

NAPERVILLE NORTH HIGH SCHOOL

Nicholas P. Janssen, Chair of Fine Arts



AP ART HISTORY [A910A1-A910A2]

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DISTRICT MISSION

To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.

DEPARTMENT MISSION

The Fine Arts Department at Naperville North High School is founded on the conviction that academics and the arts are equally important to student development and achievement. North's comprehensive Fine Arts offerings are integrated throughout the academic curriculum and various student activity organizations – motivating students with a variety of learning styles to succeed in high school and pursue higher education. The plethora of Fine Arts opportunities at North maintain our commitment to providing a rigorous arts education for all students while providing quality art for the Naperville Community.

Visual Art offerings are designed to develop in all students: visual sensitivity; creative talents; cultural appreciations; and, lifelong skills that can enhance career and personal potentials.

COURSE DESCRIPTION(s)

AP Art History [A910A1-A910A2]: This course is designed to provide the same benefits to secondary school students as those provided by a college course in Art History. Topics covered: What is art and how is it made? Why and how does art change? How do we describe our thinking about art? These are the questions we will explore in this course. We will focus on an artwork's meaning and function, its maker's methodology, and the ways it reflects and affects its historical and cultural context. This curriculum is based on ten cultural/chronological units, emphasizing daily practice of questioning techniques, methods of discussion, analytical paradigms, guided discovery, and independent learning. These enable students to develop critical thinking and visual literacy skills with which they can find meaning from any artwork they encounter throughout their lives. Classwork will be augmented by field trips to many of the fine art museums in the area. Students are expected to take the College Board exam in May.

This course qualifies for the Illinois Global Scholar Certificate.

COURSE TEXTBOOKS & RESOURCES

Primary Text: Stocksted, Marilyn, *Art History*. Pearson/Prentice Hall, 3rd Edition 2008.

Primary Resource: *Required works of art for AP Art History*. Video discussions and Essays on [Smarthistory](#)

Students are expected to bring a district issued Chromebook, Note Takers Workbook and Binder with handouts to every class. It is expected that the device is fully charged and ready for use. Chromebooks are to remain closed and out of the work area. They should be utilized only with instructor direction or approval.

Skill One: Analyze visual elements of works of art.

- 1.A Identify a work of art (or group of related works of art), providing: title or designation, name of artist, culture of origin, style, date of creation and/or materials.
- 1.B Describe visual elements of a work of art (or group of related works of art), including: form, style, materials, technique and/or content.
- 1.C Explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).

Skill Two: Analyze contextual elements of a work of art, and connect contextual and visual elements of a work of art.

- 2.A Describe contextual elements of a work of art (or group of related works of art), including: function, context, siting or physical context, subject matter and/or reception.
- 2.B Explain how the possible intent, purpose, and/or function shape the creation or meaning of a work of art (or group of related works of art).
- 2.C Explain how and/or why context influences artistic decisions about form, style, materials, content, and/or function in the creation or meaning of a work of art (or group of related works of art).
- 2.D Explain how artistic decisions about form, style, materials, content, function, and/or context of a work of art (or group of related works of art) elicit a response or shape its reception.

Skill Three: Compare two or more works of art.

- 3.A Describe similarities and/or differences in two or more works of art using appropriate and relevant points of comparison.
- 3.B Explain how two or more works of art are similar and/or different in how they convey meaning.

Skill Four: Analyze the relationships between a work of art and a related artistic tradition, style, and/or practice.

- 4.A Explain how a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.
- 4.B Explain why a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.
- 4.C Explain the influence of a specific work of art (or group of related works of art) on other artistic production within or across cultures.
- 4.D Explain the meaning or significance of continuity and/or change between works of art (or groups of related works of art) within a related artistic tradition, style, or practice.

Skill Five: Analyze visual elements of a work of art beyond the image set.

- 5.A Describe visual elements of a work of art (or group of related works of art) beyond the image set, including: form, style, materials, technique and/or content.
- 5.B In analyzing a work of art beyond the image set, explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).

Skill Six: Attribute unknown works of art.

- 6.A Attribute a work of art to a specific artist, culture, art historical style, or object type from the image set.
- 6.B Justify an attribution of a work of art by explaining similarities with work by a specific artist, culture, art historical style, or object type from the image set.

Skill Seven: Analyze art historical interpretations.

- 7.A Describe one or more art historically relevant interpretations of a work of art (or group of related works of art), its reception, or its meaning.
- 7.B Explain how one or more historically valid interpretations of a work of art (or group of related works of art) are derived from an analysis of its form, style, materials, content, function, context, reception, and/or meaning.

**UNITS
OF STUDY**

**COURSE
CALENDAR**

**GRADE
CALCULATION
DEFINITIONS**

Skill Eight: Develop and support art historical arguments.

