



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	
<b>ACADEMIC YEAR</b>	
<b>ANNO ACCADEMICO EROGAZIONE</b>	
<b>SUBJECT</b>	
<b>CODE</b>	
<b>SCIENTIFIC SECTOR(S)</b>	
<b>HEAD PROFESSOR(S)</b>	BARONE ZAIRA          Professore Associato          Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>	BARONE ZAIRA          Professore Associato          Univ. di PALERMO AUF DER HEYDE CARL      Professore Associato          Univ. di PALERMO ALEXANDER
<b>CREDITS</b>	
<b>PROPAEDEUTICAL SUBJECTS</b>	
<b>MUTUALIZATION</b>	
<b>YEAR</b>	
<b>TERM (SEMESTER)</b>	
<b>ATTENDANCE</b>	
<b>EVALUATION</b>	
<b>TEACHER OFFICE HOURS</b>	<p><b>AUF DER HEYDE CARL ALEXANDER</b> Friday      11:00    13:00    Microsoft Teams (stanza «Storia della critica d'arte, Letteratura artistica ...»). Codice di accesso: glcc37n</p> <p><b>BARONE ZAIRA</b> Wednesday 09:00    13:30    Dipartimento di Architettura, edificio 14, stanza 135 (corpo C).</p>

<b>PREREQUISITES</b>	In order to understand the issues dealt with and to achieve the training objectives, the student must have gained knowledge of History of Architecture and Architectural Design
<b>LEARNING OUTCOMES</b>	<p>Knowledge and understanding: Knowledge of the most important issues in the field of monument restoration, with reference to the development of the discipline and the evolution of theories; ability to read a restoration intervention contextualizing in the period in which it was designed and built. The student must demonstrate the ability to understand the topics dealt with and the analytical and design method applied, with reference to the theoretical-methodological contents of the restoration discipline as it has developed in Italy and with its implementational so abroad.</p> <p>Ability to apply knowledge and understanding: Students, through the knowledge of theories and restoration interventions must demonstrate the ability to analyze, in depth, the historical architectures and interventions that have been realized over the centuries.</p> <p>Autonomy of judgment: Maturity of the autonomous judgment capacity through the integration of the different knowledge aimed at the current reading of historical architecture, in view of the redaction of the restoration project, compatible reuse, fruition and enhancement of architectural heritage. Students must be able to critically evaluate, at any time during the design process, the knowledge reached for the conservation of the architecture that over time has assumed document value.</p> <p>Communication skills: Students must demonstrate the ability to graphically and in a written form, using the different languages, in a concise and descriptive way, with the contents of the analysis of a historical architecture, and of the restoration interventions. .</p> <p>Learning skills: Students must demonstrate that they have developed the capacity for observation and reflection that can fuel the aspiration to self-study, the ability to use a methodology based on theoretical and technical bases for the resolution of problems related to restoration, fruition and enhancement of historical architecture.</p>
<b>ASSESSMENT METHODS</b>	<p>At the end of the course there will be an oral exam consisting of an interview to verify possession of the disciplinary knowledge included in the course. The questions are aimed at verifying the expected learning outcomes and will tend to verify the acquired knowledge, the processing skills and the possession of an adequate exhibition capacity. Among the aspects that will be subject to verification are:</p> <ul style="list-style-type: none"> <li>- the ability to establish links between the contents of the course;</li> <li>- the ability to provide independent judgments regarding the disciplinary contents;</li> <li>- the understanding of the applications or the implications in the field of the discipline;</li> </ul> <p>The grade obtained is therefore to be related to the ability to understand the disciplinary aspects, to the ability to express the contents of the course. The exam is individual and the evaluation will take place in thirtieths according to the following scheme:</p> <ul style="list-style-type: none"> <li>- Excellent evaluation: excellent knowledge of the subjects, excellent property of language, excellent analytical skills. The student is able to brilliantly apply the knowledge to solve the proposed problems.</li> <li>- Very good evaluation: good command of the arguments, full ownership of language. The student is able to promptly apply the knowledge to solve the proposed problems.</li> <li>- Good evaluation: basic knowledge of the main topics, discreet language properties, with good ability to autonomously apply the knowledge for the solution of the proposed problems.</li> <li>- Satisfactory evaluation: basic knowledge of the main topics of teaching and technical language, little ability to independently apply the acquired knowledge.</li> <li>- Sufficient evaluation: minimum basic knowledge of the main topics of teaching and technical language, little ability to independently apply the acquired knowledge.</li> </ul> <p>In particular, the final evaluation will be structured as follows: Excellent (30-30 cum laude), very good (26-29), good (24-25), satisfactory (21-23), sufficient (18-20).</p> <p>Compensatory tools and dispensatory measures will be guaranteed by the Disability and Neurodiversity Center - University of Palermo (Ce.N.Dis.) to students with disabilities and neurodiversity, based on specific needs and in implementation of current legislation</p>
<b>TEACHING METHODS</b>	Frontal lectures, guided tours in monuments, seminars and conferences

**MODULE**  
**THEORY. HISTORY AND DESIGN OF MOVABLE ASSETS RESTORATION**

*Prof. CARL ALEXANDER AUF DER HEYDE*

**SUGGESTED BIBLIOGRAPHY**

- 1) Marco Ciatti: Appunti per un manuale di storia e di teoria del restauro. Dispense per gli studenti, con la collaborazione di Francesca Martusciello, Firenze, EdiFir 2009. – ISBN: 9788879703468.
- 2) Orietta Rossi Pinelli, Teorie del restauro: dalla Carta di Atene a oggi, Torino, Einaudi 2023. – ISBN: 978-88-06-25525-1.
- 3) Altri materiali saranno caricati sulla CLOUD.

