

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP HIGH SCHOOL

ART CURRICULUM

ADVANCED PLACEMENT ART HISTORY

AUGUST 2019

Advanced Placement Art History

Grades 9-12

Course Overview

Advanced Placement Art History provides students with a visual arts experience that takes place in one class period every school day for an entire school year. It is open to students in grades 10, 11, and 12 and offers students the opportunity to pursue college level work in art history while still in high school. While this course does not assume prior training, it does require a high degree of commitment and is intended for the highly motivated student interested in the serious study of art. Many colleges and universities offer advanced placement and/or credit to students who perform successfully on the Advanced Placement Art History exam.

In Advanced Placement Art History, students will examine major forms of artistic expression from the ancient world to the present across a wide variety of cultures throughout the world. Students will learn to interpret and analyze works of art within their historical context and articulate what they see or experience in meaningful ways by developing an understanding of how and why works of art communicate visual meaning. This course will help students apply fundamental art and art historical terminology, understand the purpose and function of art, and interpret art and develop an appreciation for the process of making and displaying art. Students will also learn to analyze art in the context of historical evidence and interpret art by examining such issues as politics, religion, patronage, gender and ethnicity. Students will come to understand the cross-cultural and global nature of art and develop the ability to articulate visual and historical concepts in verbal and written forms. This curriculum represents the mandatory changes to the Advanced Placement Art History course content made by the College Board.

This Advanced Placement Art History course has been authorized by the College Board through the Advanced Placement Audit as an authorized course which meets or exceeds the expectations that colleges and universities have for Art History.

This 5-credit semester course helps fulfill the state graduation requirement in the Visual and Performing Arts.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and National Core Arts Standards for Visual and Performing Arts.

2019 HTPS Visual Art Curriculum Map – Advanced Placement Art History

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
<p>Global Prehistory, 30,000-500 BCE</p>	<p>10 days</p>	<p>NJ State Standards: 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. 1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts</p>	<p>How does environment and locale influence global prehistoric art? How is art, like science and mathematics, a symbolic system of communication? What are the theories and methods of early art making during this period? How did human migration impact prehistoric art? How do underlying structures, time periods, and cultures guide the creation of works of art during the global</p>	<p>The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture. Building an understanding of the creative process and appreciation of art history is essential for developing sensitive, well-rounded and cultured individuals. Studying the history of art helps identify and understand cultures and civilizations throughout history. Throughout history, we find that the making of</p>	<p>View representative examples of selected two-dimensional and three-dimensional visual art works (through such things as PowerPoint, online image resources, video presentations, etc.). Discuss with comprehension various styles, time periods, artists, techniques, movements, and historical events linked to this time period. Accurately discuss how the Elements and Principles of Design apply to the creation of various art works. Analyze and decode various art works of the</p>	<p>Unit quizzes/ tests Projects Open response questions Reflection papers Presentations Class and small group discussions</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. Using proper conventions and grammar when speaking and writing. Collaborating and discussing high level ideas with classmates and team members. Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences. Analyze how the arts represent the</p>	<p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to</p>

	<p>terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> <p>1.4.12.B.2 Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>	<p>prehistoric period?</p> <p>How can art works express visual thinking and focus on a particular concept during the global prehistoric period of art?</p> <p>How are the elements and principles of design used during this period?</p>	<p>art involves creative planning, and thoughtful designing and application of skills.</p> <p>Visual art defines and identifies the many time periods and cultures throughout history.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one’s own expression and those of others.</p> <p>The study of the history of art allows students to develop and enhance critical thinking skills which enable keen insights increasing appreciation of the art form.</p>	<p>period to discover apparent and subliminal meanings influenced by and within the context of the time in which they were made.</p> <p>Apply and discuss findings to make meaningful connections to students’ current reality.</p> <p>Participate in hands-on exercises/activities that correlate to the artistic styles, time periods, movements, and methods that are being viewed and discussed during class presentations.</p>		<p>changing values and ideals of society.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Understand how to illustrate a definition through artistic media.</p>	<p>enhance productivity.</p>
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	<p>National Standards: VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.</p>		<p>The Elements of Art and Principles of Design are used by artists in creative decision making throughout history.</p> <p>The foundation of creative industries is rooted in the study of art history.</p>				
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2019 HTPS Visual Art Curriculum Map – Advanced Placement Art History

