checks/Quizzes/Essays: 30% Participation/Q Flash Cards: 30%

NOTE: On average, only 8-12 grades are taken each grading period (including tests)

EACH ‘grading period’ grade counts as 2/7 of semester grade. Final Exam: 1/7 of semester grade.

TEST CORRECTIONS: Exams in APAH are demanding. Students will have the opportunity to correct tests in tutorials within one week for partial credit.

EXTRA CREDIT: IF offered – applied to the Classwork category.

FINAL EXAM EXEMPTION (Spring Semester): Students who take the May 8th APAH Exam have the *opportunity* to exempt the Final Exam **IF** they have an 80-overall course average the week before 2nd semester final exams, are passing the 2nd semester/course, owe no fines, are not on LOC & have turned in the textbook, AND score the equivalent of a TWO on the APAH Mock Exam in April 2018.

***** ONLINE GRADEBOOK ***:** Parents and students can check progress, grades, & attendance in class 24 hours a day/7 days a week with Family/Student Access to **SKYWARD** software program (link available on the APAH class, RHS, or GISD websites). Please be aware that I do use some special grade codes & have a “Required Online Questionable Grade Procedure”- 0 = missing/can still submit; 1 = late; 2 = copying/plagiarism.

LATE WORK POLICY: A deduction of 10 points per day (maximum of 30 points) will be assessed for late work. **Work will not be accepted after 3 school days (not class meetings).** **Excused absences:** Students have the opportunity to make up work assigned on day(s) of absence without penalty. Work assigned BEFORE the absence is due the day the student returns to class. **ISS Assignment:** Student must pick up work before going to ISS room & turn in the work no later than 2:40pm the same day.

TUTORIALS: Monday, Tuesday, and Wednesday 6:45-7:15AM & 2:45-3:30PM

Other times by appointment. Students must have a pass (or signed note from parent/guardian) to enter the building. **It is assumed you have mastered History & English material taught in previous grades. If you do not understand these previously-covered concepts, it is STRONGLY encouraged you attend regular tutorial sessions. During the 2nd semester, students taking the May AP exam, are required to attend test prep sessions.**

FLIPPED CLASSROOM: These are Internet-based assignments that your student is required to complete OUTSIDE OF CLASS. No Internet/printer access? Students can complete the assignments DURING TUTORIALS.

ELECTRONIC DEVICE POLICY (cell phone & iPad): Mrs. Osborn allows students to use electronic devices for classroom activities ONLY. Otherwise, the use of these devices in Mrs. Osborn's classroom is expressly forbidden. On first observed use, a warning will be issued. At Mrs. Osborn's discretion, subsequent use may result in an office referral, detention, AND/OR the loss of any earned final exam exemption. Signs with this policy are displayed in class. (*Students are issued a GISD iPad for their use*).

REQUIRED SUPPLIES:

The following supplies are **REQUIRED** for this class and due **NO LATER** than **WEDNESDAY, 9/6 [A]**.

- paper/pens (blue or black ink)
- 3-ring binder (1 – 1 ½ inches wide)
- 4 x 6" index cards (in 3 colors) & 10 Binder rings (for flash cards)
- **AP EXAM STUDY GUIDE** (**Due by end of 1st grading period**): Available at amazon.com & Barnes and Noble: Gail Asch's *AP Art History Crash Course, 2nd edition*.
- Colored pencils (good set – 24+ colors)
- 11 dividers (purchased or self-created)
- Earbuds (for smartphone OR iPad)

PORTFOLIO (BINDER): Each day's assignments are posted on the board & students are expected to write these down in a calendar (or keep on your smart phone). Students are **required** to keep all handouts, Cornell notes, flash cards, and graded assignments/tests/projects in an organized binder throughout the course. Periodically, a grade may be taken on the portfolio. It is the **STUDENT'S RESPONSIBILITY** to check the class website, classroom calendar, and/or come to tutorials.

