

THE PIECE OF ART *RECOGIDA DE LA MANZANA* AS AN EXCUSE FOR THE READING AND INTERPRETATION OF THE TRADITIONAL LANDSCAPE THROUGH AN ICONOGRAPHIC SOURCE: A STUDY FOR STUDENTS OF 2º OF BACCALAUREATE

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We reached some conclusions during this study. Firstly, it must be noted that these students between 17 and 18 years old are able to interpret and contextualize the different elements that the author represented in this box about the traditional life of the Asturian peasantry. They're able to identify both the human elements, and those typical elements from life in the countryside and the illustrated concrete action (harvest of the apple).

The different elements of the work identified in the first task were taken as the basis for the realization of the narratives about the work. The key categories, following the model of Melo (2004), were description and interpretation. Students especially focused on the description of the scene, to perform its contextualization, where the majority of interpretive narratives were generated. They placed the work, both in Asturias and autumn in the rural environment. Even though the group had a certain sociological diversity and that students were mainly from the city, they were able to read the rural scene by mobilizing their tacit knowledge and those acquired throughout their schooling. The fact of choosing something as symbolic of the Asturian countryside seems to have facilitated analysis. Although narratives' highlight weren't its rich storyline, they manage to show capacity for historical and geographical analysis from a given iconography.

Regarding the last task: the formulation of questions for the interpretation of the work, the students performed a high number of questions. These questions focused primarily in temporary space contextualization and intentionality and perception of the author and

the observer. Also the formal aspects concentrated an important part of the questions. The students hardly raised questions regarding sociological aspects of the work and the elements and the represented actions.

Ultimately, it can be said that these show a knowledge of the activities of the rural environment which is not strange to them despite the strong urbanization suffered in our lives. Although it is necessary to implement more studies of this kind, and with students of different ages and levels, it seems that there is still hope for the conservation of the cultural elements of the traditional society, as part of our heritage. It also seems that students, at the end of their Secondary teachings, know about Asturian traditional life and assume that it is a part of their identity, being competent in the interpretation of sources of iconographic type about this subject.