**APAH 2018 SUMMER WORK** Mr. Stamis: Lstamis@ucfsd.net

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_

**NOTICE: If you are reading this online during the summer you will need to get a copy of packets and a copy of the textbook from guidance.**

WELCOME! *Please sign out your APAH textbook and if you would also like a paperback/condensed textbook for travel, you are welcome to sign that out as well.*

*Stop by 284 or Guidance to receive a packet of images and resources to assist your completion of the following assignments.*

**PACKET:** The *Summer Packet* contains colorized resources that are to be maintained in a permanent BINDER\*. This binder is required for 1st day of school and should be turned in with the completed *Summer work tasks.*

The *Summer Packet* tasks are designed by former APAH peers to best prepare you to succeed upon the beginning of the school year, to establish experience with the course materials and resources so that we may discuss how to use them most effectively. These tasks create “benchmarks” as references for student abilities and interests, for instructional differentiation, review and or pacing.

**SUMMER WORK:**  The tasks for the summer work are printed on white sheets in your PACKET. “C-A” or” ***Content-Area***”. Our national collegeboard.com course is outlined as 10 ***Content-Areas***, rather than being determined as traditional “Chapters”- as chronologically and culturally designated in your textbooks. Images must be approached with a connection to culture, context to other works/artists and to geography and time periods. Resist *“random image investigations”* as this will prohibit acquisition, understanding and memorization- your ultimate goals.

**RESOURCES:**

**TEXTBOOK:** Our text is organized as Chapters by regions and/or chronologically. *Collegeboard.com* organizes APAH content by it’s original C-A’s rather than “chapters”. Also, the textbooks do not have ALL the “Required 250 Images” required by collegeboard, BUT have similar works by the same artists usually.

This text will be your BEST resource for contextual understanding, visual analysis details, and review. A great prep and also as make-up for missed classes. Always read “*the beginning and the end”* of each chapter to introduce yourself to each new C-A of images.

**KHAN ACADEMY; On-line, #1 RESOURCE**

[**https://www.khanacademy.org/humanities/ap-art-history/introduction-ap-arthistory/a/required-works-of-art-for-ap-art-history**](https://www.khanacademy.org/humanities/ap-art-history/introduction-ap-arthistory/a/required-works-of-art-for-ap-art-history)

Khan is a resource for many other academic areas as well, if you have not yet become familiar with it.

KHAN has organized ALL the **Required 250 IMAGES** of your APAH course at this link, numerically and by the SAME Content-Areas ( C-A’s). YAY! You WILL be using this link/resource the MOST during your year.

The Videos are wonderful supplements to the textbook and are great substitute-lectures when classes/content are missed. We will not be “watching” full KHAN videos in class, these will primarily be your personal reference resources.

Note: KHAN is the ONLY resource that has ALL the images, except for Barrons, and Collegeboard.

The APAH course is described and exam samples are provided **all** online.( google APAH.collegeboard.com/ <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-art-history-course-and-exam-description.pdf>

**BARRON’s;** We will be purchasing Barron’s copy of APAH Exam Prep book in September with our Lab Fees ($20 lab fee) Barron’s has ALL images, but again- NOT as C-A areas, but using Chapters.

Thus, KHAN is the ONLY quick resource for research and analysis of the “**Required 250”** *organized* as Collegeboard has. (!)

Be sure to use Barron’s quick synopsis of images to prep before class lectures/work and as review post class coverage for tests. Practice with ALL the test questions.

***The White pages*** in PACKET:

1. **Short Essay\*** Answer, textbook, Venn Diagram work
2. **Long Essay\*\***  One ,C-A 1, **Art Image Analysis** using APAH resources,

https://[www.khanacademy.org/humanities/ap-art-history/introduction-ap-arthistory/a/required-works-of-art-for-ap-art-history](http://www.khanacademy.org/humanities/ap-art-history/introduction-ap-arthistory/a/required-works-of-art-for-ap-art-history)

(*KhanAcademy.com research)*

1. **Q & A Packet responses;** Textbook reading answering text derived answers to questions. Students feel this Packet “teaches” then “how-to” read for meaning with the new vocabulary of AH. We will discuss it’s efficacy at our return.
2. **PPT Image Packet and Directions:** WritetheID and Information notations for each Image in Content-Area 1 set of 11 art works. The **C-A 1 Image PPT is in color on CANVAS as well. LOOK** for yourinvitation to our ***Summer Canvas course*** *and research information on Khan* ***.****Academy.com ! Not ALL images are in textbook!*

**1. \*Short Answer essay -**may be handwritten or typed. (appx 10 min ea.)

**\_\_\_35pts 1**.Compare the difference in C-A 1 images referring to humans versus animal and their ***representation*** during the Paleolithic period compared to the Neolithic period. When, where, what gender, what activities, size, etc.? Use your Venn-Diagram to organize your data.

Summarize ONE posit/statement you can support with your data to substantiate one opinion or fact. We will share and “defend” together in class.

\_\_\_\_\_\_15pts• Turn in Venn comparison

\_\_\_\_\_\_20pts• Turn in short-answer summation.

 **Form** is often determined by both the

 intended function and/or meaning of an art work.

*Review reference in packet or find online: Art Elements & Principles.*

*These will be our new A,B,C’s of our APAH analysis language.*

**2. \*\*Long Answer Essay**

• Select and clearly identify **one work** from **C-A 1 ppt** and research on APAH.***KhanAcademy.com.***

Select an image whose **form *may*** have been determined by both the intended *function and meaning of the piece*.

 •\_\_\_10pts Can we be certain? Describe how we try to ascertain meaning from analysis of any Paleolithic work. What can we truly “know”?

• \_\_\_30 pts Using ***specific visual evidence, state your posit,*** *and* ***describe 3 points to support your analysis.*** :

How the form ***may*** have been determined by it’s POSSIBLE intended function and meaning of structure, form, design and/or decorative details?

• Submit typed, double-spaced.

•Refer to Pink “*Writing an essay”* guidelines

 *( this is similar to a 30 minute AP exam sample question)*