

Advanced Placement Workshop in Art History
West Virginia Center for Professional Development
June 27th-June 30th - Musselman High School, Inwood, WV
J. Nici

Learning Objectives:

- To understand the purpose and function of the new AP Art History exam
- To learn to create a curriculum so that students can achieve success in art history
- To learn to teach art history in conformity with the new directives on how College Board wants the subject to be understood

General Agenda

June 27th

- I. General Introductions
- II. Overview of the Advanced Placement Program
 - a. Purpose
 - b. Benefits
- III. The Syllabus and the AP Audit
- IV. Beginning a New Course in Your School
 - a. Rationale
 - b. Equipment and Supplies
- V. Content of Course
 - a. Writing a Course of Study
 - b. Developing Unit Guides
 - c. Acorn Book
- VI. Creating your own questions for the AP Exam
 - a. Answering and marking each other's questions

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- VII. Text Selection
 - a. Stokstad, Gardner, Janson, Gateways etc.
 - b. Review books: Barron's, REA
 - c. Textbook Analysis:
 - i. Stokstad, *History of Art*
 - ii. Kleiner, *Gardner's Art Through the Ages*
- VIII. Techniques and Strategies for Teaching
 - a. Seminar Approach
 - b. Lecture Approach

- c. Term Projects
 - d. Writing
 - e. Museums
 - f. Non-museum field trips
- IX. Curriculum Development
- a. Sample periods are discussed in detail:
 - i. Ancient Greece
 - ii. Romanesque
 - iii. Africa
 - iv. The Pacific
 - v. Neoclassicism
 - vi. Art of India
 - vii. Colonial Latin America

June 29th

- X. Professional Development Workshop Materials
- XI. Creating model lessons to share with each participant
- XII. Demonstrating your lesson, and sharing with group

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- XIII. Developing the curriculum to meet the needs of the classroom and the test
 - a. Model lesson by each participant
- XIV. 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

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.
- 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.