

## Appendix 1: Teaching Standards

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

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

Within each content area, students explore essential contextual information about regions, cultures, and time periods. Students have options for focused, intensive learning about artworks, themes, and cultures they select as personally relevant and meaningful. As students study works of art in the image set, they apply essential art historical skills within the learning objectives, such as visual, contextual, and comparative analysis. The following are big ideas and learning objectives of the AP Art History course:

- Big Idea 1: Artists manipulate materials and ideas to create an aesthetic object, act, or event.
  - o Students differentiate the components of form, function, content, and/or context of a work of art.
  - o Students explain how artistic decisions about art making shape a work of art.
  - o Students describe how context influences artistic decisions about creating a work of art.
  - o Students analyze form, function, content, and/or context to infer or explain the possible intentions for creating specific works of art.
  
- Big Idea 2: Art making is shaped by tradition and change.
  - o Students describe features of tradition and/or change in a single work of art or in a group of related works.
  - o Students explain how and why specific traditions and/or changes are demonstrated in a single work or group of related works.
  - o 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.
  - o Students identify a work of art.
  - o Students analyze how formal qualities and/or content of a work of art elicit(s) a response.
  - o Students analyze how contextual variables lead to different interpretations of a work of art.
  - o Students justify attribution of an unknown work of art.
  - o Students analyze relationships between works of art based on their similarities and differences.