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
<p>Ancient Mediterranean, 3500 BCE-300 CE</p>	<p>20 days</p>	<p>NJ State Standards: 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. 1.4.12.A.2 Speculate on the artist’s intent,</p>	<p>How is the ancient Mediterranean period defined? What is the cultural context of the ancient empires in relation to the art of this period? What is the role of religion and royalty in early art? How did the art of this period create a legacy and ongoing influence on artistic traditions to follow? How are the elements and principles of design used during this period? How do experts agree or</p>	<p>The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture. Building an understanding of the creative process and appreciation of art history is essential for developing sensitive, well-rounded and cultured individuals. Studying the history of art helps identify and understand cultures and civilizations throughout history. Throughout history, we find that the making of art involves</p>	<p>View representative examples of selected two-dimensional and three-dimensional visual art works (through such things as PowerPoint, online image resources, video presentations, etc.). Discuss with comprehension various styles, time periods, artists, techniques, movements, and historical events linked to this time period. Accurately discuss how the Elements and Principles of Design apply to the creation of various art works. Analyze and decode various art works of the period to discover</p>	<p>Unit quizzes/ tests Projects Open response questions Reflection papers Presentations Class and small group discussions</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. Using proper conventions and grammar when speaking and writing. Collaborating and discussing high level ideas with classmates and team members. Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences. Analyze how the arts represent the changing values</p>	<p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>

		<p>using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and</p>	<p>disagree about the value, power, and artistic influences of artwork during this time period?</p> <p>How does the surrounding geographic location impact the type of art that was made during the ancient Mediterranean period?</p>	<p>creative planning, and thoughtful designing and application of skills.</p> <p>Visual art defines and identifies the many time periods and cultures throughout history.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.</p> <p>The study of the history of art allows students to develop and enhance critical thinking skills which enable keen insights increasing</p>	<p>apparent and subliminal meanings influenced by and within the context of the time in which they were made.</p> <p>Apply and discuss findings to make meaningful connections to students' current reality.</p> <p>Participate in hands-on exercises/activities that correlate to the artistic styles, time periods, movements, and methods that are being viewed and discussed during class presentations.</p>		<p>and ideals of society.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Understand how to illustrate a definition through artistic media.</p>	
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	<p>multimedia arts for consumers, creators, and performers around the world.</p> <p>National Standards: VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.</p>		<p>appreciation of the art form.</p> <p>The Elements of Art and Principles of Design are used by artists in creative decision making throughout history.</p> <p>The foundation of creative industries is rooted in the study of art history.</p>				
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2019 HTPS Visual Art Curriculum Map – Advanced Placement Art History

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
<p>Early European and Colonial Americas, 200-1750 CE</p>	<p>20 days</p>	<p>NJ State Standards: 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. 1.4.12.A.2 Speculate on the artist’s intent,</p>	<p>How can early European and colonial Americas art be defined? How are the elements and principles of design used during this period? How does patronage and continued religious influence the art of this period? What specific influences are seen on Jewish, Christian, and Islamic art during the Early European and colonial Americas period? What is naturalism and what kinds of developments</p>	<p>The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture. Building an understanding of the creative process and appreciation of art history is essential for developing sensitive, well-rounded and cultured individuals. Studying the history of art helps identify and understand cultures and civilizations throughout history. Throughout history, we find that the making of art involves</p>	<p>View representative examples of selected two-dimensional and three-dimensional visual art works (through such things as PowerPoint, online image resources, video presentations, etc.). Discuss with comprehension various styles, time periods, artists, techniques, movements, and historical events linked to this time period. Accurately discuss how the Elements and Principles of Design apply to the creation of various art works. Analyze and decode various art works of the period to discover</p>	<p>Unit quizzes/ tests Projects Open response questions Reflection papers Presentations Class and small group discussions</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. Using proper conventions and grammar when speaking and writing. Collaborating and discussing high level ideas with classmates and team members. Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences. Analyze how the arts represent the changing values</p>	<p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>

