

TEXT REQUIRED: BARRON'S 3rd edition AP Art History

Part I: You will be responsible for the following 20 images over the summer:

1. Ara Pacis Augustae
2. Migrant Mother
3. Doryphoros
4. Bayeux Tapestry
5. Great Serpent Mound
6. Earth's Creation
7. Burgher's of Calais
8. Trajan's Column
9. Lukasa Memory Board
10. Standing Male Worshipper
11. Victory Stele of Naram-Sin
12. Stele of Hammurabi
13. Seated Scribe
14. Painted Elk Hide
15. Night Attack at Sanjo Palace
16. Kuya Preaching
17. Shiva as Lord of the Dance
18. Coatlicue
19. Jowo Rinpoche
20. Reliquary of Saint Foy

For each work you will have images and complete identification given. You will also be given a resource and questions to answer. You will find a good deal of the information in Barron's. You should have these works memorized by title and culture and period when you return to school. The worksheets will be graded also the first week. Also, you will have two-three short answers associated with these images the first week. **The link to the worksheets is on the summer reading page.**

Part 2: View [Mona Lisa Smile](#). Be prepared to answer the following questions in an essay or discussion:

1. How does the professor initially show the students artwork?
2. How do the students initially look at artwork? How do you know? Give specific examples.
3. What work of art does the teacher show the students on the second day of class? How do they react?
4. What work does she have them go to look at in a warehouse? What is the assignment for that day?
5. How do the paint-by-number paintings created by the students underscore what the teacher has been asking?
6. What is a work of art from the 20 images that you like?
7. Why do you like this work? List as many reasons as you can that are "real" reasons.

Summer Worksheets

Complete all of the worksheets. Do not shrink them so that you can fit them into fewer pages b/c you will put these in an interactive notebook. You should use a color printer if possible. Your images will be given to you in color on the exam and so it is important that you know what they look like. Before you begin, take notes here on the following:

What is meant by the form of a work of art?

What are some things that help make the form? Make notes on the words below

- a. Realistic
- b. Abstract
- c. Ideal
- d. Composition
- e. Line
- f. Texture
- g. Shape
- h. Naturalistic
- i. Non-objective

What is meant by the function of a work? What would one need to consider for the function?

What is the difference between complementary colors and analogous colors?

IMAGE 1: Ara pacis Augustae, Rome, 13-9 BCE Marble, approximately 34'5"x38'



View: Khan academy video - <https://www.khanacademy.org/humanities/ancient-art-civilizations/roman/early-empire/v/ara-pacis-augustae-altar-of-augustan-peace-13-9-b-c-e-rome>

Read the Khan academy Article:

<https://www.khanacademy.org/humanities/ancient-art-civilizations/roman/early-empire/a/ara-pacis>

Use Barron's Glossary

Define **relief sculpture**:

How does this work celebrate Augustus? List and explain three specific ways:

- 1.
- 2.
- 3.

How was this work used for political propaganda in the 20th century? Be specific?

What does ara pacis literally mean?

Why did the artist combine myth and history in the narrative and panels?

What does the vegetal motif suggest?

How did the original placement of the work show the absolute power of Augustus?

How does the altar being seated on a podium and having a central staircase direct the person viewing the work?

Other notes on the work:

How the Human form is depicted? Realistic or abstract

How is the work different today from its original state?

In what year did Augustus become Emperor? **KNOW THIS YEAR!!!!!!!!!!**

IMAGE 2: MIGRANT MOTHER, by Dorothea Lange, gelatin-silver print photograph, February 1936, Nipomo, California



view this video (4 minutes) <http://www.getty.edu/art/collection/video/399923/dorothea-lange's-documentary-photographs/>

http://www.today.com/id/51067427/ns/today-today_books/t/american-story-mona-lisa-dust-bowl-never-lost-hope/#.VzxeUTUrJko

<https://www.khanacademy.org/partner-content/moma/modern-art-and-ideas/modern-art-ideas/v/art-and-society-modern-art-ideas>



Image Companion piece: Madonna and Child with Angels by Fra Filippo Lippi, Italian Renaissance, 15th century CE

Take notes the three videos:

How did Lange create this photograph in a way that elicits a response for the video?

How is the work similar to the image below compositionally?

