

APAH 1819 MANDATORY SUMMER ASSIGNMENT #2

Students can find summer assignment on Google classroom:

2021 APAH, class code: 3ahgba5

CCFF (content, context, form, function) note taking

READ THROUGH ENTIRE ASSIGNMENT BEFORE BEGINNING

DIRECTIONS:

Choose **two** artworks from the following list to investigate. Make sure the works are from two **different cultures and/or time periods**.

You will be practicing the way we will look at artworks this year by exploring the **content, context, form, function, and vocabulary** to gain a thorough understanding of each work.

Format your notes under **CCFF** headings, defined on the next page, as shown in the example provided. Use your textbook, Khan Academy/Smarthistory website, and additional research as needed, to obtain information. All of the artworks listed can be found in one or both sources.

Complete notes for each artwork on separate sheets of paper. Underline any words or terms that are new to you, and list at end under **vocab** heading.

The point of this exercise is to distinguish between different kinds of information (**CCFF** mentioned above). Make sure that the notes you take reflect the heading they are under, for example, do not describe patrons under **form** – that would go under **context**.

Look over the example to get a sense of how in depth you need to go. Do not copy directly from the textbook but instead summarize key points. Take notes as if you were going to have to write a paragraph about the work on a test, or teach a classmate about the work. Please write legibly.

Artworks to choose from:

“Model Bust of Queen Nefertiti”, c. 1340 BCE, Thutmose

“Colossal head”, Olmec, La Venta, 900-400 BCE, Mexico

“Dipylon Krater”, c. 755-750 BCE, Greek

“Capitoline Venus”, 2nd c CE, Roman

“Haniwa Warrior”, 250, Japan

“The Book of Kells”, 800 CE, Hiberno Saxon

“Dwelling in the Fuchun Mountains”, 1350, Huang Gongwang

“The Garden of Earthly Delights”, 1480, Bosch

“Benin Ivory Mask”, 1500, Africa

“Cut with the Kitchen Knife Dada Through the Last Weimar Beer-Belly Cultural Epoch of Germany”, 1919, Höch

“Guernica”, 1937, Picasso

"Nighthawks", 1942, Hopper

CCFF format (see next page for example of what it looks like filled out)

Citation:

title

artist if known/location if architecture

date/style

materials



Draw image – 60 seconds

content

imagery/iconography/narrative/symbolism/allegory/concept expressed

context

historic situation/cultural values/political agenda/economic structure/patron/controversies

form

materials, format, technique, notable dimensions, layout, physical site issues, technical innovations, material sources such as trade

function

What did it do/how was it used/why did they need it?

vocab

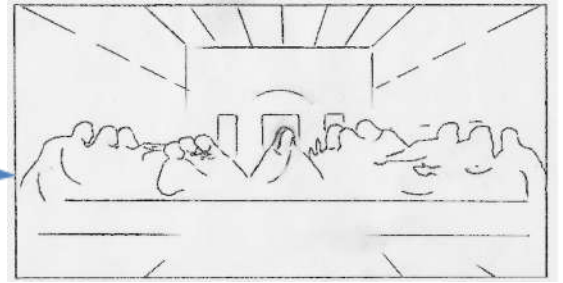
words you have underlined in your notes listed again here

CCFF EXAMPLE (no need to worry about capitalization, full sentences):

Citation:

The Last Supper
Leonardo da Vinci,
refectory in Santa Marie delle Grazie, Milan
1494 High Ren
oil and tempera fresco

Draw image



content

Jesus and his 12 disciples at the exact moment when he announces “One of you will betray me”. Reactions of horror and sorrow. Judas feigns surprise yet holds on to a bag of money and knocks over salt, signs of his treachery.

context

commissioned by Sforza of Milan, patrons included Francis I (died in his arms). Leonardo had to find patrons and do their bidding in order to support his own investigatory interests. Felt ptg was the highest form of art, meant to reveal the intention of man’s soul. Post quattrocento art took the accomplishments of perspective, anatomy, and modeling and pushed it to new heights. Believable settings and working from direct observation very imp to Leonardo (more like Aristotle)

form

perspective used to support Christian dogma, orthogonals lead to JC, halo implied by window, architecture supports trinity, oil and tempera mixture very unstable, led to quick decline of fresco.

Carefully orchestrated 4 groups of three each, each grouping forms pyramid (L’s favorite compositional device). L functions as film director in terms of composing action with bodies.

function

placed where monks eat to remind them of their religious purpose every time they ate, and that the Eucharist is eating the flesh and blood of Christ

vocab

refectory
quattrocento
orthogonals
tempera
fresco
compositional device
Eucharist

Rubric

name	Artwork #1	Artwork #2	comments
citation	___/2	___/2	
sketch	___/2	___/2	
content	___/9	___/9	
context	___/9	___/9	
form	___/9	___/9	
function	___/9	___/9	

<i>vocabulary</i>	___/9	___/9	
<i>following directions</i>	___/1	___/1	
total	___/50	___/50	