	<p>using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and</p>	<p>in visual form are seen during this period?</p>	<p>creative planning, and thoughtful designing and application of skills.</p> <p>Visual art defines and identifies the many time periods and cultures throughout history.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.</p> <p>The study of the history of art allows students to develop and enhance critical thinking skills which enable keen insights increasing</p>	<p>apparent and subliminal meanings influenced by and within the context of the time in which they were made.</p> <p>Apply and discuss findings to make meaningful connections to students' current reality.</p> <p>Participate in hands-on exercises/activities that correlate to the artistic styles, time periods, movements, and methods that are being viewed and discussed during class presentations.</p>	<p>and ideals of society.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Understand how to illustrate a definition through artistic media.</p>	
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	<p>multimedia arts for consumers, creators, and performers around the world.</p> <p>National Standards: VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.</p>		<p>appreciation of the art form.</p> <p>The Elements of Art and Principles of Design are used by artists in creative decision making throughout history.</p> <p>The foundation of creative industries is rooted in the study of art history.</p>				
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<p>Later Europe and Americas, 1750-1980 CE</p>	<p>20 days</p>	<p>NJ State Standards: 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music,</p>	<p>What are the impacts of modern scientific and philosophical thinking on art during the later Europe and Americas period? How are the elements and principles of design used during this period? How do developments like industrialization and urbanization impact the art of this period? What types of new technologies, media and art forms are seen during this period?</p>	<p>The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture. Building an understanding of the creative process and appreciation of art history is essential for developing sensitive, well-rounded and cultured individuals. Studying the history of art helps identify and understand cultures and civilizations throughout history. Throughout history, we find that the making of art involves creative planning, and thoughtful designing and application of skills.</p>	<p>View representative examples of selected two-dimensional and three-dimensional visual art works (through such things as PowerPoint, online image resources, video presentations, etc.). Discuss with comprehension various styles, time periods, artists, techniques, movements, and historical events linked to this time period. Accurately discuss how the Elements and Principles of Design apply to the creation of various art works. Analyze and decode various art works of the</p>	<p>Unit quizzes/ tests Projects Open response questions Reflection papers Presentations Class and small group discussions</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. Using proper conventions and grammar when speaking and writing. Collaborating and discussing high level ideas with classmates and team members. Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. Analyze how the arts represent the changing values</p>	<p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to</p>

		<p>theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> <p>1.4.12.B.2 Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>	<p>How does the rise of additional forms of patronage, art galleries, and museums impact art during this period?</p>	<p>Visual art defines and identifies the many time periods and cultures throughout history.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one’s own expression and those of others.</p> <p>The study of the history of art allows students to develop and enhance critical thinking skills which enable keen insights increasing appreciation of the art form.</p> <p>The Elements of Art and Principles of Design are used by artists in creative decision making throughout history.</p> <p>The foundation of creative industries is rooted in the study of art history.</p>	<p>period to discover apparent and subliminal meanings influenced by and within the context of the time in which they were made.</p> <p>Apply and discuss findings to make meaningful connections to students’ current reality.</p> <p>Participate in hands-on exercises/activities that correlate to the artistic styles, time periods, movements, and methods that are being viewed and discussed during class presentations.</p>		<p>and ideals of society.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Understand how to illustrate a definition through artistic media.</p>	<p>enhance productivity.</p>
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1.4.12.B.3
Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

National Standards:

VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.

VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.

VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Re9.1.Ia Establish relevant criteria in order to

		evaluate a work of art or collection of works.						
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<p>Indigenous Americas, 1000 BCD-1980 CE</p>	<p>20 days</p>	<p>NJ State Standards: 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. 1.4.12.A.2 Speculate on the artist’s intent,</p>	<p>How can ancient American architecture and artifacts be visually identified? What are the functional and ceremonial roles of the indigenous American art? How are the elements and principles of design used during this period? How is the art of this period linked to the natural environment?</p>	<p>The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture. Building an understanding of the creative process and appreciation of art history is essential for developing sensitive, well-rounded and cultured individuals. Studying the history of art helps identify and understand cultures and civilizations throughout history. Throughout history, we find that the making of art involves</p>	<p>View representative examples of selected two-dimensional and three-dimensional visual art works (through such things as PowerPoint, online image resources, video presentations, etc.). Discuss with comprehension various styles, time periods, artists, techniques, movements, and historical events linked to this time period. Accurately discuss how the Elements and Principles of Design apply to the creation of various art works. Analyze and decode various art works of the period to discover</p>	<p>Unit quizzes/ tests Projects Open response questions Reflection papers Presentations Class and small group discussions</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. Using proper conventions and grammar when speaking and writing. Collaborating and discussing high level ideas with classmates and team members. Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences. Analyze how the arts represent the changing values</p>	<p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. .</p>

