



Course and Exam Description

AP[®] Art History

Including the Curriculum Framework

Effective Fall 2015



AP Art History

Course and Exam Description
Effective Fall 2015

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About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information, visit www.collegeboard.org.

AP® Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

This version of the *AP Art History Course and Exam Description* corrects an error present in the original Web posting. The correct answer to sample multiple-choice question 18 is B (not C, as appeared in the original Web version).

This version also clarifies how students should identify works of art in their responses and clarifies the meaning of “context” (see the glossary). Some sample exam questions were slightly modified to clarify how works of art are to be identified.

This version also clarifies the identification details for image 56, Great Mosque (Córdoba, Spain), on page 63, for image 129, *The Kiss*, on page 97, and for image 185, Dome of the Rock, on page 134.

Contents

v	Acknowledgments
1	About AP®
2	Offering AP Courses and Enrolling Students
2	How AP Courses and Exams Are Developed
3	How AP Exams Are Scored
3	Using and Interpreting AP Scores
4	Additional Resources
5	About the AP Art History Course
5	About This Course
5	College Course Equivalent
5	Prerequisites
6	Participating in the AP Course Audit
6	Curricular Requirements
6	Resource Requirements
9	The AP Art History Curriculum Framework
9	Introduction
11	Course Curriculum
11	Big Idea 1: Artists manipulate materials and ideas to create an aesthetic object, act, or event.
15	Big Idea 2: Art making is shaped by tradition and change.
18	Big Idea 3: Interpretations of art are variable.
22	Glossary
24	Content Outline
27	Content Area 1: Global Prehistory
34	Content Area 2: Ancient Mediterranean
54	Content Area 3: Early Europe and Colonial Americas
86	Content Area 4: Later Europe and Americas
105	Content Area 5: Indigenous Americas
119	Content Area 6: Africa
129	Content Area 7: West and Central Asia
138	Content Area 8: South, East, and Southeast Asia

156	Content Area 9: The Pacific
163	Content Area 10: Global Contemporary
175	Teaching AP Art History
175	Introduction
176	Organizing the AP Art History Course
178	Teaching the AP Art History Course
187	Resources for Teaching AP Art History
191	The AP Art History Exam
191	Exam Description
191	Time Management
192	How Student Learning Is Assessed on the AP Exam
193	Multiple-Choice Questions
193	Free-Response Questions
194	Sample Exam Questions
195	Section I: Multiple-Choice Questions
214	Answers to Multiple-Choice Questions
215	Section II: Free-Response Questions
225	Scoring Guidelines and What Good Responses Will Include
242	Appendix A: List of Required Works
253	Appendix B: Title Index
258	Appendix C: Processes of Art Historical Analysis

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About AP®

The College Board's Advanced Placement Program® (AP®) enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit, advanced placement, or both. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in more than 60 countries recognize AP in the admissions process and grant students credit, placement, or both on the basis of successful AP Exam scores. Visit www.collegeboard.org/ap/creditpolicy to view AP credit and placement policies at more than 1,000 colleges and universities.

Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers.¹ Additional AP studies are available at www.collegeboard.org/research.

¹ See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (New York: The College Board, 2008).

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (Austin, Texas: National Center for Educational Accountability, 2006).

Offering AP Courses and Enrolling Students

Each AP course and exam description details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.org/apcourseaudit.

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject's current AP Development Committee members, please visit press.collegeboard.org/ap/committees. AP Development Committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP coursework reflects current scholarship and advances in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam — work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP Exam score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam.

Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP Exam score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A-, B+, and B. AP Exam scores of 3 are equivalent to college grades of B-, C+, and C.

Using and Interpreting AP Scores

College faculty are involved in every aspect of AP, from course and exam development to scoring and standards alignment. These faculty members ensure that the courses and exams meet colleges' expectations for content taught in comparable college courses. Based upon outcomes research and program evaluation, the American Council on Education (ACE) and the Advanced Placement Program recommend that colleges grant credit and/or placement to students with AP Exam scores of 3 and higher. The AP score of 3 is equivalent to grades of B-, C+, and C in the equivalent college course. However, colleges and universities set their own AP credit, advanced standing, and course placement policies based on their unique needs and objectives.

AP Score	Recommendation
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.org for more information about the AP Program.

About the AP Art History Course

About This Course

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history.

College Course Equivalent

AP Art History is designed to be the equivalent of a two-semester introductory college or university art history survey course.

Prerequisites

There are no prerequisites for AP Art History. Students who have been successful in humanities courses, such as history and literature, or in studio art courses are especially encouraged to enroll since those experiences will likely support and enrich the context of the art history course.

Participating in the AP Course Audit

Schools wishing to offer AP courses must participate in the AP Course Audit. Participation in the AP Course Audit requires the online submission of two documents: the AP Course Audit form and the teacher's syllabus. The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. The syllabus, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

The curricular and resource requirements, derived from the AP Art History curriculum framework, are outlined below. Teachers should use these requirements in conjunction with the AP Course Audit resources at www.collegeboard.com/html/apcourseaudit/courses/art_history.html to support syllabus development.

Curricular Requirements

- ▶ Students and teachers use college-level resources, including diverse primary sources, secondary sources, and a college-level art history textbook.
- ▶ The big ideas and essential questions in the *AP Art History Course and Exam Description* are used as a conceptual foundation for the course.
- ▶ Each of the 10 AP Art History content areas in the *AP Art History Course and Exam Description* receives explicit attention.
- ▶ Students have opportunities to engage with all 12 course learning objectives in the *AP Art History Course and Exam Description* through specific assignments and activities.
- ▶ Students are provided opportunities to analyze works of art both visually and contextually.
- ▶ Students are provided opportunities to analyze interpretations of works of art from primary or secondary sources.
- ▶ Students are provided opportunities to analyze relationships between works of art across cultures and from different content areas.
- ▶ Students have opportunities to use enduring understanding and essential knowledge statements as a foundation to conduct research on a specific work of art.
- ▶ Students are provided opportunities to experience actual works of art or architecture.

Resource Requirements

- ▶ The school ensures that each student has access to a college-level art history textbook in hard copy and/or electronic format (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.

- ▶ The school ensures that each AP Art History class has access to a digital projector and screens for viewing at least two works of art side by side.
- ▶ The school ensures that each AP Art History class has access to digital images covering the material addressed in the course.
- ▶ The school ensures that the teacher has access to additional appropriate college-level art history resources for his or her consultation.

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