

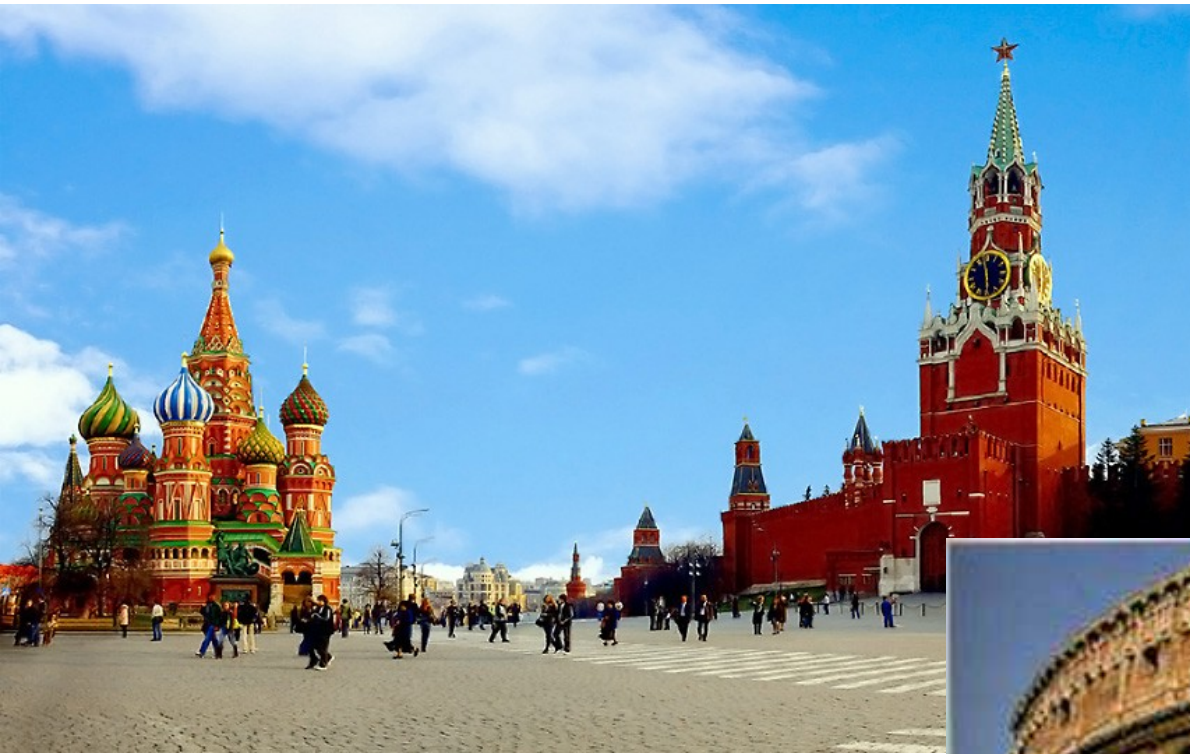
***Comparative study  
of Aesthetic Education Systems  
in Russia and Italy***



