

AP Art History Summer Assignment - Due on the first day of class!

Email me with Questions: KAngel-Lambert@livingston.org

Step 1: Define the **Elements of Art & Principles of Design** in your own words! You will be using these terms to analyze works of art all year long so I need to know that you understand the concepts.

Elements

Line: An identifiable path created by a point moving in space. It is one-dimensional and can vary in width, direction, and length. **Lines** often **define** the edges of a form. **Lines** can be horizontal, vertical, or diagonal, straight or curved, thick or thin.

Shape: an enclosed space, the boundaries of which are **defined** by other elements of **art** (i.e.: lines, colours, values, textures, etc.). **Shapes** are limited to two dimensions: length and width.

Value: The lightness or darkness of tones or colors. The **value** halfway between these extremes is called middle gray. Space An element of **art** by which positive and negative areas are **defined** or a sense of depth achieved in a work of **art** . It is one of the properties of color

Form: the overall form taken by the work – its physical nature; or within a work of art it can refer to the element of shape among the various elements that make up a work

Color: The element of art that is produced when light, striking an object, is reflected back to the eye. The main properties of color are hue, intensity, and value.

Texture: Used to describe how something feels or looks. e.g. her hair was smooth. Smooth is a texture, same as bumpy, hard, light, clear, rough and many more.

Space: Space is any conducive area that an artist provides for a particular purpose. Space refers to the distances or area(s) around, between, and within things. There are two kinds of space: negative space and positive space.

Principles

Balance: the distribution of the visual weight of objects, colors, texture, and space. If the design was a scale, these elements should be balanced to make a design feel stable. In symmetrical balance, the elements used on one side of the design are similar to those on the other side; in asymmetrical balance, the sides are different but still look balanced. In radial balance, the elements are arranged around a central point and may be similar.

Emphasis: the part of the design that catches the viewer's attention. Usually the artist will make one area stand out by contrasting it with other areas. The area could be different in size, color, texture, shape, etc.

Movement: the result of using the elements of art such that they move the viewer's eye around and within the image. A sense of movement can be created by diagonal or curvy lines, either real or implied, by edges, by the illusion of space, by repetition, by energetic mark-making.

Pattern: the repeating of an object or symbol all over the work of art.

Repetition: works with pattern to make the work of art seem active. The repetition of elements of design creates unity within the work of art.

Proportion: the feeling of unity created when all parts (sizes, amounts, or numbers) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.

Variety: the use of several elements of design to hold the viewer's attention and to guide the viewer's eye through and around the work of art.

Unity: the feeling of harmony between all parts of the work of art, which creates a sense of completeness.

Step 2: Go to Khan Academy: Watch &/or Read and take notes:

1. Watch:
<https://www.khanacademy.org/humanities/ap-art-history/introduction-ap-arthistory/v/why-look-at-art>
2. Read *Common Questions about Dates* -
<https://www.khanacademy.org/humanities/ap-art-history/introduction-ap-arthistory/a/common-questions-about-dates>
3. Watch and take notes:
<https://www.khanacademy.org/humanities/ap-art-history/introduction-ap-arthistory/v/a-brief-history-of-religion-in-art-ted-ed>
4. <https://www.khanacademy.org/humanities/ap-art-history/introduction-ap-arthistory/v/is-there-a-difference-between-art-and-craft-laura-morelli>

Check your notes against this sample outline:

I. Why look at art?

- A. People like to look for meaning in order to understand art
- B. Analyzing one's environment helps you as a person pay more attention to detail and the effort of others
- C. Art is not strictly viewed in a museum (ex. graffiti, film)
- D. Art helps us understand more than basic surface knowledge and lets us observe/think about the world in a more critical way
 - 1. It helps us pause and listen to what the art wants to convey rather than the viewer struggle to come up with a definite answer (art is supposed to be interpreted differently among others)

II. Common questions about dates

- A. We use the Gregorian calendar after Pope Gregory XIII instituted it in 1582
 - 1. It is based on the number of years after Jesus' birth (the importance of religion, especially Christianity, throughout history)
- B. Lunar calendars like the Jewish and Islamic ones are based on the cycles of the moon
- C. How to count years:
 - 1. B.C. = before Christ
 - 2. A.D. = *Anno Domini*, "in the year of our lord"
 - 3. More recent B.C.E. = before the Common Era
 - a) Time is counted backwards in B.C.E. and forwards in C.E. (A.D.)
 - 4. c. / ca. = circa, which means around or approximately
 - a) Centuries are always one century above our present
 - (1) 19th century = 1800s
 - (2) 12th century = 1100s
 - (3) 1st century = 1-100s**
 - (4) 2nd century = 101-200s**

Step 3: Use Khan Academy to complete the attached slideshow featuring one image from each content area. Watch all of the videos or read the articles posted on Khan Academy or Smart History. Explain the Context, Content, Form, and Function of each work using the elements and principles of design when applicable. If you see any connections to other works (either a vocabulary word that pops up again or a architectural features, make a comments about it comparing the two).

Context: This is the historical narrative. What is going on in the place this work was made (religiously, politically, socially) at the time the artwork is created? What is going on in the artist's life? What is the artist's experience). Who is the patron of the work?

Content: What is the meaning of the work? What is happening in the work? Describe the symbolism.

Form: What materials are used to make this work? Describe the innovations in architecture or the use of the materials here. How large or small is the work? Is it a part of a series or a single piece?

Function: Where was the work meant to be displayed? Who was meant to see it? How was it used by the person or culture who made it? How was it reinterpreted by a different culture (if applicable)?

Here is the link to the slideshow (which is also attached to the classroom):

https://docs.google.com/presentation/d/1IVS-jpVwQSyYOo62lq5TnLG7MUiv_JSfFyhRLttLk64/edit?usp=sharing