

| | | |
|-----------------------------------|---|------------------------------------|
| Art History | | |
| Test date and time | Exam Date: May 15 <ul style="list-style-type: none"> ● Hawaii Time: 6 a.m. ● Alaska Time: 8 a.m. ● Pacific Time: 9 a.m. ● Mountain Time: 10 a.m. ● Central Time: 11 a.m. ● Eastern Time: 12 p.m. | |
| Exam timing | <p>Students will have 25 minutes to read and respond to Question 1, and then 5 minutes to upload their response. After uploading the response to Question 1, students will have 15 minutes to respond to Question 2, with 5 additional minutes to upload their response to Question 2. Once their response to Question 1 has been submitted, they cannot go back to it.</p> | |
| Questions | Question 1 (25 mins.) | Question 2 (15 mins.) |
| % of exam weight (rounded) | 65% | 35% |
| Question name | Long Essay: Comparison | Short Essay: Continuity and Change |

| | | |
|------------------------------------|--|--|
| <p>Question description</p> | <p>Question 1 is a long essay question that assesses students' ability to compare 2 works of art:</p> <ul style="list-style-type: none">• The first work is required and is part of the image set. Although an image of this work will be provided as part of the question prompt, there will be no identifying information.• The second work is selected by the student from a list of suggested works from the required image set (but with no images provided). Students may instead select a different work of art from any content area to compare with the required work. <p>This question assesses students' ability to do the following:</p> <ul style="list-style-type: none">• Use specific and relevant evidence to explain how the 2 works of art are similar and different in how they convey meaning.• Use specific and relevant evidence to explain the meaning or significance of similarities and differences between the 2 works of art. | <p>Question 2 is a short essay question that assesses students' ability to analyze the relationships between a work of art from the image set (image provided as part of the question prompt, but without any identifying information) and a related artistic tradition, style, and/or practice. This question assesses students' ability to do the following:</p> <ul style="list-style-type: none">• Explain how or why the work of art demonstrates continuity or change within an artistic tradition or practice.• Analyze meaning or significance of an art historical interpretation of the work of art provided. |
|------------------------------------|--|--|

| | | |
|--|---|-------|
| Corresponding free-response question (FRQ) type in the course and exam description binder | FRQ 1 | FRQ 6 |
| Units eligible for 2020 exam | Units 1–6 | |
| Units not included in 2020 exam | Units 7–10 | |
| Make-up test date and time | Date: June 3 <ul style="list-style-type: none">● Hawaii Time: 6 a.m.● Alaska Time: 8 a.m.● Pacific Time: 9 a.m.● Mountain Time: 10 a.m.● Central Time: 11 a.m.● Eastern Time: 12 p.m. | |

So these are the TWO ESSAYS you'll get!!!

Free-response question 1: Comparison is a long essay question that assesses students' ability to compare two works of art: the first is required, is part of the image set, and provided in exam image booklet; the second is selected by the student from a list of two to four works of art from the required image set (no image provided in the exam image booklet). Students may also select a different work of art from the same content area. This question assesses students' ability to do the following:

- Provide two accurate identifiers for the selected work of art
- Describe visual or contextual elements of both the required and selected works of art
- Explain how the two works of art are similar or different in how they convey meaning
- Articulate a defensible claim that explains the meaning or significance of similarities or differences between the two works of art
- Use specific and relevant visual and/or contextual evidence to support the claim

Free-response question 6: Continuity and Change is a short essay question that assesses students' ability to analyze the relationships between a work of art from the image set (image provided) and a related artistic tradition, style, and/or practice. This question assesses students' ability to do the following:

- Describe visual or contextual elements of a work of art
- Explain how or why the work of art demonstrates continuity or change within an artistic tradition or practice.
- Analyze meaning or significance of an art historical interpretation of the work of art provided

| | |
|---|---|
| <p>2019 -- Augustus of Prima Porta (vs. George Washington, Jahangir Preferring a Sufi Shaikh to Kings, Ndop [portrait figure])</p> <p>2018 -- Great Altar of Zeus and Athena at Pergamon (vs. Column of Trajan, Palette of Narmer)</p> <p>2017 -- Virgin (Theotokos) and Child between Saints Theodore and George (vs. Röttgen Pietà. Annunciation Triptych [Merode Altarpiece])</p> <p>2016 -- Travelers Among Mountains and Streams (vs. Ryoanji, Great Wave, Chairman Mao, Gayumars, Navigation Chart)</p> | <p>2019 -- Great Mosque of Djenné</p> <p>2018 -- <i>Delphic Sibyl</i> in Sistine Chapel</p> <p>2017 -- Darkytown Rebellion</p> <p>2016 -- Dancing at the Louvre</p> |
|---|---|

*****Below this line is all written by McMaken, not College Board*****

| | |
|--|---|
| <p>QUESTION 1 on 2020 EXAM</p> <p>So, as regards each work of art you are responsible for knowing, consider this. WITHOUT SEEING IT, can you:</p> <ul style="list-style-type: none"> • Describe visual elements about it? • Explain how it conveys meaning? • Discuss the general and specific context (time/place/circumstances) of the creation of this particular piece? | <p>QUESTION 2 on 2020 EXAM</p> <p>So, as regards each work of art you are responsible for knowing, and IN ADDITION TO the questions to asked about the art in the previous essay, consider this. WITHOUT SEEING IT, can you also:</p> <ul style="list-style-type: none"> • Explain how and why it demonstrates continuity or change within an artistic tradition or practice. (How does it fit within an artistic tradition and how does it break from that tradition or practice)? |
|--|---|

