

WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES  
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## Advanced Placement Workshop in Art History Goucher College

### SYLLABUS

#### **Preparing Students for Advanced Placement Art History**

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#### **Learning Objectives:**

- To understand the purpose and function of the new AP Art History exam
- To learn how to teach using the new standards
- To learn about the new works of art on the test, and to develop techniques on how to present these works

#### **General Agenda**

##### **MONDAY: DAY 1 (8:30 – 4:00)**

- I. General Introductions
- II. Overview of the Advanced Placement Program
  - a. Purpose
  - b. Benefits
  - c. History
- III. The Syllabus and the AP Audit
  - a. Pacing guides and the syllabus
- IV. Beginning a New Course in Your School
  - a. Rationale
  - b. Equipment and Supplies
  - c. New Technology
- V. Content of Course
  - a. Writing a Course of Study
  - b. Developing Unit Guides
  - c. Acorn Book

- VI. The Old Exam and Its Relevance
- VII. Text Selection
  - a. Stokstad, Gardner, Janson, etc.
  - b. Review books
  - c. Textbook Analysis:
    - i. Stokstad, *History of Art*
    - ii. Kleiner, *Gardner's Art Through the Ages*
    - iii. DeWitte, *Gateways to Art*

**TUESDAY: DAY 2 (8:30 – 4:00)**

- I. New Exam
  - a. Multiple Choice
  - b. Essays
- II. Techniques and Strategies for Teaching
  - a. Seminar Approach
  - b. Lecture Approach
  - c. Term Projects
  - d. Writing
  - e. Museums
  - f. Non-museum field trips
- III. Creating your own questions for the AP Exam
  - a. Answering and marking each other's questions
- IV. Curriculum Development
  - a. Research techniques for teachers and students
  - b. Putting the research and the learning together to create lesson plans for the new curriculum

**WEDNESDAY: DAY 3 (8:30 – 4:00)**

**THURSDAY: DAY 4 (8:30 – 4:00)**

**FRIDAY: DAY 5 (8:30-1:00)**

- I. Field Trip to the Walter's Museum
- II. Exploring works individually
- III. Analyzing works and their function
- IV. Grouping works of art into lessons
- V. Creating model lessons to share with each participant

- VI. Demonstrating your lesson, and sharing with group.
- VII. Developing the curriculum to meet the needs of the classroom and the test
  - a. Model lesson by each participant
- VIII. Class tools
- IX. Conclusions and Evaluations
  - a. Discussion
  - b. Problems

Participants will have ample opportunities to learn, acquire and share best teaching practices and walk away with practical materials and strategies to immediately promote active student-centered learning in the classroom, including ways to enhance visual literacy: how to help students develop skills in looking at, thinking about and communicating ideas about works of art. In addition, this session will directly address ways to seamlessly utilize digital images and computer based multimedia technology into the AP Art History course. Finally, participants will be mentored to become “Readers” in a simulated reading of the essay portions (free-response questions) of the AP examination and gain an understanding of the grading process, with specific attention placed on the common student errors (as evident on recent AP examinations) and their implications for instruction.

College Board Advanced Placement Teacher Standards:

1. Content Knowledge
2. Pedagogy and Student Learning
3. Analysis and Reflection
4. Ongoing Professional Development

**STATEMENT OF ATTENDANCE:**

*If you are taking the course for credit, no absences are permitted. You must attend all day to receive graduate credit.*

**PARTICIPANTS SHOULD BRING TO FIRST DAY OF CLASS: (please make enough photocopies):**

- For Experienced Teachers: summary of “best practices” to share with the class. (e.g., teaching strategies, research ideas, museum connections, use of computer based technology, activities after the May exam, etc.).
- Highly recommend bringing a laptop computer, if possible. You will be receiving most of the handouts in electronic format, such as on a CD or a flash drive.

**PLEASE NOTE:**

You are expected to be familiar with at least one of the standard AP Art History texts:

Kleiner, Fred S., *Gardner's Art Through the Ages*

Stokstad, Marilyn, *Art History*

Wilkins, David and Bernard Schultz, *Art Past, Art Present*

Adams, Laurie Schneider, *Art Across Time*

DeWitte, Debra, et. al., *Gateways to Art*

**REQUIREMENTS FOR GRADUATE CREDIT:**

**(You will have to complete two from the following choices; consultation with the instructor regarding the assignment format is required).**

- Comparison review and analysis of major textbooks being used in the AP Art History survey course (and its implications for teaching).
- Comparison review of electronic resources such as companion websites and DVD's to the major textbook (and implications for teaching the course).
- Introductory analysis of how and when to incorporate modern/contemporary and non-European based art cross-culturally into the Art History course.
- Introductory analysis of how and when to make thematic and cross-cultural connections throughout the year.
- Ways to connect to museums and architectural foundations around the region.
- Best practices: examples include: infusing computer-based technology in teaching Art History; hands-on and student-centered activities in the classroom; how to teach architecture, etc.
- For new teachers: developing the required syllabus for the **AP Audit**.
- Other open topics: consultation with the instructor regarding the assignment format is required.

**Evaluations are based on:**

- Completion of hands-on projects.
- Written analysis and reviews.
- Oral presentation.
- Active participation in small group work.
- Completion of daily assignments outside of class.