What happened to Florence Thompson?

How did Lange come to take her picture?

IMAGE 3: DORYPHOROS (spear bearer) by Polykleitos, marble copy of an original bronze, 450-440 BCE



Companion work: Kritios Boy

Use Barrons pages 104-106 and answer the following questions:

1. What are the three ways that Greek sculpture differs from other ancient civilizations?
 - a.
 - b.
 - c.
2. Define contraposto:

View Khan Academy video on Doryphoros and draw the lines that they show on the video to show how mathematically Polykleitos was establishing a new idea

What is the ratio for Doryphoros?

Compare the Kritios boy with Doryphoros: What are 3 major differences?

- 1.
- 2.
- 3.

IMAGE 4: BAYEUX TAPESTRY (2 DETAILS), Embroidered wool on linen, 1070-80 CE. Banquet scene and battle scene



View this 4 minute animation with modern English translation.

You may have to pause to read: <https://www.pinterest.com/pin/166422148705690033/>

Use Barron's as well (page192)



1. Where is Bayeux geographically located?
2. What story does this work tell?
3. What astrological event is shown in the tapestry?
4. Who commissioned? Who made?
5. Describe the form of this:
6. What is the function?

IMAGE 5: GREAT SERPENT MOUND; Mississippian, Ohio. Eastern Woodlands, 1070 CE 1200'long, 20'wide, 5' high



Read this article:

<https://www.ohiohistory.org/visit/museum-and-site-locator/serpent-mound>

What two sites are located close to this work?

- 1.
- 2.

Define effigy:

Why a snake?

What other work in this packet was created at the same time?

Read: <https://www.khanacademy.org/humanities/art-americas/early-cultures/moundbuilders/a/fort-ancient-culture-great-serpent-mound>

List 3 theories that are associated with this work:

- 1.
- 2.
- 3.

How was this work possibly a work for religious reflection for the people who created it? How would it be utilized?

IMAGE 6: EARTH'S CREATION by EmilyKame Kngwarreye, 1994, synthetic polymer, paint on canvas, Alice Springs, Australia



View this 2 minute video about Kngwarreye: <https://www.pinterest.com/pin/166422148705577352/>

Read this short article about Emily: <http://www.humancondition.com/aboriginal-artist-emily-kame-kngwarreye-is-a-modern-day-miracle/>

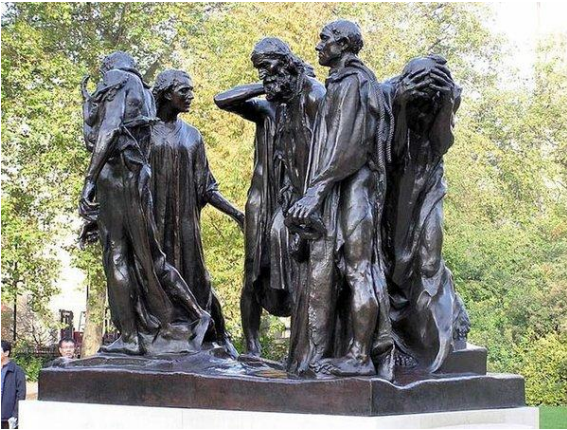
Use Barron's page 410 and take notes on this work:

What is the purpose of dump dot technique?

How does the title reflect what it represents?

How is this meant to be viewed?

IMAGE 7: THE BURGHERS OF CALAIS by Auguste Rodin, 1884-85, bronze



Read this article from Khan Academy: <https://www.khanacademy.org/humanities/becoming-modern/avant-garde-france/avant-garde-sculpture/a/rodin-the-burgers-of-calais>

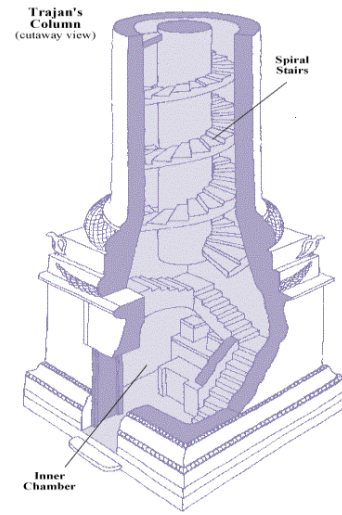
Read Barron's: page 298

Take notes on this:

Define: cire perdue (lost wax process)

How is this memorial different from other memorials created before and after it?