**SAPIENZA**  
UNIVERSITÀ DI ROMA

Maria Oraevskaya

*Tutor: Prof. Pietro Lucisano*



**INTRIGUE: Event which was “calling” to study it**



**What are the properties of a didactical system that create difference in educational outcome?**

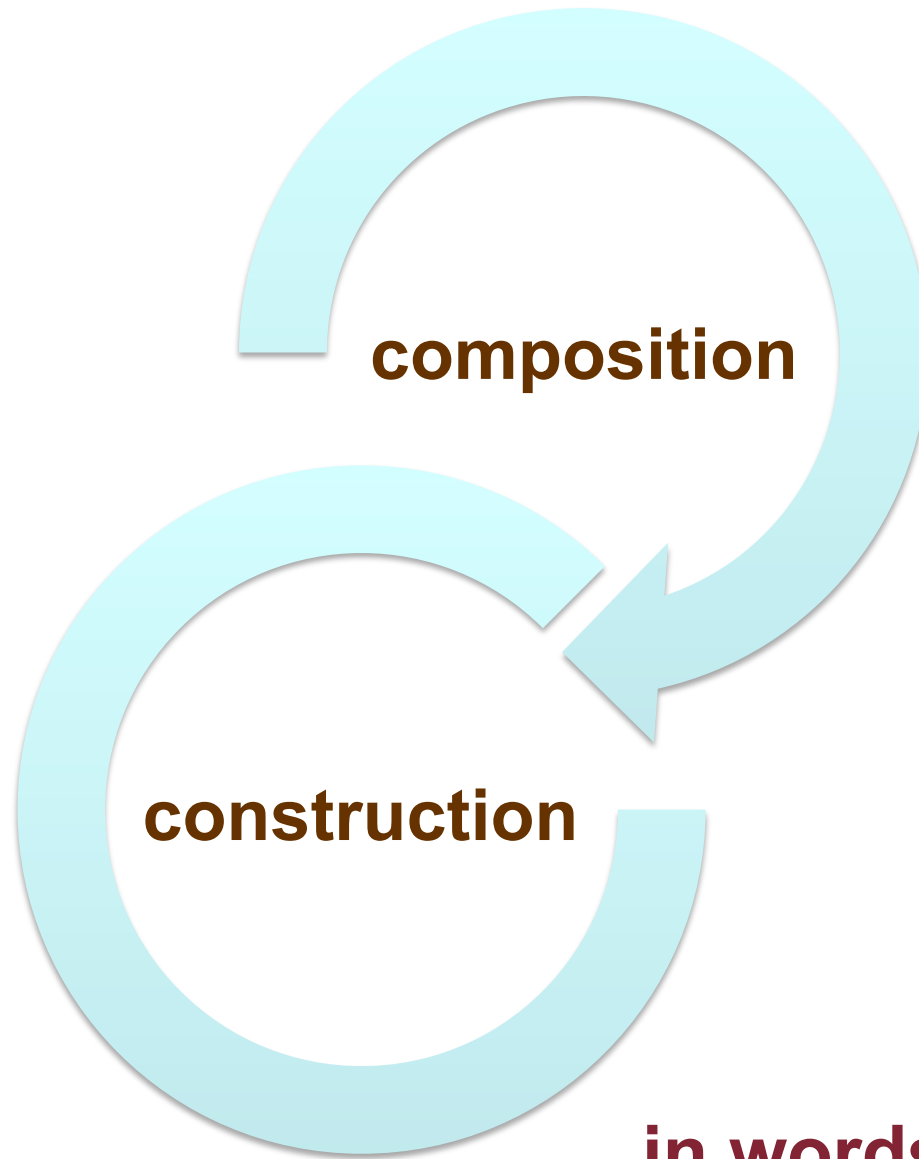
```
graph TD; A((Aesthetic Education)) --> B[ART]; A --> C[ED];
```

Aesthetic  
Education

ART

ED


**ART**



**in words of Florensky**

# ED

Development = process of assimilation and mastering of cultural (developed in and by culture) ways of operating with tools, motives of activity and norms of relations

