

# Student Expectations for AP Art History

After School Extra Help Day: \_\_\_\_\_

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Welcome to AP Art History. The study of art history invites students to discover the diversity in and connections among forms of artistic expression throughout history and from around the globe. Students learn about how people have responded to and communicated their experiences through art making by exploring art in its historic and cultural contexts. The AP Art History course welcomes students into the global art world as active participants, engaging with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. The distribution of work by medium and culture is not even, but with the 2015-2016 school year, the AP curriculum has been revised to include cultures (such as Indigenous American, African, or Oceanic) that have not been examined in depth before.

## Big Ideas and Essential Questions for the New APAH Curriculum

**BI 1:** Artists manipulate materials & ideas to create an aesthetic object, act, or event.

**BI 2:** Art making is shaped by tradition and change.

**BI 3:** Interpretations of art is variable.

**EQ 1:** What is art and how is it made?

**EQ 2:** How do we describe our thinking about art?

**EQ 3:** What and how does art change?

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## The Flipped Classroom

Assigned homework for **most** classes will be to view a Prezi presentation with a lecture voiceover online. The links will be posted on both my website. This will allow us to use our class time to work more effectively through activities and projects while the learning foundational knowledge partially in class and at home.

**Late homework (not including Prezi checks) will NOT be accepted under any circumstance. Projects lose 10% of their grade per day it is late.**

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## Grading

**Tests (100 – 120 points)**

Between 2-3 per marking period. Extensive multiple-choice sections using actual AP questions. No re-takes. If you are absent on the day a test is given, **it is your responsibility** to take the test within one week of it being given.

### Quizzes (10 – 30 points)

Based on online lectures or assigned readings as well as lessons in class. No re-takes. If you are absent on the day a quiz is given, **it is your responsibility** to take the quiz within one week of it being given.

### Essays (10 – 25 points)

Intended to extend learning of important concepts; assess whether students have a deep understanding of topics, and practice for the AP Exam. No re-takes. If you are absent on the day an essay is given, **it is your responsibility** to take the written portion within one week of it being given.

## Textbooks:

### 1. Gardner's *Art through the Ages*

A classic text used in many college survey courses. Not take home, but available in class.

2. Buy an AP Art History review book (maybe two!) (**REA Best Preparation for the AP Art History Exam** or **Barron's AP Art History**) – valuable resource (good prices on Amazon.com or half.com)

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## A Breakdown of the AP Art History Test:

### Section I: Multiple Choice (50% of grade. 80 questions. One hour long.)

80 multiple-choice questions in a booklet - four answers, many are based on black and white pictures. Here are a few examples:

#### 1. *A pylon refers to:*

- a. A monumental entrance into an Egyptian temple
- b. A long winding staircase that led to the top of a Sumerian ziggurat
- c. A special type of entablature designed for the entrance to the Parthenon
- d. A lunette-shaped structure at the entrance of a Gothic Cathedral

#### 2. *Which of the following subjects is Edgar Degas NOT known for painting or drawing?*

- a. Dancers
- b. Horse races
- c. Battle scenes
- d. Women

### Section II: Free Response (50% of grade. Two 30 min Essays. Four 15 min Essays)

The free response section includes long and short essays and is worth 50% of the points on the exam. Questions 1 and 2 are long essays that pose broad questions for students to answer. Students must incorporate two relevant examples of art or architecture into their discussions that are appropriate for each prompt. The first essay requires students to use one example of art from beyond the European artistic tradition.

## Written Examples:

### 30 Minute Essay Prompts

1. Across the world, sites and structures have been the destination of people on religious pilgrimages. Select and clearly identify two sites or structures of religious pilgrimages. Your choices must come from two different cultural traditions; at least one of your choices must come from beyond the European tradition. Using specific visual evidence, analyze how features of each site or structure shape the intended experience of the pilgrims.

2. Throughout history, narrative has been used in art to communicate social, political, or religious meaning. Select and clearly identify two works of art that use narrative. One of your examples must date before 1800 C.E., and one must date after 1800 C.E. For each work, identify the content of the narrative and analyze how the work uses narrative to communicate social, political, or religious meaning.

### 15 Minute Essay Prompt

Students were shown a slide of “the Oxbow” by Thomas Cole and asked:

“Identify the historical school with which Cole was associated. Discuss how this painting embodies the political, social, and philosophical ideas of its time.” (Hint: Do you remember Manifest Destiny from US History I?)

The Five Point Scale	Nat. Avg.	Mr. Lugo's Avg.
5- extremely well qualified	11.9%	50% (6)
4- well qualified	21.5%	33% (4)
3- qualified	27.5%	16% (2)
2- possibly qualified	19.1%	0%
1- no recommendations	20.0%	0%

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## Tips for Success in APAH

1. Keep your absences to a minimum. Be here to learn the material.
2. Stay organized. Great tip for APAH and life!
3. Help each other throughout the year by sharing (materials, insights, and time) and encouraging each other to improve.
4. Visit art museums and see this stuff up close – it makes a difference... and you have to with the new curriculum!

**Student:** Please sign below (after you have read through this carefully!) to indicate you understand what is expected of you in this class.

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*Print Name*

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*Student Signature*

**Parent/Guardian:** Please review the attached student expectations sheet so you know what is expected of your daughter or son. I hope we can work together to make sure that your student has a successful year! Accordingly, please feel free to contact me with questions or concerns. The best way to reach me is by email ([clugo@mtsd.us](mailto:clugo@mtsd.us)).

**In addition, please provide me with your email address:**

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*Parent Signature*

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*Parent/Guardian Name (please print)*

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*Parent/Guardian Email Address*

Finally, please let me know on the bottom of the page if there is any additional information about your daughter or son that I should know as their teacher.

Best,  
**Christian Lugo**