

1. MISSION AND VALUES OF PORVOO ART SCHOOL

Mission statement

Porvoo Art School provides basic education in accordance with the extended syllabus in visual arts to 1–19-year-old children and young people. The school's operations are guided by the Finnish National Agency for Education's order nr. 39/011/2002, which is based on the Basic Art Education Act (633/1998) and Decree (813/1998). Porvoo Art School is administered by the City of Porvoo. The Art School's curriculum is approved by the City's Education Committee, which also decides on the Art School's tuition and other fees.

Basic education in the arts progresses in a goal-oriented and multidisciplinary manner from one level to the next. Its aim is to provide pupils with opportunities to study the arts in a long-term, goal-oriented manner and in accordance with their own interests. The education promotes the development of a close relationship and lifelong engagement with the arts. The education develops skills associated with the field of visual arts and provides pupils with the ability to apply for vocational training and education or higher education in this field. Porvoo Art School also provides education to adults.

2. THE PURPOSE OF BASIC EDUCATION IN THE ARTS

The purpose of basic education in the arts is to contribute to the building of a sustainable future by means of art. The education is based on pluralist and renewing cultural heritage. Visual arts education strengthens pupils' ability for self-directed expression, interpretation and valuation. The studies support the development of pupils' creative thinking and participation. Basic education in the arts strengthens the building of pupils' identity and the development of their cultural literacy.

Pupils' homes play a crucial role in supporting their studies. The Art School appreciates the interest and feedback of pupils' guardians, which the School takes into consideration in the development of its operations.

The Art School stays in touch with pupils' guardians by providing information about its operating times, work plan, events and annual themes.

The Art School is a bilingual educational institution, in which Finnish and Swedish are considered equal in everyday operations. The aim of the Art School is to raise children and young people who are aware, familiar with themselves and their environment, and appreciative of others. In doing so, the Art School also supports each pupil's efforts to form a strong, individual identity. The local area and its cultural characteristics provide a rich and diverse operating environment for the Art School, which participates extensively in various collaborative projects and interacts actively with local organisations and individuals as part of its operations. Visits to exhibitions and cultural sites in Porvoo and neighbouring regions as well as international collaboration projects form an important part of the Art School's operations.

The Art School carries out the purpose of basic education in the arts locally, nationally and internationally in cooperation with other educational institutions and parties providing education in the arts.

The value base of the Art School's operations

The Art School strives to provide every pupil with the means to learn, grow and develop as an individual and as a member of the community and to uphold a learning environment that adheres to the principles of sustainable development.

The Art School listens to its pupils and their guardians and provides them with opportunities and channels for influencing the school's operations.

Conception of learning

The curriculum is based on a conception of learning according to which the pupil is an active participant. The pupil learns by setting goals and acting in alignment with these goals both independently and together with others. Doing things together and the joy of learning create the basis for a learning process in which constructive, realistic and encouraging feedback plays a major role.

Education in the arts supports the pupil's mental growth and development into a judicious and thinking individual. The goal of the Art School is to develop the pupil's ability to work in interaction with others. The pupil is steered to understand and appreciate differences. Pupils are encouraged to understand the significance of visual arts, aesthetics and visual culture as factors that enrich their own lives and improve the quality of their living environments. The education is based around human orientation, solidarity and sustainable development. Basic education in the arts contributes to the building of a socially and culturally sustainable future.

Shared objectives of the extended syllabus

The objective of the extended syllabus for basic education in the arts is to create the basis for a lifelong relationship with the arts. Pupils are encouraged to utilise art diversely as a means of cooperation, influence and participation as well. The studies emphasise participation, activity and the joy of learning. The pupils' strengths are supported and they are encouraged to set personal goals and make their own choices. The pupils are also urged to examine and interpret art and culture from multiple perspectives.

3. TEACHING

Learning environments

The learning environment is composed of the physical, mental and social environment. It also encompasses the values and traditions of Porvoo Art School. The Art School's learning environment supports the growth of pupils with different learning skills. It is characterised by a positive, open and safe atmosphere that respects the personality of every pupil. Porvoo Art School's learning environment also enables the development of multidisciplinary competence between different fields of art.