ART FLASH (Q) CARDS (REQUIRED): APAH includes an image set of 250 art works that students must know. Students are required to complete Flash Cards (these will be graded) including the image, title/designation, artist/culture, date of creation, materials, content, context, form, & function.

RESOURCES:

- **CLASS WEBSITE:** <http://www.teacheroz.com>. Daily lesson plans, homework/project reminders, links to GISD Skyward Gradebook, getafive.com, and web resources for units currently under study.
- **Lecture Notes:** All lecture notes given in class are available for download/review in class website Google Drive.
- **Textbook (Hard copy):** *Gardner's Art Through the Ages, Global History*, 15th edition, Fred S. Kleiner; Boston: Cengage Learning, 2016.
- **College Board APAH Curriculum Framework:** <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-art-history-course-and-exam-description.pdf>
- AP Art History Image Set (250 works of art).
- *SmartHistory* (Khan Academy): Virtual tours of museums, architecture, and specific works of art.
- Mary McConnell's AP Art History YouTube Channel: <https://www.youtube.com/channel/UCf6z24ImvhVmbkxAwEZpD7g>
- ArtStor.org AP: Art History Resources. [Students will have access to online support material and assigned e-account].
- Primary Sources: Sources that originate with or are contemporary with the works of art under discussion (i.e., written documents, performances on video, interviews); Source of scholarly essays: *The Metropolitan Museum of Art's Heilbrunn Timeline of Art History*: <http://www.metmuseum.org/toah/>.
- **Scheduled Field Trips:** Dallas Museum of Art, Nasher Sculpture Garden, Crow Collection of Asian Art, Kimbell Museum of Art, & Amon Carter Museum. (**LOOKING FOR PARENT CHAPERONES!** – **You will need to fill out required GISD paperwork if you wish to accompany the class. LOVE TO HAVE YA JOIN US!!!**)

AP ART HISTORY EXAM PREP: Everything we do in this class is preparation for the AP exam you will take in May. EVERYTHING! From the first day of class to the day of the actual exam, every reading, every assignment, and every bit of discussion that takes place is necessary to properly prepare you for this exam. If you choose not to do a reading assignment or not to complete a study guide, it only hurts you! It is hard to move forward without taking the necessary steps to prepare you for the next chapter... Do the reading. Complete the assignment. Participate, ask questions during discussions, and attend tutorials.

VIDEOS SHOWN IN CLASS: Periodically, Mrs. Osborn will show films and documentaries in class. For the most part, these will be rated G; however, please be aware that the required art works do include depictions of nudity (e.g. Michelangelo's *David*). On occasion, some videos may be rated PG or PG-13 as some films/documentaries depicting historical subject matter touch on issues such as war or prejudice/racism.

COURSE STRUCTURE:

This course is structured around the big ideas and essential questions from *the AP Art History Course and Exam Description*. <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-art-history-course-and-exam-description.pdf>

Big Idea 1: Artists manipulate materials and ideas to create an aesthetic object, act, or event.

Essential Question: *What is art and how is it made?*

Learning Objective 1.1: Students differentiate the components of form, function, content, and/or context of a work of art.

Learning Objective 1.2: Students explain how artistic decisions about art making shape a work of art.

Learning Objective 1.3: Students describe how context influences artistic decisions about creating a work of art.

Learning Objective 1.4: Students analyze form, function, content, and/or context to infer or explain the possible intentions for creating a work of art.

Big Idea 2: Art making is shaped by tradition and change.

Essential Question: *Why and how does art change?*

Learning Objective 2.1: Students describe features of tradition and/or change in a single work of art or in a group of related works.

Learning Objective 2.2: Students explain how and why specific traditions and/or changes are demonstrated in a single work or group of related works.

Learning Objective 2.3: 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.

Essential Question: *How do we describe our thinking about art?*

Learning Objective 3.1: Students identify a work of art.

Learning Objective 3.2: Students analyze how formal qualities and/or content of a work of art elicit(s) a response.

