

Robert Coad

AP Art History

Course Outline

The workshop will address the recently redesigned global AP® Art History curriculum and redesign of the AP® Art History examination as well as the course's recent realignment to Historical Thinking Skills. Special attention will be given to how to incorporate the new global course content and how teachers can help students make connections between works from all global traditions. AP® Art History's Learning Objectives and global content requires a major realignment of course pacing and instructional strategies and part of the workshop will present a variety of approaches and curriculum plans for organizing the course content into manageable units. Specific resources for tackling researching new core course content that lies beyond standard texts will be shared. Suggestions on how to scaffold the 12 learning objectives into the new course content of the redesigned AP® Art History course will be presented. The 2019 AP® Art History Exam, which requires students to show evidence of a deeper understanding of representative works of art in both the multiple choice and written response, will be closely examined. The workshop will also strategize on writing AP® Art History style questions for use in classroom assessments. Participants will also be coached on how to write/re-write their syllabus for submission to the AP® Audit.

Content and pedagogical areas addressed in sessions include critical issues relating to teaching AP® Art History in high schools, an overview of the course outline and its new curriculum, pacing of the course and classroom time management, resources for researching works of art and sharing successful methodologies necessary for building a successful program. A variety of instructional approaches will be presented including how to develop writing and critical thinking skills. There will be special emphasis on strategies for teaching "context" and comparative analysis of art works. There will also be sessions on preparing students for the AP® examination, test taking and review strategies with extensive review of essay grading and assessment procedures used at the AP® Reading.

Goals

- To familiarize participants with the unique perspectives and major themes connected with the new AP® Art History courses.
- To alert students to necessary writing strategies and comparative analysis skills that must be mastered in order to assure success in both the AP® class and beyond.
- To share the necessary instructional strategies which will assist both the teacher and his/her students manage the scope, depth, and complexities of AP® Art History.
- To explore the vast range of textual, visual, and internet resources which, if employed efficiently, will enrich many aspects of the subject.
- To develop a fundamental understanding of the requirements inherent in the new AP® Art History Examination while providing insights into how the AP® Examination Readings are conducted.

Objectives

After the course, the educator will have:

- Discussed his/her educational philosophy concerning the teaching of AP® Art History.
- Discussed how to do a comprehensive AP® Art History syllabus.
- Incorporated a wide array of reading, writing, and review assignments consistent with AP® Art History practices.
- Explored a number of viable methodologies to provide differentiated instruction.
- Recognized what the most effective resource materials are from texts, readers, internet sources, and other media, and how to obtain them.