The Art School strives to provide a stimulating and inspiring learning environment as well as safe and diverse working materials, which offer every pupil the chance to succeed and gain experiences of being capable. Through the appropriate use of information and communications technology and modern equipment, the Art School provides pupils with the opportunity to study the arts in accordance with the national core curriculum.

The Art School takes work, product and environmental safety into consideration in all of its operations and follows the principles of sustainable development. In addition to actual teaching facilities, the Art School also uses its environs, local nature and the pupils' living spaces as learning environments. In its operations, the Art School also utilises local and regional cultural offerings, such as visits to exhibitions, museums and theatres. The Art School also engages in various collaborative projects with the field's other actors and organisations in order to integrate a social and societal perspective to the education it provides.

The Art School strives to ensure that its learning environments provide pupils with the means for the kind of active and long-term working that characterises the field of visual arts, whether this work is conducted independently or in collaboration with others.

Working methods

The primary goal of the education provided by the Art School is not to produce works of art, but to teach different visual abilities. The working methods employed and content covered in the studies are chosen with the aim of allowing the pupil to develop and diversify their ability to express themselves, from basic studies all the way to advanced studies.

Studying at the Art School is characterised by interaction with other group members and teachers. Each pupil's individual learning styles and developmental stages are taken into consideration in the teaching. Key working methods include observation, doing things yourself and, especially among the youngest groups, play. The pupils' own experiences, skills, knowledge and areas of interest serve as an important foundation for the studies. The topics and themes covered are chosen with the aim of maintaining the joy of doing and learning. Pupils are also steered to assess and document their own studying with methods that include working diaries and discussions with their study group and teacher.

Operating culture

The aim of the education provided by the Art School is to support the development of the pupil's ability for visual expression. This ability is born out of the pupil's own observations, emotions, thoughts, knowledge and skills. The education starts a continuous growth process that continues well into adulthood.

The operating culture of Porvoo Art School has been shaped by the interpretation of the norms steering the school's work, established practices and the ways of thinking and operating of its members. This shared operating culture promotes teaching that is in alignment with the purpose, value basis and conception of learning of basic education in the arts. The operating culture is visible in all operations while also contributing to the pupils' experience of participation and the quality of teaching.

Studying at the Art School requires pupils to have strong motivation and take an active role in their studies. Each pupil sets personal goals for their work and also follows their progress towards achieving these goals. The studies support pupils' ability to link new skills and information to previously acquired ones and the capacity to apply them in new contexts. The principles of progressive inquiry and experiential learning are realised both individually and in interaction with others.

Porvoo Art School strives to create an operating culture that promotes learning and sustainable well-being, which necessitates genuine presence as well as caring and respectful interaction.

These efforts are based on the community members' experience of participation, which is born out of working together and allowing everyone to participate in operations. An encouraging operating culture also accepts learning through failure. Everyday choices are made and operations carried out with a sustainable lifestyle and cultural diversity in mind. The Art School always follows the field's established practices and the law.

Development of operations

Porvoo Art School continuously develops its pedagogy and expertise in the arts while also evaluating and planning its operations. Another important aspect of the Art School's operations is open and constructive interaction, both within the school and with pupils' guardians and other parties.

4. SCOPE AND STRUCTURE OF THE STUDIES

Scope of the studies

The calculated scope of the advanced syllabus for basic education in the arts is 1,300 lesson hours, consisting of 800 hours of basic studies and 500 hours of advanced studies. A single lesson hour is calculated as being 45 minutes long.

Porvoo Art School provides education based on the advanced syllabus for basic education in the arts to pupils aged approximately one and up. Basic and advanced studies consist of lessons, independent working, other arts and culture events as well as homework. The calculated length of the school year is 34 study weeks.

In early childhood basic education, a 1–5-year-old pupil studies 45–68 lesson hours a year. The studies of 6–10-year-old pupils consist of 68 lesson hours per year. The basic studies of 10-year-olds and older consist of 102 lesson hours per year.