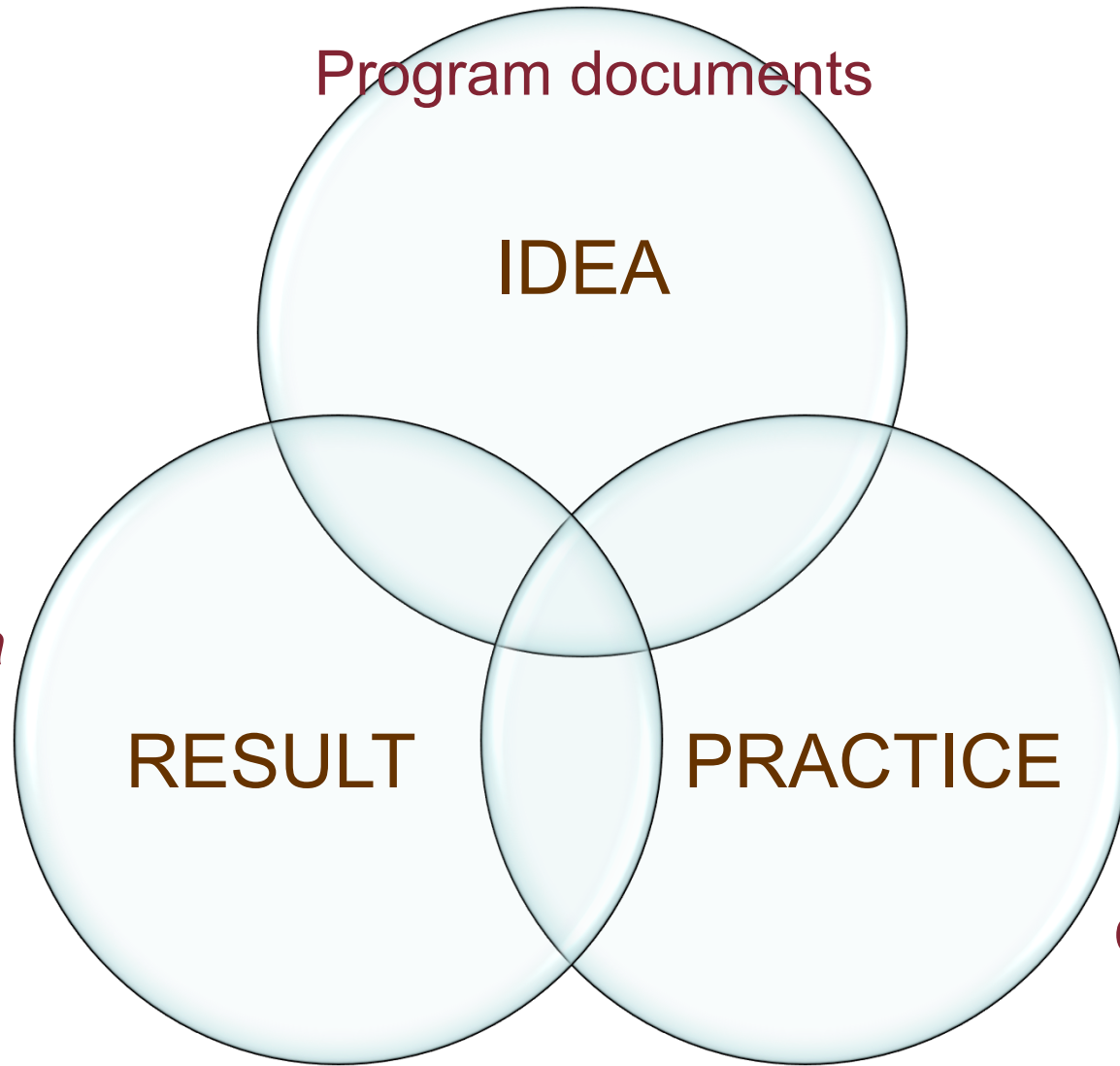


The need for Adult - carrier of culture and cultural norm of understanding art



The task of overcoming naive formalism and learn to “see the whole before it’s parts” (Ilienkov)

# How we explore aesthetic education systems

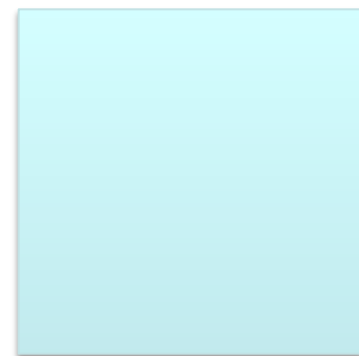
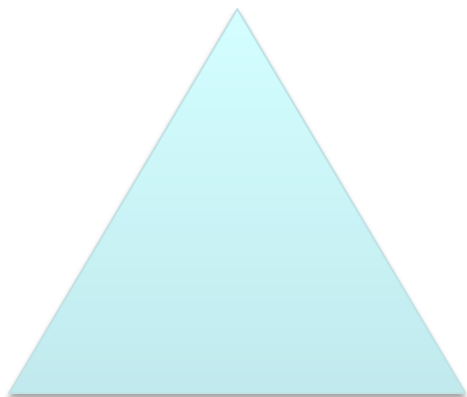
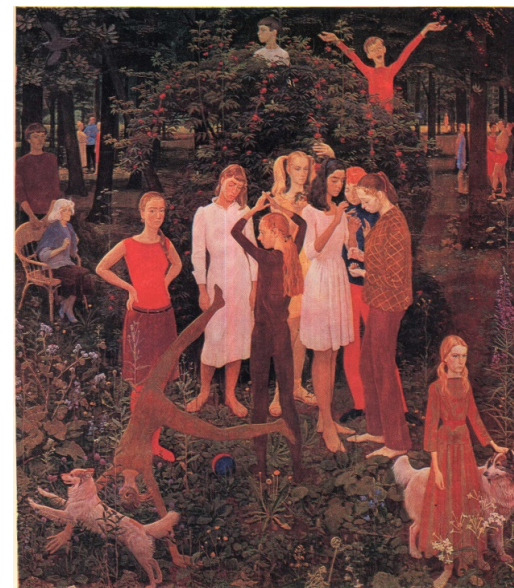