- (Compare it to another work of art in terms of **meaning** and **context**)

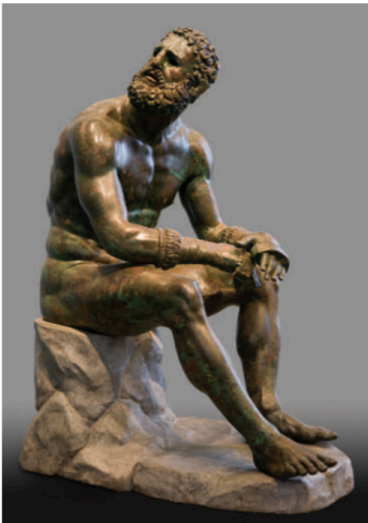
- Analyze an **art historical interpretation** of the work of art provided and be able to offer competing interpretations?

Collectively, then, this is what you should be prepared to do for all of the works of art to be ready for BOTH essays on the 2020 EXAM

- Describe **visual elements** about it?
- Explain how it conveys **meaning**?
- Discuss the general and specific **context** (time/place/circumstances) of the creation of this particular piece?
 - (Compare it to another work of art in terms of **meaning** and **context**)
- Explain how and why it demonstrates continuity or change within an artistic tradition or practice. (How does it **fit within an artistic tradition** and how does it **break from** that tradition or practice)?
- Analyze an **art historical interpretation** of the work of art provided and be able to offer competing interpretations?

So, here's what I did to make sure I was ready to answer a question about one of the works:

41. Seated boxer
Hellenistic Greek. c. 100 BCE. Bronze.



Before you read what I wrote, speak or whisper “out loud” (for a few minutes) about what you could say about it.

- Describe **visual elements** about it?
- Explain how it conveys **meaning**?
- Discuss the general and specific **context** (time/ place/ circumstances) of the creation of this particular piece?
- Explain how and why it demonstrates continuity or change within an artistic tradition or practice. (How does it **fit within an artistic tradition** and how does it **break from** that tradition or practice)?
- Analyze an **art historical interpretation** of the work of art provided and be able to offer competing interpretations?

Here are my answers. Keep in mind, I spent a while on this because I wanted to include all the things you MIGHT say about this work that would help you show understanding of this work! Of course, you WOULD NOT have to say all of these things to do well on the essay.

- Describe **visual elements** about it?
 - It is made of bronze
 - It is a nude sculpture

- Seated, torso sort of collapsing inward, with weight of forearms on knees
- Upward gaze, as if something is above him. The other boxer? The crowd? The future?
- Details: swollen “cauliflower” ear, inlaid copper to show wounds and blood, broken nose, leather-wrapped hands.
- Explain how it conveys **meaning**?
 - Through the posture and details described above, this sculpture emphasizes the continued focus of humanism and individualism in Greek art
 - This explores a moment in time in a human experience that is both universal (suffering, aging, rejection, failure) and specific (this particular boxer, perhaps in a particular moment of challenge or defeat or moment before he’s about to face his next opponent).
 - On the one hand, this sculpture may be seen as a tribute to boxing, physical sport, and this particular boxer
 - On the other hand, this sculpture may be seen as a lament of the suffering of an aging boxer and of aging and suffering in general
- Discuss the general and specific **context** (time/place/circumstances) of the creation of this particular piece?
 - It is in the Hellenistic era, after the Golden Age of Athens (Classical Greece)
 - Hellenistic sculpture was very different from the idealized Classical Greek sculpture that preceded it (remember other [not in 250] Hellenistic sculpture like Dying Gaul, Old Market Woman, Seated Faun)
 - Works like this will heavily influence Roman sculptors, as the Roman Republic develops into the Roman Empire and encompasses the Greek World.
 - Previous male nudes by Polykleitos (like Doryphoros) in the Classical era had a whole lot more vitality and poise than this Hellenistic piece
 - It uses the lost-wax casting method (and it is hollow)
 - Made in different pieces and then welded together
 - Would have had inset eyes
 - Rare to have an original Greek bronze. Romans often made copies of Greek marble later, but this was a Greek bronze
- Explain how and why it demonstrates continuity or change within an artistic tradition or practice. (How does it **fit within an artistic tradition** and how does it **break from** that tradition or practice)?
 - It is a quintessential Hellenistic piece, with a strong sense of emotion and humanity.
 - Unlike the preceding period of Greek art (Classical), this is a break from the heroic male nude.
 - But like much of Greek art, there is a strong focus on the individual and humanism (think about how that differs from many other traditions -- Early Christian, Medieval, Islamic, Persian, etc)
 - The body still has somewhat idealized musculature, but his posture and expression show his humanity.
 - Some of the details (swollen ear, wounds) show suffering in a naturalistic and unheroic way.
 - The use of inlaid bronze for blood is remarkable and pretty rare
 - As stated before, previous male nudes by Polykleitos (like Doryphoros) had more vitality
- Analyze an **art historical interpretation** of the work of art provided and be able to offer competing interpretations?
 - Its function isn’t entirely clear. Some believe it simply represents and explores and somewhat celebrates the culture of boxing in Greek culture.
 - Others wonder if it might have been a votive statue to a particular boxer.
 - Boxers were definitely revered as much or more than athletes in contemporary culture.

- *Though some focus on how defeated he appears or “past his prime,” many note that swollen ears were a mark of a battle-hardened warrior. In that sense, his suffering is perhaps idealized or at least revered.*