	<p>using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and</p>		<p>creative planning, and thoughtful designing and application of skills.</p> <p>Visual art defines and identifies the many time periods and cultures throughout history.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.</p> <p>The study of the history of art allows students to develop and enhance critical thinking skills which enable keen insights increasing</p>	<p>apparent and subliminal meanings influenced by and within the context of the time in which they were made.</p> <p>Apply and discuss findings to make meaningful connections to students' current reality.</p> <p>Participate in hands-on exercises/activities that correlate to the artistic styles, time periods, movements, and methods that are being viewed and discussed during class presentations.</p>		<p>and ideals of society.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Understand how to illustrate a definition through artistic media.</p>	
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	<p>multimedia arts for consumers, creators, and performers around the world.</p> <p>National Standards: VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.</p>		<p>appreciation of the art form.</p> <p>The Elements of Art and Principles of Design are used by artists in creative decision making throughout history.</p> <p>The foundation of creative industries is rooted in the study of art history.</p>				
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2019 HTPS Visual Art Curriculum Map – Advanced Placement Art History

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Africa 1100-1980 CE	20 days	<p>NJ State Standards:</p> <p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music,</p>	<p>How can African art from this period be identified?</p> <p>How are the elements and principles of design used during this period?</p> <p>What types of media, materials, and techniques are used to create African art during this period?</p> <p>What are the daily and performance purposes of African art from this period?</p> <p>What evolving global interpretations and influence has African art from this period had?</p>	<p>The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.</p> <p>Building an understanding of the creative process and appreciation of art history is essential for developing sensitive, well-rounded and cultured individuals.</p> <p>Studying the history of art helps identify and understand cultures and civilizations throughout history.</p> <p>Throughout history, we find that the making of art involves creative planning, and thoughtful designing and application of skills.</p>	<p>View representative examples of selected two-dimensional and three-dimensional visual art works (through such things as PowerPoint, online image resources, video presentations, etc.).</p> <p>Discuss with comprehension various styles, time periods, artists, techniques, movements, and historical events linked to this time period.</p> <p>Accurately discuss how the Elements and Principles of Design apply to the creation of various art works.</p> <p>Analyze and decode various art works of the</p>	<p>Unit quizzes/ tests</p> <p>Projects</p> <p>Open response questions</p> <p>Reflection papers</p> <p>Presentations</p> <p>Class and small group discussions</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>Analyze how the arts represent the</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to</p>

	<p>theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>		<p>Visual art defines and identifies the many time periods and cultures throughout history.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.</p> <p>The study of the history of art allows students to develop and enhance critical thinking skills which enable keen insights increasing appreciation of the art form.</p> <p>The Elements of Art and Principles of Design are used by artists in creative decision making throughout history.</p> <p>The foundation of creative industries is rooted in the study of art history.</p>	<p>period to discover apparent and subliminal meanings influenced by and within the context of the time in which they were made.</p> <p>Apply and discuss findings to make meaningful connections to students' current reality.</p> <p>Participate in hands-on exercises/activities that correlate to the artistic styles, time periods, movements, and methods that are being viewed and discussed during class presentations.</p>		<p>changing values and ideals of society.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Understand how to illustrate a definition through artistic media.</p>	<p>enhance productivity.</p>
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1.4.12.B.3
Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

National Standards:

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.