<b>AMBIT</b>	50683-Methodologie per la conservazione e il restauro
<b>INDIVIDUAL STUDY (Hrs)</b>	102
<b>COURSE ACTIVITY (Hrs)</b>	48

**EDUCATIONAL OBJECTIVES OF THE MODULE**

The course is designed to assure that students receive an adequate grounding in the major theoretical frameworks of contemporary restoration. Historical case studies help to understand how strong restoration theory and practice are connected to other fields like museology, history of taste and history of art criticism.

**SYLLABUS**

Hrs	Frontal teaching
2	THEORY, HISTORY AND PLANNING OF RESTORATION (MOBILE OBJECTS): FROM ANTIQUITY TO THE PRESENT: A part from the technical and material procedures that are essential elements for the training of restorers, it is furthermore indispensable that students have a strong theoretical and historical background in order to plan consciously their restoration projects. Historical case studies and readings of ancient restoration treatises will be the core elements of this course, among the other relevant topics that will be discussed in class are the mobility of objects, the transformations and stylistic stratifications of historical artifacts. The historical survey of this course will be completed by a well-structured discussion of the theoretical frameworks that are relevant in the field of conservation of contemporary art.
4	From antiquity to middle-ages
4	Early modern period: from Renaissance to 18th Century
4	18th Century
4	Social and institutional changes between 18th and early 19th Centuries
8	19th Century
8	Twentieth Century
4	Cesare Brandi: theory and practice of restoration
4	The 1966 flood in Florence and its relevance in the field of conservation studies
6	The restoration of contemporary art: theoretical frameworks and case studies

**MODULE**  
**THEORY. HISTORY AND DESIGN OF REAL ESTATE RESTORATION**

*Prof.ssa ZAIRA BARONE*

**SUGGESTED BIBLIOGRAPHY**

Marco Ciatti: Appunti per un manuale di storia e di teoria del restauro. Dispense per gli studenti, con la collaborazione di Francesca Martusciello, Firenze: Edizioni Firenze, 2009.

Cesare Brandi: Teoria del restauro (1963), Torino: Einaudi, 2000; (o altre edizioni).

Paola Furia: Storia del restauro librario dalle origini ai nostri giorni, Milano: Ed. Bibliograf., 1992. -

<b>AMBIT</b>	50683-Metodologie per la conservazione e il restauro
<b>INDIVIDUAL STUDY (Hrs)</b>	102
<b>COURSE ACTIVITY (Hrs)</b>	48

**EDUCATIONAL OBJECTIVES OF THE MODULE**

The course is designed to assure that students receive an adequate grounding in the major theoretical frameworks of contemporary restoration. Historical case studies help to understand how strong restoration theory and practice are connected to other fields like museology, history of taste and history of art criticism.

**SYLLABUS**

Hrs	Frontal teaching
2	THEORY, HISTORY AND PLANNING OF RESTORATION (MOBILE OBJECTS): FROM ANTIQUITY TO THE PRESENT: In addition to knowledge priorities of technical and material procedures that are essential elements for the training of restorers, it is furthermore indispensable that students have a strong theoretical and historical background, in order to plan consciously restoration projects with a critical ability. Historical case studies and readings of ancient restoration treatises will be the core elements of this course, among the other relevant topics that will be discussed in class are the mobility of objects, the transformations and stylistic stratifications of historical artifacts. The historical survey of this course will be completed by a well-structured discussion of the theoretical frameworks that are relevant in the field of conservation of contemporary art.
3	From antiquity to middle-ages
3	Early modern period: from Renaissance to 18th Century
2	Carlo Maratta painter and restorer.
2	18th Century
2	The "Patina" concept
2	The restoration of ancient statuary. Antiquarian culture and procedures.
2	Pietro Edwards and "public paintings" of Venice
2	Social and institutional changes between 18th and early 19th Centuries. Reflections on restoration culture
3	19th Century: restoration handbooks by Giovanni Secco Suardo and Ulisse Forni
2	The nineteenth century: Giovanni Battista Cavalcaselle.
2	Twentieth Century
4	Cesare Brandi: theory and practice of restoration
2	Roberto Longhi and Mauro Pellicoli
2	The 1966 flood in Florence and its relevance in the field of conservation studies
2	Umberto Baldini as a theoretician of restoration and the intervention in the Brancacci Chapel (Florence).
3	The restoration of contemporary art: theoretical frameworks and case studies
2	Picault, Hacquin and transport on canvas
3	Brief history on restoration of books and archival heritage
3	Brief history of mosaic restoration