Advanced studies, which are for pupils who have completed their basic studies, consist of a total of 500 lesson hours at 102–204 lesson hours per year. Pupils can also choose optional study modules in addition to their core studies. Additionally, the Art School also organises courses and art excursions, which also contribute to pupils' studies.

Education based on the extended syllabus for basic education in the arts is organised in a way that takes into account the pupil's age, previously acquired skills and knowledge as well as the teaching methods used.

Structure of the studies

The aim of the extended syllabus for basic education is to enable the goal-oriented practice and persistent development of the key skills associated with visual arts. The aim of advanced studies is to expand study opportunities or emphasise specific areas of study. The advanced studies of the extended syllabus for basic education in the arts include a diploma work. Both basic studies and advanced studies also include mutually exclusive study modules.

Porvoo Art School strives to provide every pupil with a comprehensive education, which is carried out by means of co-teaching, among other methods.

Co-teaching means a model in which a class is taught by two equal teachers simultaneously. Co-teaching enables a more extensive and diverse approach to teaching, and also allows for the more comprehensive consideration of different learning styles and learners. Co-teaching also facilitates inter-arts teaching.

5. PERSONALISATION OF THE SYLLABUS

If a pupil is completely or temporarily unable to study in accordance with the Art School's normal curriculum, the pupil can be provided with a personalised curriculum prepared in cooperation with the pupil and their guardian. Personalisation can encompass the personalisation of learning objectives, content, study times, teaching methods, required support and assessment methods. In such cases the teaching is based on the pupil's own skills and capabilities.

More information on the possibility of personalising the syllabus is provided to guardians upon request.

Admission

Porvoo Art School's application period for new pupils is in the spring during April–May. If the number of applicants exceeds the number of places available in the study groups, these will be filled randomly through a draw. Any places that become available mid-term are filled primarily with queuing applicants through a draw. New study groups may also be formed mid-term.

6. LEARNING ASSESSMENT

The purpose of assessment is to support pupils in their studies, develop pupils' self-assessment skills and steer pupils in achieving their study goals. Assessment should support the development of pupils' self-confidence and be encouraging, just and ethically sustainable. It must also take the pupil's personal goals into account.

Assessment during studies

Learning assessment is continuous, diverse and interactive. The development of self- and peer-assessment and the giving of constructive feedback are important parts of learning.

Assessment during studies is based on the objectives described in the curriculum. The pupil's values, attitudes or personal characteristics are not assessed.

Pupils are provided with information on assessment principles and practices. Each pupil and their guardians are also provided with information about the study modules that the pupil has completed during the year.

Upon the completion of basic studies based on the extended syllabus for basic education in visual arts, the pupil is provided with a certificate confirming that they have completed their basic studies. The certificate includes a written assessment of the pupil's progress and the development of the pupil's skills during basic studies. The written assessment emphasises the pupil's strengths regarding learning in relation to the objectives defined for basic studies.

In addition to pupil assessment, the Art School also assesses its own operations annually. This operational assessment takes into account the views of pupils and their parents, the teaching staff and various interested parties. The content and objectives of the teaching are discussed and their realisation is monitored by the Art School's staff. The staff can also make proposals regarding the development of the Art School's curriculum.

RECOGNITION OF PRIOR LEARNING AND ACCREDITATION

Accreditation of studies completed elsewhere

Studies completed elsewhere can be accredited as studies offered at Porvoo Art School as long as they correspond to the objectives and content of the extended syllabus for basic education in visual arts. The decision on accreditation is made by the principal following a discussion with the pupil's teacher.

Assessment of the syllabus

The assessment of the extended syllabus is based on the advanced studies completed by the pupil. The assessment describes how the pupil has achieved the objectives defined for the advanced studies of the extended syllabus for basic education in visual arts. The pupil's diploma work is also assessed as part of their advanced studies. During advanced studies, pupils are provided with an opportunity to demonstrate their skills in a comprehensive manner. Assessment of the extended syllabus for basic education in visual arts is focused on the pupil's relationship with art, visual literacy, participation and influence.