- 8.A Articulate a defensible claim about one or more works of art (or group of related works of art).
- 8.B Using specific and relevant evidence, support a claim about one or more works of art (or group of related works of art).
- 8.C Explain how the evidence justifies the claim.
- 8.D Corroborate, qualify, or modify a claim in order to develop a complex argument. This argument might: Explain nuance of an issue by analyzing multiple variables; Explain relevant and insightful connections; Explain how or why an art historical claim is or is not effective and/or Qualify or modify a claim by considering diverse or alternative views or evidence.

- Global Prehistory, 30,000-500 BCE
- Ancient Mediterranean, 3500 BCE-300 CE
- Early Europe and Colonial Americas, 200-1750 CE
- Later Europe and Americas, 1750-1980 CE
- Indigenous Americas, 1000 BCE -1980 CE
- Africa, 1100-1980 CE
- West and Central Asia, 500 BCE-1980 CE
- South, East, and Southeast Asia, 300 BCE-1980 CE
- The Pacifics, 700-1980 CE
- Global Contemporary, 1980 to present

[AP ART HISTORY 2024-2025 COURSE CALENDAR](#)

Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Although varied in content, all courses will include examples of practice and evidence of learning:

- **Evidence of Learning:** Tasks or assessments where feedback is provided to the student and considered evidence of a student's level of proficiency on a given standard or skill. This may include, but is not limited to formative tasks that provide insights on areas for growth as well as summative tests, projects and/or performances. In this course, specific examples include: take home essays, quizzes, and research projects.
- **Practice:** Tasks that are connected to course standards and learning targets that promote the development of skills and/or knowledge that will be assessed, but where feedback is not provided. This may include, but is not limited to daily readings, note taking, practice exercises and tasks essential to the learning process. In this course, specific examples include: entry questions, practice essays, practice questions, research check-ins.

GRADING PRACTICES

COURSEWORK GRADING CATEGORIES

GRADING DISBURSEMENT & WEIGHT

ACADEMIC INTEGRITY CODE

Grades communicate each student's progress toward mastery of goals/standards for the course.

- **Infinite Campus Symbols/Comments:**

- A score of "Missing" (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.
- Any score may also have a comment indicating the due date, turned in, late, reassessment eligibility including the timeline and/or reassessment final scores.
- A zero indicates that no attempt was made by the student. If a legitimate attempt is made on an assessment and practice work has been completed in a consistent and timely manner (*completing 80% of practice listed in Infinite Campus.*), a score of 50% will be the lowest possible grade.

- **Late Work:**

- Evidence of Learning work submitted after the original due date cannot be penalized more than a total of 10% and can be submitted for credit up to 5 days after the original due date.
- Practice Work is not accepted for credit after the due date.

- **Other:**

- No extra credit will be issued.

Practice: Practice Essays | Reading Quizzes | Art Activities

Evidence: Notetakers, Take-home Essays, Research Projects, Quizzes and Tests

A: 100-90% | B: 89-80% | C: 79-70% | D: 69-60% | F: 59-0%

Semester Grade:

- **Coursework:** 85%
 - 90%: Evidence | 10%: Practice
- **Final Exam:** 15%
 - 50%: Quarterfinal Q1/Q3 | 50%: Quarterfinal Q2/Final Project Q4

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect and trust. The integrity of our district's academic programs is built upon these principles.

Academic integrity violations include cheating, plagiarism, self-plagiarism or copy infringement, obtaining or providing an unfair advantage, using a writing service and/or AI in place of original work unless specifically authorized by staff, falsification of documents, unauthorized access to records, and inappropriate collaboration, whether intentional or unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.

Unacceptable AI use includes, but not limited to take home essay writing, research presentations, or reflections.

REASSESSMENT POLICY

The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 85%.

- Practice work is not eligible for reassessment.
- Evidence of Learning work with a score below 85% is eligible for reassessment if students have:
 - Demonstrated readiness through timely and consistent completion of practice work. This means completing 85% of practice listed in Infinite Campus.
 - Completed designated learning experiences as assigned by the teacher. In this course, specific examples include: Taking notes in Notetakers, practice essays, research presentation check-ins and drafts.
- Timeline: Reassessments must be completed 5 school days after the student receives feedback (unless otherwise determined by the instructor).
- Project-Based Assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a reassessment.

COMMUNICATION

- You are encouraged to communicate with their teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the workweek.
- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered.

ADDITIONAL RESOURCES FOR SUPPORT

- You can make an appointment with your teacher should you need additional instruction or support in learning material. Teachers are available before school each day.
- You can attend After School Tutoring in the Learning Commons Monday, Wednesday, and Thursday from 3:15-4:15 to receive extra support or to work on assignments.
- You can drop in to work with a peer tutor during lunch periods or before school in the Literacy Center.
- Recommended [Supply List](#)

PARENT OR GUARDIAN PARTNERSHIP

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

Some ways parents/guardians can support their student's learning are:

- Actively check Infinite Campus for their student's grade.
 - Infinite Campus is a tool to monitor student work until final course grade is posted.
 - Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss their student's missing assignments, reiterate due dates, help organize their student's folders, materials and assignment notebooks, and review upcoming projects and assessments.

