



Art Historical Thinking Skills

Skill 1	Skill 2	Skill 3	Skill 4
Visual Analysis 1 Analyze visual elements of works of art.	Contextual Analysis 2 Analyze contextual elements of a work of art, and connect contextual and visual elements of a work of art.	Comparison of Works of Art 3 Compare two or more works of art.	Artistic Traditions 4 Analyze the relationships between a work of art and a related artistic tradition, style, and/or practice.

SKILLS

1.A Identify a work of art (or group of related works of art), providing:

- title or designation
- name of artist
- culture of origin
- style
- date of creation
- materials

1.B Describe visual elements of a work of art (or group of related works of art), including:

- form
- style
- materials
- technique
- content

1.C Explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).

2.A Describe contextual elements of a work of art (or group of related works of art), including:

- function
- context
- siting or physical context
- subject matter
- reception

2.B Explain how the possible intent, purpose, and/or function shape the creation or meaning of a work of art (or group of related works of art).

2.C Explain how and/or why context influences artistic decisions about form, style, materials, content, and/or function in the creation or meaning of a work of art (or group of related works of art).

2.D Explain how artistic decisions about form, style, materials, content, function, and/or context of a work of art (or group of related works of art) elicit a response or shape its reception.

3.A Describe similarities and/or differences in two or more works of art using appropriate and relevant points of comparison.

3.B Explain how two or more works of art are similar and/or different in how they convey meaning.

4.A Explain how a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.

4.B Explain why a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.

4.C Explain the influence of a specific work of art (or group of related works of art) on other artistic production within or across cultures.

4.D Explain the meaning or significance of continuity and/or change between works of art (or groups of related works of art) within a related artistic tradition, style, or practice.

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Art Historical Thinking Skills *(cont'd)*

Skill 5**Visual Analysis of Unknown Works** 5

Analyze visual elements of a work of art beyond the image set.

Skill 6**Attribution of Unknown Works** 6

Attribute works of art.

Skill 7**Art Historical Interpretations** 7

Analyze art historical interpretations.

Skill 8**Argumentation** 8

Develop and support art historical arguments.

SKILLS

5.A Describe visual elements of a work of art (or group of related works of art) beyond the image set, including:

- form
- style
- materials
- technique
- content

5.B In analyzing a work of art beyond the image set, explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).

6.A Attribute a work of art to a specific artist, culture, art historical style, or object type from the image set.

6.B Justify an attribution of a work of art by explaining similarities with work by a specific artist, culture, art historical style, or object type from the image set.

7.A Describe one or more art historically relevant interpretations of a work of art (or group of related works of art), its reception, or its meaning.

7.B Explain how one or more art historically valid interpretations of a work of art (or group of related works of art) are derived from an analysis of its form, style, materials, content, function, context, reception, and/or meaning.

8.A Articulate a defensible claim about one or more works of art (or group of related works of art).

8.B Using specific and relevant evidence, support a claim about one or more works of art (or group of related works of art).

8.C Explain how the evidence justifies the claim.

8.D Corroborate, qualify, or modify a claim in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables
- Explain relevant and insightful connections
- Explain how or why an art historical claim is or is not effective.
- Qualify or modify a claim by considering diverse or alternative views or evidence

Art Analysis

1A - **Identify** a work of art (or group of related works of art), providing:

- title or designation
- name of artist
- culture of origin
- style
- date of creation
- materials

To analyse **form**:

Investigate component materials and how they create physical and visual **elements** in a work of art.

1B - Describe visual elements of a work of art (or group of related works of art), including:

- form
- content
- materials
- style
- technique

Use knowledge of design elements and **principles** to examine fundamental visual components and their relationship to the work in its **entirety**.

To analyse **function**:

Consider artist's **intended** use(s) for the work and **actual use(s)**, which may change according to **context**.

- Functions may be for utility, intercession, decoration, communication, and/ or commemoration; they may be spiritual, social, political, and/or personally expressive.

To analyse **content**:

Explore the interacting, communicative elements of design, representation, and **presentation**.

- Content includes subject matter visible imagery may involve **formal depictions**, **representative depictions**, and/or symbolic depictions.
- Content may be [narrative, symbolic, spiritual, historical, mythological, supernatural, and/or propagandistic].

To analyse **form context**:

Examine original and subsequent **historical** and **cultural milieu** of a work of art.