IMAGE 8: TRAJAN'S COLUMN, part of Trajan's forum and basilica and markets, 112 CE, Marble, High Roman Empire



Interior of

column

View: <https://www.khanacademy.org/humanities/ancient-art-civilizations/roman/early-empire/v/column-of-trajan-completed-113-c-e>

Read: page 131-32

Where was this located? (the answer is not Rome; be specific)-

Take notes on the video and from Barron's

What was the message to the people who viewed this? How might they view it?

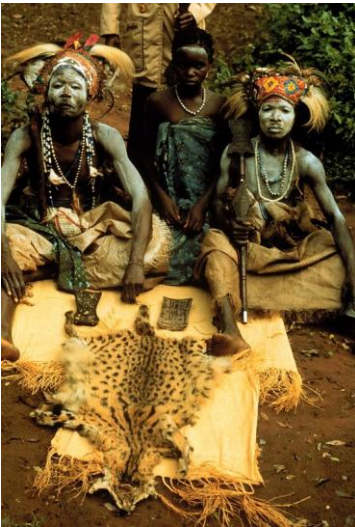
IMAGE 9: LUKASA MEMORY BOARD; Luba people, Mbudye Society, 19th -20th century, wood, beads, and metal; Democratic Republic of Congo



Read and listen to this website (the audio is in the lower left corner and is 4 minutes long. You can follow with the text as she speaks) Read the short article on the right as well:

<https://www.learner.org/courses/globalart/work/214/index.html>

Take notes on the features and function of this work? Who can read it? What do the decorations represent? Are they meant to be decorative or functional?



Contextual image: Who are the people in the photo? How do you know they are special?

IMAGE 9: STANDING WORSHIPPERS FROM TEL-ASMAR; Sumerian; Tell Asmar, Iraq, c. 2700 BCE gypsum inlaid with shell and black limestone



View this video and take notes:

<https://www.khanacademy.org/humanities/ancient-art-civilizations/ancient-near-east1/sumerian/v/standing-male-worshipper>

Use Barron's page 81-82 and take further notes:

Define **votive** (page 85):

IMAGE 10: VICTORY STELE OF NARAM-SIN; Akkadian, Susa, Iran 2254-2218 BCE. Pink sandstone 6'7"



View this video: <https://www.khanacademy.org/humanities/ancient-art-civilizations/ancient-near-east1/akkadian/v/victory-stele-of-naram-sin-2254-2218-b-c-e>

Define (page 85) **Hierarchy of scale**:

Why is Hierarchy of scale used in this work?

Where are deities shown? What are they doing?

Define (page 85) **stele**:

What would be the function of this work?

IMAGE 12: STELE OF HAMMURABI (LAW CODE OF HAMMURABI), c. 1792-1750 BCE basalt; Babylonian



Read page 82-83 about this work and take notes:

Who is Shamash?

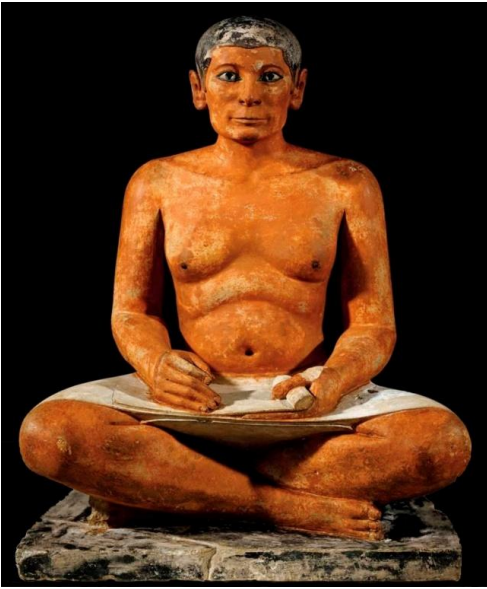
What is he doing?

Define (page 85) **cuneiform**:

How is this work similar to Image 11?

How is it different?