*Elena  
Torshilova*

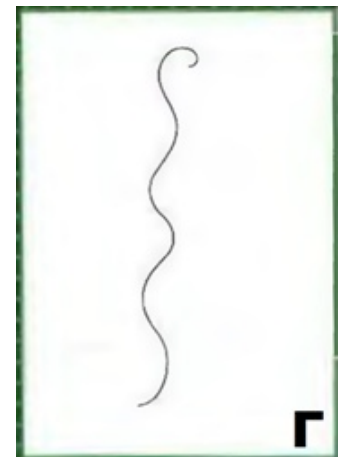
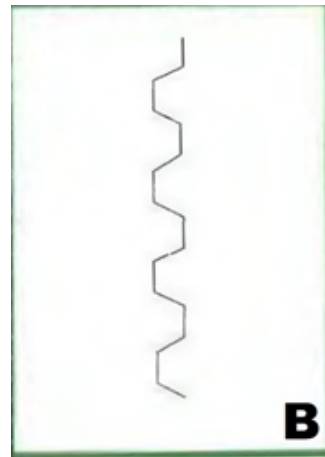
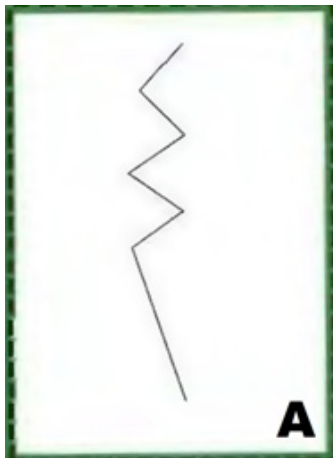
Institute of  
Art  
Education  
RAE

**Units of  
analysis  
?**

**OBSERVABLE**









*Тест «Лица» Илл. № 1*



Тест «Лица» Илл. № 2



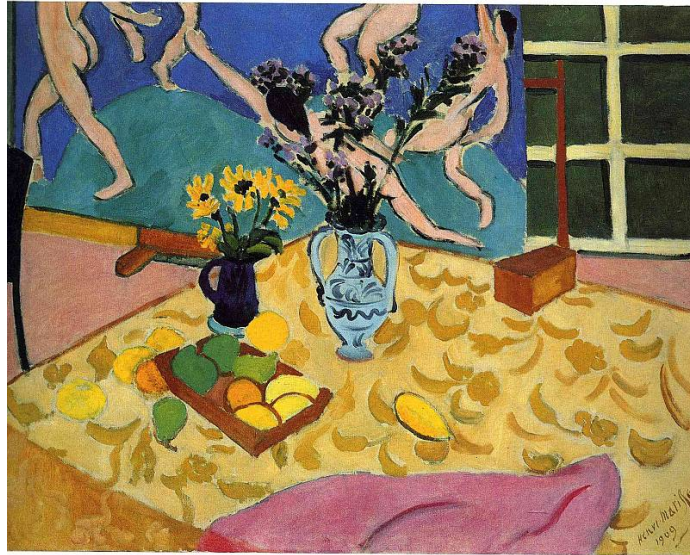














## QUESTION TO ISCAR SU – brainstorm on analysis elements

- Is Educational Idea implemented into practice? How exactly?
- Teacher's position (role)  
she/he directs? she/he facilitates individual and/or joint activity? what kind of questions she/he asks?
- How art appreciation is combined with children's own creative activity?



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***THANK YOU***