

KAP Art History

ARTS 110: SURVEY OF ART

**SEMESTER I COURSE DESCRIPTION AND OBJECTIVES:**

KAP Art History is a survey of Ancient and Medieval Art and comprises the first part of a two-semester survey of the history of western art. The objective of the course is to familiarize students with the major monuments of painting, sculpture, and architecture in Europe and the Near East from their beginnings in the Stone Age through the Gothic era. KAP Art History will examine not only the monuments themselves, but also the historical context in which they were produced. There will be a strong emphasis on questions of analysis and interpretation—including, in some cases, the changing history of a work's reception. The goal is to impart not only a body of knowledge but also a set of critical tools that students should be able to apply to works of art not specifically covered in the course. This class is taught in connection with Kenyon College course ARHS 110 for 4 hours of Kenyon College credit.

UNITS

In line with the Kenyon course, the first semester of the class will include the following units.

**The Birth of Art: Stone Age**

**Ancient Near East: Sumer, Akkad, and Babylon**

**Ancient Near East: Assyria, Neo-Babylonia, Persia**

**Ancient Egypt: Old Kingdom**

**Ancient Egypt: New Kingdom**

**Prehistoric Aegean: Minoans and Mycenaeans**

**Ancient Greece: Geometric through Archaic Periods**

**Ancient Greece: Classical through Hellenistic Periods**

**Early Italian: Etruscan Art**

**Roman Art: Republic through Early Empire**

**Roman Art: High and Late Empire**

**Late Antiquity: Early Christian Art**

**Byzantine Art**

**Islamic Art**

**Early Medieval Art in the West**

**Romanesque Art**

**Gothic Art**

**Late Medieval Italy**

**SEMESTER I COURSE REQUIREMENTS PER KENYON:**

PORTFOLIO

TESTS

QUIZZES

IN-CLASS CONTRIBUTION

PROJECTS

PAPER

CUMULATIVE FINAL EXAM (which is actually the Mid-term)

**SEMESTER II COURSE DESCRIPTION AND OBJECTIVES:**

The second semester of Art History will not be part of the KAP program. However, you will still receive the proper 1.2 weight from New Albany High School and the course will not change much in set-up. The second half of KAP Art History will explore works from the Italian Renaissance into the 21<sup>st</sup> century.

UNITS (subject to change)

**Art Beyond the European Tradition: Africa, China, Japan, India**

**15<sup>th</sup> Century Northern: Flanders**

**Italian Renaissance**

**Mannerism**

**16<sup>th</sup> century Northern: Flanders, Germany**

**Baroque**

**Rococo**

**Romanticism**

**Neoclassicism**

**Realism**

**Impressionism**

**Post-Impressionism**

**19<sup>th</sup> Century Modernism**

**20<sup>th</sup> Century**

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**SEMESTER I & II COURSE GRADES**

The course will be assigned the following percentages.

<b>50%</b>	<b>Major Assignments</b> <ul style="list-style-type: none"><li>-tests</li><li>-projects – single and group</li><li>-essays/papers</li><li>-seminars</li><li>-presentations</li></ul>
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<b>30%</b>	<b>Individual Scholarship</b> <ul style="list-style-type: none"><li>-homework</li><li>-study guides</li><li>-portfolio (see rubric)</li><li>-quizzes</li><li>-readings</li></ul>
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<b>20%</b>	<b>Active Learning</b> <ul style="list-style-type: none"><li>-participation and preparation (see rubric)</li><li>-schoolology discussions</li></ul>
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## KAP Art History Portfolio

You will continually work on your portfolio throughout the year. These portfolios will be well organized with notes, handouts, study guides, vocabulary, etc. hole-punched and placed behind the appropriate tabs. All work for KAP Art History should reflect pride and care.

You will need a tab for each of the following:

- **Current Unit** - notes, packets, readings
- **Previous Notes/Handouts** – Past notes, readings, handouts in chronological order.
- **Vocabulary** – For each unit, keep a running list of important vocabulary. Each word should include a concise definition and specific work this vocabulary is associated with (typed or handwritten).
- **Study Guides** – in chronological order
- **Assessments** – tests, writings, rubrics
- **Art in the News** - How is art still impacting our world today? For each quarter, read and reflect upon one article from the news (*The New York Times, The Wall Street Journal, The New Yorker...*).
- **Reflections**
- **Keep a few extra tabs ready just in case we decide to add or re-organize as the year progresses.**

### Portfolio Rubric - KAP Art History: 2014-2015

	A	B	C	D/F: does NOT meet the standards
<b>Structure, Organization, Completeness</b>	All parts of portfolio are structurally sound, papers are sorted correctly, demonstrating time, care, and respect for content.	Portfolio is structurally sound. Papers are neatly and correctly sorted. All course material is present.	Portfolio is basically sound. Papers are for the most sorted. Some course material may be missing.	Portfolio needs repair, papers are unorganized. A great number of materials are missing.
<b>Notes</b>	Notes are neatly written, organized, and complete.	Most notes are neat, organized, and complete	Notes are complete but may not be neat or organized.	Notes are incomplete.
<b>Vocabulary</b>	Vocabulary is up to date, words from each unit are clearly defined and examples are given.	Vocabulary is fairly up to date, most words are defined and examples are given.	Vocabulary is fairly up to date and defined, few examples are given.	Vocabulary is incomplete, contains factual errors, and/or is too general
<b>Reflections</b>	Reflections are sincere and insightful.	Some good responses. Quality of these responses varies.	Too few responses. Contains only basic facts, seems hurried or cliché. Unclear writing.	Reflections are lacking, incomplete, or missing.
<b>Art in the News</b>	Articles were chosen based on interest and appropriate content. Reflections are meaningful and well-thought out.	Articles were chosen based on interest and appropriate content and reflection was somewhat thought out.	Articles were chosen but do not seem to be appropriate or reflection contains basic facts, seems hurried or cliché. Unclear writing.	Articles were chosen but not reflected upon.