IMAGE 13: SEATED SCRIBE, painted limestone, 2620-2500 BCE; Old Kingdom, Saqqara 4th dynasty



Define (page 98) **ka**:

View:

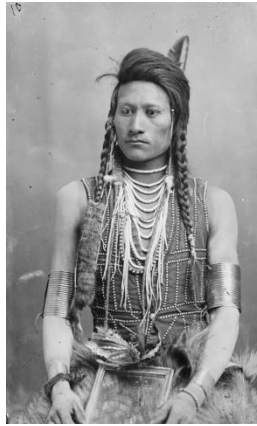
<https://www.khanacademy.org/humanities/ancient-art-civilizations/egypt-art/predynastic-old-kingdom/v/the-seated-scribe-c-2620-2500-b-c-e>

Read: page 93

Form:

Function:

IMAGE 14: PAINTED ELK HIDE attributed to Cotsiogo(Cadzi Cody), Hide painting of a Sun Dance, c 1890-1900, Eastern Shoshone, Wind River Reservation, Wyoming



Cadzi Cody, painter of Hide painting of Sun Dance.

Read Barron's page 374 and take notes?

Is this chronological, realistic, abstract? What is the most important part of this work?

Form:

Function:

IMAGE 15: NIGHT ATTACK AT SANJO PALACE (2 DETAILS), from events of the Heiji Period, Kamakura Period (13th century). Handscroll, ink and colors on paper. 1'4 ¼ " high complete scroll 22'10" long



Read this short article on the Kamakura period and take notes:

When was the Heian Period? (see notes in article)

Use Barron's page 358 and take notes on this work:

IMAGE 16: KUYA PREACHING; by Kosho, Kamakura period, before 1207. painted wood with inlaid eyes height: 46 ½”



Read this article

<https://www.learner.org/courses/globalart/work/262/index.html>

Listen to this professor (the audio for this is on the page of the article, but in case you can't find it, here is the link):

<https://www.learner.org/courses/globalart/work/262/expert/1/index.html>

How does this work celebrate Pure land Buddhism?

What is one aspect of Pure land Buddhism?

Why was this work created?

What do the tiny images represent?

Compare this work with Images 17, 19, and 20:

IMAGE 17: SHIVA AS LORD OF THE DANCE (NATARAJA); 12th century, Chola dynasty, Bronze; 32"



Read: <http://sites.asiasociety.org/education/AsianArt/slideshow3.htm>

Take notes on this work:

Barron's page 330-31:

Define **puja**:

Define **darshan**:

IMAGE 18: COATLICUE; Mexica, found at site of Temple Mayor, Mexico. 1487-1520, 8'6" BASALT



View: <https://www.khanacademy.org/humanities/art-americas/early-cultures/aztec-mexica/v/coatlicue>

Take notes on this work:

Compare and contrast this image with Shiva:

IMAGE 19: JOWO RINPOCHE from the Jokhang Temple, 641 CE, gilt metal with semiprecious stones and paint, Lhasa, Tibet



View: <https://www.pinterest.com/pin/166422148705574637/>

Read: <http://jokhang.org/history.html>

Take notes on this work and use more than Barron's (page 328) or you will not have enough. The video shows people at the site. Use it and the article

Why is this work so important and how is it experienced?

IMAGE 20: RELIQUARY OF SAINT FOY, gold, silver, gemstones, and enamel over wood. 9th century. Church of Sainte-Foy, Conques, France



view this video (13 minutes): <https://www.pinterest.com/pin/166422148706788915/>

Take notes from this video

Compare and contrast how Sainte-Foy and Jowo Rinpoche are experienced and how they have been changed:

REVIEW AND DISCUSSION

CHOOSE 4 IMAGES ABOVE THAT YOU BELIEVE FIT NICELY INTO THE CATEGORIES BELOW. YOU MAY HAVE SOME IMAGES THAT YOU BELIEVE FIT WELL INTO MORE THAN ONE CATEGORY. THAT IS PERFECTLY FINE. YOU MAY HAVE IMAGES THAT ONLY FIT INTO ONE CATEGORY AND THAT IS OKAY TOO. THIS SHOULD BE FILLED OUT AND YOU SHOULD BE ABLE TO DEFEND WHY YOU PUT THE WORK IN THE PLACE YOU DID.

Gods and religious figures	Art celebrating power	Art celebrating creation or nature	Works that show something historical	ABSTRACTION OR REALISM
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.