VA:Re8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Re9.1.1a Establish relevant criteria in order to

		evaluate a work of art or collection of works.						
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2019 HTPS Visual Art Curriculum Map – Advanced Placement Art History

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
<p>West and Central Asia, 500 BCE-1980 CE</p>	<p>20 days</p>	<p>NJ State Standards: 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music,</p>	<p>How can West and central Asian art be defined? What is the role of religious beliefs in the art of this period? How did trade and global influences impact the art of this period? How is figural imagery used? How are the elements and principles of design used during this period? How is the style and production of decorative objects intertwined with this period?</p>	<p>The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture. Building an understanding of the creative process and appreciation of art history is essential for developing sensitive, well-rounded and cultured individuals. Studying the history of art helps identify and understand cultures and civilizations throughout history. Throughout history, we find that the making of art involves creative planning, and thoughtful designing and application of skills. Visual art defines and identifies the</p>	<p>View representative examples of selected two-dimensional and three-dimensional visual art works (through such things as PowerPoint, online image resources, video presentations, etc.). Discuss with comprehension various styles, time periods, artists, techniques, movements, and historical events linked to this time period. Accurately discuss how the Elements and Principles of Design apply to the creation of various art works. Analyze and decode various art works of the</p>	<p>Unit quizzes/ tests Projects Open response questions Reflection papers Presentations Class and small group discussions</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. Using proper conventions and grammar when speaking and writing. Collaborating and discussing high level ideas with classmates and team members. Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. Analyze how the arts represent the</p>	<p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to</p>

	<p>theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> <p>1.4.12.B.2 Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>		<p>many time periods and cultures throughout history.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one’s own expression and those of others.</p> <p>The study of the history of art allows students to develop and enhance critical thinking skills which enable keen insights increasing appreciation of the art form.</p> <p>The Elements of Art and Principles of Design are used by artists in creative decision making throughout history.</p> <p>The foundation of creative industries is rooted in the study of art history.</p>	<p>period to discover apparent and subliminal meanings influenced by and within the context of the time in which they were made.</p> <p>Apply and discuss findings to make meaningful connections to students’ current reality.</p> <p>Participate in hands-on exercises/activities that correlate to the artistic styles, time periods, movements, and methods that are being viewed and discussed during class presentations.</p>		<p>changing values and ideals of society.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Understand how to illustrate a definition through artistic media.</p>	<p>enhance productivity.</p>
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1.4.12.B.3
Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

National Standards:

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.

VA:Re8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Re9.1.1a Establish relevant criteria in order to

		evaluate a work of art or collection of works.						
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2019 HTPS Visual Art Curriculum Map – Advanced Placement Art History

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
<p>South, East and Southeast Asia, 300 BCE-1980 CE</p>	<p>20 days</p>	<p>NJ State Standards: 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music,</p>	<p>How can South, East, and Southeast Asian art be defined? What advances in technology, media, and techniques are seen during this period? How does the role of court life and social stratification impact art? What types of unique art forms and imagery are associated with Asian religions? How are the elements and principles of design used during this period? How did the effect of trade and cultural interchanges</p>	<p>The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture. Building an understanding of the creative process and appreciation of art history is essential for developing sensitive, well-rounded and cultured individuals. Studying the history of art helps identify and understand cultures and civilizations throughout history. Throughout history, we find that the making of art involves creative planning, and thoughtful designing and application of skills.</p>	<p>View representative examples of selected two-dimensional and three-dimensional visual art works (through such things as PowerPoint, online image resources, video presentations, etc.). Discuss with comprehension various styles, time periods, artists, techniques, movements, and historical events linked to this time period. Accurately discuss how the Elements and Principles of Design apply to the creation of various art works. Analyze and decode various art works of the</p>	<p>Unit quizzes/ tests Projects Open response questions Reflection papers Presentations Class and small group discussions</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. Using proper conventions and grammar when speaking and writing. Collaborating and discussing high level ideas with classmates and team members. Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences. Analyze how the arts represent the</p>	<p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to</p>

	<p>theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>	<p>impact the art made during this period?</p>	<p>Visual art defines and identifies the many time periods and cultures throughout history.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.</p> <p>The study of the history of art allows students to develop and enhance critical thinking skills which enable keen insights increasing appreciation of the art form.</p> <p>The Elements of Art and Principles of Design are used by artists in creative decision making throughout history.</p> <p>The foundation of creative industries is rooted in the study of art history.</p>	<p>period to discover apparent and subliminal meanings influenced by and within the context of the time in which they were made.</p> <p>Apply and discuss findings to make meaningful connections to students' current reality.</p> <p>Participate in hands-on exercises/activities that correlate to the artistic styles, time periods, movements, and methods that are being viewed and discussed during class presentations.</p>		<p>changing values and ideals of society.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Understand how to illustrate a definition through artistic media.</p>	<p>enhance productivity.</p>
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1.4.12.B.3
Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

National Standards:

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.

