

<b>Course Number (when applicable)</b>
FA510
<b>Course Title</b>
AP Art History
<b>Name of Assignment (title of book(s), Author, Edition, and ISBN (when applicable))</b>
See attached.
<b>Expectations/Instructions for Student When Completing Assignment</b>
See attached.
<b>One Essential Question for Assignment</b>
What is “art,” and what kinds of things do we study when we study the history of art?
<b>One Enduring Understanding for Assignment</b>
Every society makes art, but our ability to know and understand the “history” of a work varies greatly based on its origins.
<b>Parent/Guardian Role and Expectations</b>
Ensure student has access to the text and internet access to complete the note-taking portion of the assignment.
<b>Estimated Time Requirement</b>
Time will vary for each student. I recommend you begin by mid-July in order to have ample time to complete the assignment and review your notes while still enjoying your summer!

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AP Art History Summer Assignment 2017-2018

Your summer assignment for AP Art History is twofold:

1. Read *Scandals, Vandals, and Da Vincis: A Gallery of Remarkable Art Tales*, by Harvey Rachlin (ISBN-13: 978-0143038351). This book is a fun and entertaining read that introduces you to a number of works of art via their intriguing backstories.
2. Get a jump on the curriculum by learning about Prehistoric Art. Of the 250 required works of art for the AP Art History curriculum, 11 of them are in **Content Area 1: Global Prehistory**.
  - a. Begin by reading “Paleolithic Art: An Introduction,” and “The Neolithic Revolution” on the Smarthistory website, and “Introduction to Prehistoric Art” on the Metropolitan Museum of Art website.  
<http://smarthistory.org/paleolithic-art-an-introduction/>  
<https://smarthistory.org/the-neolithic-revolution/>  
[http://www.metmuseum.org/toah/hd/preh/hd\\_preh.htm](http://www.metmuseum.org/toah/hd/preh/hd_preh.htm)
  - b. Then go through and read/watch the specific essays or videos for each work. If you signed up for Art History before the end of the year, I gave you hard copies of the handouts on which to take notes; you’ll find the links to the essays and videos on the handouts. If you lose the handouts, or if you signed up for Art History over the summer, you can also access the handouts at this link:  
[https://drive.google.com/open?id=0B3BAcCyv3O\\_USHRRSDFqLUFodTQ](https://drive.google.com/open?id=0B3BAcCyv3O_USHRRSDFqLUFodTQ)

**Tip:** When learning about a work for Art History, we tend to sort information into four main categories: Form, Function, Content, and Context. (Function and Context are, of course, the most difficult to determine with prehistoric art! You may not find a lot of information, so just do your best to gather relevant details.)

Form: What material is it made of? What shape is it? What size? What color/s? How is it composed, structured, or organized?

Function: What purpose does it serve? Is it decorative, practical, devotional, or something else? Was it created to *do* something?

Content: What is its message? What topic/s and images are represented? What does it depict or symbolize?

Context: When was it made? By whom? Why? Who commissioned it or paid for it? What were the religious, political, cultural, environmental, economic, or geographic influences? Is it part of a larger artistic movement (like Impressionism)? What, if anything, do we know about the artist—her biography, interests, goals, education/training, patrons, etc.?