Learning Objective 3.3: Students analyze how contextual variables lead to different interpretations of a work of art.

Learning Objective 3.4: Students justify attribution of an unknown work of art.

Learning Objective 3.5: Students analyze relationships between works of art based on their similarities and differences.

IMAGE SET: APAH required course content is defined to support students' in-depth learning, critical analysis skills, and understanding of connections among global artistic traditions. The 250 works of art that comprise the image set represent foundational exemplars of global artistic traditions within the 10 content areas. **The image set provides students with opportunities to address the big ideas and essential questions of AP Art History by demonstrating achievement of the learning objectives.** The image set consists of approximately 65% works from what has been considered the Western tradition and 35% from other artistic traditions.

ENDURING UNDERSTANDING & ESSENTIAL KNOWLEDGE STATEMENTS: Each of the 10 content areas is accompanied by enduring understanding and essential knowledge statements that provide contextual information about the regions and time periods contained within the content area. Information from enduring understanding and essential knowledge statements is combined with course learning objectives and works of art in the image set to form targets of assessment for the AP Art History Exam.

CONTENT AREAS & COURSE SEQUENCE: APAH course content is categorized by geographic and chronological designations. Ten content areas constitute the course, beginning with works of art from global prehistory and ending with global works from the present time. Each content area is represented by a specified number of exemplary works of art within a prescribed image set of 250 works. The *approximate* length each content area is studied and the percentage that period is covered on the Advanced Placement exam are shown in parentheses. *Detailed Enduring Understanding/Essential Knowledge requirements and image sets for each content area are available on the class website, www.teacheroz.com.*

FIRST SEMESTER

Course Introduction, textbook introduction (1 week)

- 3 Big Ideas: What is art and how is it made? How do we describe our thinking about art? Why and how does art change?
- Introduction to Art History: Why study it?
- Learning to look
- What is visual analysis?
- How to write about an object and place it in context
- Primary sources vs. secondary sources
- Learning the vocabulary: content, context, form, and function
- The concept of style
- Art elements and design principles
- Students will practice writing about various works of art
- Introducing the AP Art History Exam

Content Area 1 – Global Prehistory, 30,000 – 500 B.C.E., chapter 1
(1 week, 11 works, 4% of AP Exam)

Content Area 9 – The Pacific, 700 – 1980 C.E., chapter 36
(1 week, 11 works, 4% of AP Exam)

Content Area 5 – Indigenous Americas, 1000 B.C.E. – 1980 C.E., chapters 18 & 35
(1 ½ weeks, 14 works, 6% of AP Exam)

Content Area 6 – Africa, 1100 – 1980 C.E., chapters 19 & 37
(1 ½ weeks, 14 works, 6% of AP Exam)

Content Area 8 – South, East, and Southeast Asia, 300 B.C.E. – 1980 C.E., chapters 15-17, 32-34
(4 weeks, 21 works, 8% of AP Exam)

Content Area 2 – Ancient Mediterranean, 3500 B.C.E – 300 C.E., chapters 2-8
(4 weeks, 36 works, 15% of AP Exam)

SECOND SEMESTER

Content Area 7 – West and Central Asia, 500 B.C.E. – 1980 C.E., chapter 10
(1 week, 11 works, 4% of AP Exam)

Content Area 3 – Early Europe and Colonial Americas, 200 – 1750 C.E., chapters 9, 11-14, 20-25
(5 ½ weeks, 51 works, 21% of AP Exam)

Content Area 4 – Later Europe and Americas, 1750 – 1980 C.E., chapters 26-30
(6 weeks, 54 works, 22% of AP Exam)

Content Area 10 – Global Contemporary, 1980 C.E. to Present, chapter 31
(2 weeks, 27 works, 11% of AP Exam)