VA:Re8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Re9.1.1a Establish relevant criteria in order to

		evaluate a work of art or collection of works.						
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2019 HTPS Visual Art Curriculum Map – Advanced Placement Art History

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
The Pacific, 700-1980 CE	20 days	<p>NJ State Standards:</p> <p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts</p>	<p>How can Pacific art be defined?</p> <p>What forms and materials are used in Pacific art?</p> <p>What are the ritual and cultural significance of artifacts?</p> <p>How are the elements and principles of design used during this period?</p> <p>How does the history of the Pacific island civilization, trade, and migration patterns impact the art of this period?</p> <p>What is the role of the ocean, familial,</p>	<p>The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.</p> <p>Building an understanding of the creative process and appreciation of art history is essential for developing sensitive, well-rounded and cultured individuals.</p> <p>Studying the history of art helps identify and understand cultures and civilizations throughout history.</p> <p>Throughout history, we find that the making of art involves</p>	<p>View representative examples of selected two-dimensional and three-dimensional visual art works (through such things as powerpoint, online image resources, video presentations, etc.).</p> <p>Discuss with comprehension various styles, time periods, artists, techniques, movements, and historical events linked to this time period.</p> <p>Accurately discuss how the Elements and Principles of Design apply to the creation of various art works.</p> <p>Analyze and decode various art works of the</p>	<p>Unit quizzes/ tests</p> <p>Projects</p> <p>Open response questions</p> <p>Reflection papers</p> <p>Presentations</p> <p>Class and small group discussions</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences.</p> <p>Analyze how the arts represent the</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to</p>

	<p>terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>	<p>religious, and historical depictions in the art from this period?</p>	<p>creative planning, and thoughtful designing and application of skills.</p> <p>Visual art defines and identifies the many time periods and cultures throughout history.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.</p> <p>The study of the history of art allows students to develop and enhance critical thinking skills which enable keen insights increasing appreciation of the art form.</p> <p>The Elements of Art and Principles of Design are used by artists in</p>	<p>period to discover apparent and subliminal meanings influenced by and within the context of the time in which they were made.</p> <p>Apply and discuss findings to make meaningful connections to students' current reality.</p> <p>Participate in hands-on exercises/activities that correlate to the artistic styles, time periods, movements, and methods that are being viewed and discussed during class presentations.</p>	<p>changing values and ideals of society.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Understand how to illustrate a definition through artistic media.</p>	<p>enhance productivity.</p>
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	<p>National Standards: VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.</p>		<p>creative decision making throughout history.</p> <p>The foundation of creative industries is rooted in the study of art history.</p>				
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2019 HTPS Visual Art Curriculum Map – Advanced Placement Art History

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
<p>Global Contemporary, 1980 CE to Present</p>	<p>20 days Additional time if needed / possible for this content and/or reviewing for the AP Art History Exam</p>	<p>NJ State Standards: 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music,</p>	<p>How can global contemporary art be defined? What are the global influences on art? How are the elements and principles of design used during this period? What are the diverse venues and audiences for art? What new types of artists and new theories of criticism are seen? What will be covered on the AP Art History exam?</p>	<p>The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture. Building an understanding of the creative process and appreciation of art history is essential for developing sensitive, well-rounded and cultured individuals. Studying the history of art helps identify and understand cultures and civilizations throughout history. Throughout history, we find that the making of art involves creative planning, and thoughtful</p>	<p>View representative examples of selected two-dimensional and three-dimensional visual art works (through such things as powerpoint, online image resources, video presentations, etc.). Discuss with comprehension various styles, time periods, artists, techniques, movements, and historical events linked to this time period. Accurately discuss how the Elements and Principles of Design apply to the creation of various art works. Analyze and decode various art works of the</p>	<p>Unit quizzes/ tests Projects Open response questions Reflection papers Presentations Class and small group discussions</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. Using proper conventions and grammar when speaking and writing. Collaborating and discussing high level ideas with classmates and team members. Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. Analyze how the arts represent the</p>	<p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to</p>