- Context includes information about the **time**, **place**, and **culture** in which a work of art was created, and when, where, and how subsequent audiences **interacted** with the work
- the artist's **intended purpose** for a work of art, the chosen **site** for the work, and subsequent **locations**
- modes of **display** including associated paraphernalia and **multisensory** stimuli
- **characteristics** of the artist and audiences (e.g., aesthetic, intellectual, religious, political, social, and economic)
- **patronage**, ownership of a work of art, and other power relationships
- audience **response** to a work of art

Contextual information may be provided through records, reports, religious chronicles, personal reflections, manifestos, academic publications, mass media, sociological data, cultural studies, geographic data, artifacts, narrative and/or performance, documentation, archaeology, and research.

2A **Describe** contextual elements of a work of art (or group of related works of art), including:

- function
- **?** context
- siting or physical context
- subject matter
- reception

Task Verbs Used in Free-Response Question

Identify: Indicate or provide **information** about a work of art, including title or designation, artist, culture of origin, style, date, or materials, without elaboration or explanation.

Attribute: Identify the artist, culture, art-historical style, or object type of an unknown work of art.

Justify attribution: Provide rationale or **justification** for an attribution of an unknown work of art using specific visual and/or contextual evidence.

Describe: Provide the relevant **characteristics** of a specified topic or work of art.

Explain: Provide information about **how** or **why** a relationship, process, pattern, position, situation, or outcome occurs, using **evidence** and/or reasoning. Explain **?**how**?** typically requires analysing the relationship, process, pattern, position, situation, or outcome; whereas, explain **?**why**?** typically requires analysis of **motivations** or **reasons** for the relationship, process, pattern, position, situation, or outcome.

Comparison

3.A. Describe **similarities** and/or **differences** in two [?] [?] or more works of art using appropriate and relevant points of comparison.

Key Questions:

- What are relevant categories of comparison for these works (i.e. materials, geographic area, style, artistic movement, purpose)?
- What are the similarities between the works?
- What are the differences between the works?

3.B. Explain how two or more works of art are similar and/or different [?] [?] [?] [?] [?] [?] [?] [?] in how they **convey meaning**.

Key Questions:

- What meaning are the works meant to convey?
- How are the works similar in the way they convey meaning?
- How are the works different in the way they convey meaning?

Artistic Traditions

4.A. Explain **how** a [?] [?] [?] [?] [?] [?] [?] specific work of art group (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.

Key Questions:

- In what artistic tradition, style, or practice was the work created?
- How does this work exemplify this tradition, style, or practice?
- Does the work represent continuity within the tradition, style, or practice?
- Does the work represent change within the tradition, style, or practice?

4.B. Explain **why** a work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.

Key Questions:

- Why does this work exemplify this tradition, style, or practice?
- Why does the work represent continuity within the tradition, style, or practice?
- Why does the work represent change within the tradition, style, or practice?

4.D. Explain the meaning or significance of continuity and/or change between works of art (or groups of related works of art) within a related artistic tradition, style, or practice.

- Why is this work important for this tradition, style, or practice?
- What is the significance of the work as an example of continuity within the tradition, style, or practice?

- What is the significance of the work as an example of change within the tradition, style, or practice?

Essay Writing

Documents need to be open beforehand before the exam:

- Art History FRQ
- Developing Skills
- PPTs and all the link in it

Familiar with artworks

Strong art history thinking skills

Familiar with the rubric

To-do

- Essay-writing flow — add everyday
- Essay tips — add everyday
- Q1, Q6 specific template — add everyday
- using the skills (查漏补缺) through example answers

Tips:

a) Visual analysis:

Ask myself the question:

- 1) What is the aura/core of the figure/object?
- 2) What visual elements support the distinctness? (See through in sequence)
- 3) Then, write them down in sequence.

Outlining (could be a chart):

know the total points

summarise the main points in the prompt

distribute points into the **main points** in the prompt (weighs)

correspond different FRQ “**verb**”

correspond to different **thinking skills**, content **knowledge**

Examples of templates for Q1 & Q6:

Q1

- 1) **Identify** a similar art work _____ (1)

- 2) For each work, use specific visual evidence to **describe** how _____ is represented[visual analysis] (2)
- 3) **Explain** one difference in how _____ is represented in the two works [comparison] (1)
- 4) **Explain** one difference in how the two works were intended to function as _____ (1).
- 5) Use relevant contextual evidence about both works to support your explanation. [contextual analysis] (2)

Q6

- 1) **Describe** _____ of the work (1)
- 2) **Identify** the materials and/or techniques that the artist used in the work (2).
- 3) **Explain** how the artist's use of these materials, techniques, and/or subject matter is distinctive. (1)
- 4) **Analyse** how the artist's personal experiences shaped her use of these materials, techniques, and/or subject matter. (1)
- 5) **Analyse** how the artist's the larger social concerns of her time shaped her use of these materials, techniques, and/or subject matter. (1)

Reflect the era

Indicate the future