EXAM REVIEW/PREP (1 ½ weeks) – EXAM ON MAY 8, 2018

*** **Students** are required to keep this syllabus in the “Notes/Assignments” section of their portfolio for future reference. **I ENCOURAGE PARENTS/GUARDIANS TO DOWNLOAD/PRINT A COPY OF THIS SYLLABUS TO KEEP AT HOME. YOU CAN DO SO BY VISITING THE CLASS WEBSITE (<http://www.teacheroz.com>) *****

***** PARENTS/GUARDIANS: PLEASE, SIGN AND RETURN THIS PAGE TO MRS. OSBORN NO LATER THAN FRIDAY, 9/1 [A DAY]. *****

Student Name: _____ Class Period: _____

I have read the attached syllabus for Mrs. Osborn's AP Art History class.

I UNDERSTAND AND ACCEPT the information given on each of the following categories:

- Contact information/conference period
- Course rigor, expectations & Tutorials
- Independent Practice/Homework/Projects
- Late & Make-up work Policies
- Required Supplies (+ AP Exam Study Guide)
- Grading policies/Extra Credit & Skyward
- Electronic Device (cell phone & iPad) Policy
- Flipped Classroom (outside-class) & Portfolio
- Class website & other resources
- Videos (a few, rated PG/PG-13)

***** - Image Release/Remind App (PLEASE SIGN BACK OF THIS HANDOUT) *****

Parent/Guardian name(s) (please, **PRINT**):

FOR MOST OF THE TIME, WITH WHOM DOES THE STUDENT LIVE? CIRCLE ONE:

BOTH PARENTS MOTHER FATHER OTHER _____

MOTHER LAST NAME: _____ **FIRST NAME:** _____

FATHER LAST NAME: _____ **FIRST NAME:** _____

HOME ADDRESS (with city/zip code): _____

DAYTIME PHONE NUMBER: _____ (Circle: MOM / DAD – HOME/WORK/CELL)

EVENING PHONE NUMBER: _____ (Circle: MOM / DAD – HOME/WORK/CELL)

***** MOTHER EMAIL:** _____ ***** FATHER EMAIL:** _____

***** OTHER:** _____ (Who is this? _____)

PRIMARY LANGUAGE SPOKEN IN THE HOME: _____

COMPUTER IN HOME (please, circle): YES NO

INTERNET ACCESS IN HOME (please, circle): YES NO

STUDENT SMART PHONE/IPAD (for in-class research) (please, circle): YES NO
(until students are issued their own GISD iPad the week of 9/11-14)

****** PARENT/GUARDIAN SIGNATURE:** _____

I am looking forward to working with you this year. If you have any concerns, questions, or comments, please don't hesitate to contact me by phone or email as listed in the syllabus.

PLEASE INITIAL THE PERMISSIONS ON THE BACK OF THIS SHEET

NOTE: MEET THE TEACHER NIGHT IS MONDAY, SEPTEMBER 11TH, 6-8PM

Sincerely,



Mrs. Tracey Osborn

TECHNOLOGY INFORMATION & RELEASE

VIDEO, IMAGE, AUDIO RELEASE: During the course of the school year, I may record (still photo and/or video) many of our class activities, which may include images of students. On occasion, I wish to share some of these activities with parents by posting a picture on the class website, teacheroz.com. *Under no circumstances will a student's name be listed on the web.* Please, initial below whether you will allow me to post an image of your student.

_____ YES, you may post my student's image (NO name) on the class website.

_____ NO, I prefer you not post my student's image on the class website.

REMIND TEXT APP (remind.com) – This program allows me to send important reminder texts to students. I will NOT have your student's phone number and they will NOT have my phone number. All texts are archived, If YOU would like to also receive all texts sent to your student, please join using the correct class code and in the sign up process, please include the word 'parent' after your name (code handout/instructions given to your student). Please give permission below for your student to sign up for Remind Texts.

_____ YES, my student MAY sign up for Remind.com texts from Mrs. Osborn.

_____ NO, my student MAY NOT sign up for Remind.com texts from Mrs. Osborn.