	<p>theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> <p>1.4.12.B.2 Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>	<p>How can I best review and study for the Advanced Placement Art History exam?</p>	<p>designing and application of skills.</p> <p>Visual art defines and identifies the many time periods and cultures throughout history.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one’s own expression and those of others.</p> <p>The study of the history of art allows students to develop and enhance critical thinking skills which enable keen insights increasing appreciation of the art form.</p> <p>The Elements of Art and Principles of Design are used by artists in creative decision making</p>	<p>period to discover apparent and subliminal meanings influenced by and within the context of the time in which they were made.</p> <p>Apply and discuss findings to make meaningful connections to students’ current reality.</p> <p>Participate in hands-on exercises/activities that correlate to the artistic styles, time periods, movements, and methods that are being viewed and discussed during class presentations.</p>		<p>changing values and ideals of society.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Understand how to illustrate a definition through artistic media.</p>	<p>enhance productivity.</p>
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		<p>1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p> <p>National Standards: VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>VA:Re9.1.Ia Establish relevant criteria in order to</p>		<p>throughout history.</p> <p>The foundation of creative industries is rooted in the study of art history.</p>				
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		evaluate a work of art or collection of works.						
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***Please note that any remaining class time after the completion of all 10 curriculum units will be used to thoroughly review for the AP Art History exam with students and conduct additional presentations, class projects, and discussions as needed.

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WEBLIOGRAPHY

College Board AP Art History Resources

<https://apcentral.collegeboard.org/>

<https://apcentral.collegeboard.org/courses/ap-art-history/classroom-resources>

<https://apcentral.collegeboard.org/courses/ap-art-history/course>

<https://apcentral.collegeboard.org/pdf/ap-art-history-course-a-glance.pdf?course=ap-art-history>

<https://apcentral.collegeboard.org/pdf/ap-art-history-course-and-exam-description-0.pdf?course=ap-art-history>

<https://apcentral.collegeboard.org/courses/ap-art-history?course=ap-art-history>

<https://secure-media.collegeboard.org/ap/modules/overview/art-history/index.html>

Museum Resources:

<http://www.artcyclopedia.com/museums/art-museums-in-usa-new-jersey.html>

<http://www.artcyclopedia.com/museums/art-museums-in-usa-new-york.html>

<http://www.guggenheim.org/>

<http://www.metmuseum.org/>

<http://www.moma.org/>

<http://whitney.org/>

General Art History Resources:

<http://www.pbs.org/art21/>

ASSOCIATED JOBS LIST BY UNIT

Unit 1 Global Prehistory, 30,000-500 BCE	Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Curator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar
Unit 2 Ancient Mediterranean, 3500 BCE-300 CE	Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Curator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar
Unit 3 Early European and Colonial Americas, 200-1750 CE	Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian

<p>Unit 3 (cont.)</p>	<p>Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Curator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar</p>
<p>Unit 4 Later Europe and Americas, 1750-1980 CE</p>	<p>Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Curator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar</p>
<p>Unit 5 Indigenous Americas, 1000 BCE-1980 CE</p>	<p>Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher</p>

Unit 5 (cont.)	Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Curator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar
Unit 6 Africa 1100-1980 CE	Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Curator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar
Unit 7 West and Central Asia, 500 BCE-1980 CE	Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Curator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar

<p>Unit 8 South, East, and Southeast Asia, 300 BCE-1980 CE</p>	<p>Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Curator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar</p>
<p>Unit 9 The Pacific, 700-1980 CE</p>	<p>Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Curator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar</p>
<p>Unit 10 Global Contemporary, 1980 CE to Present</p>	<p>Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist</p>

Unit 10 (cont.)

Gallery Assistant/Salesperson
Gallery Manager/Director
High School Art Teacher
High school Advanced Placement Art History Teacher
High School Art History Teacher
K-12 Art Teacher
Museum Administration/Director
Museum Docent
Museum Educator
Museum/Gallery Curator
Museum/Gallery Exhibitions Manager
Museum/Gallery Registrar