CERTIFICATES

Certificate for the completion of the basic studies of the extended syllabus for basic education in the arts

The pupil is awarded a certificate for the completion of basic studies upon completing the basic studies of the extended syllabus for basic education in visual arts. The certificate is an official document, the content of which is compliant with the principles approved by the Finnish National Agency for Education. The certificate includes a written assessment of the basic studies of the extended syllabus completed by the pupil. The certificate may include appendices.

Certificate for the completion of the extended syllabus for basic education in the arts

The pupil is awarded a certificate for the completion of the extended syllabus for basic education in the arts upon completing the basic and advanced studies of the extended syllabus. The certificate is an official document, the content of which is compliant with the principles approved by the Finnish National Agency for Education. The certificate includes a written assessment of the advanced studies of the extended syllabus completed by the pupil. The pupil's diploma work is also assessed as part of their advanced studies. The certificate may include appendices.

Certificate for participation in the studies of the extended syllabus for basic education in the arts completed by the pupil

Upon request, a pupil is granted a certificate for participation in the studies of the extended syllabus for basic education in the arts if the pupil's studies are interrupted or the pupil needs the certificate for another reason. The participation certificate may include appendices.

7. STUDIES

BASIC STUDIES

Early childhood studies, 1–5-year-olds

Early childhood studies consist of familiarisation with art and the phenomena associated with visual culture with the help of play-oriented work. The studies focus on honing pupils' senses and expression in a comprehensive and inter-artistic manner that enriches the imagination, and are based on the child's everyday life and the joy of doing.

A key aspect of the studies is the creation of a safe atmosphere within each study group, which is also closely linked to the clear pedagogic pacing of the lessons. Early childhood studies involve practising working in a group, basic skills associated with working with the arts, fine motor skills and patience. The studies are diverse, encompassing the examination of various themes, pupils' own pictures and works of art. The teaching is closely linked to the child's own life and reality. Another important aspect of the studies is the examination of fairy tales and stories.

The Art School's immediate surroundings provide excellent opportunities to explore the local nature and built environment. As such, the pupils are introduced to local history, architecture and natural environments at an early stage. The education provided to 1–5-year-olds also makes use of local art and cultural offerings, with the museums, exhibitions and library of Porvoo playing a major role in the studies. Porvoonjoki River, the Porvoo National Urban Park, the sea and the archipelago are all important parts of local life, which are explored with the help of excursions, stories, guided tours and independent work.

Basic studies, 6–11-year-olds

In basic studies in visual arts, pupils practice and develop their visual arts expression and thinking in a long-term and goal-oriented manner. The aim of the studies is to support the shaping of pupils' personal relationship with art and the building of the pupils' own identity through their own actions.

OBJECTIVES OF BASIC STUDIES

Relationship with art

The objectives of the studies is to support the establishment of a personal and active relationship and the development of the pupil's visual expression, self-knowledge and self-assessment. The aim is to encourage the pupil to make their own choices and discover their own sources of inspiration. The studies are diverse, consisting of introductions to various techniques, materials and inter-artistic working methods, which support the pupil's own personal expression and experimental working.

Visual literacy

The objective is to inspire the pupil to observe their environment in a comprehensive and multisensory manner, utilising the relationship between the arts and sciences. The pupil is guided to study the visual language of pictures, media and the environment. The pupil is taught to carry out active observation and examine visual culture from different perspectives.

The pupil is encouraged to talk about their own works and the works of others. The studies familiarise the pupil with art history and involve examining art in a comprehensive manner from different perspectives.

Participation and influence

The pupil is guided to observe and interpret the messages conveyed by visual culture. The pupil is taught to make aesthetic, ecological and ethical choices and steered towards critical and constructive thinking. The pupil is encouraged to operate in different communities and groups and express their own views in public as well.

KEY CONTENT OF BASIC STUDIES

The studies involve examining nature, culture and the human condition by means of art and learning to understand the broader meaning of visual arts.

Visual language and the media of art

The studies involve practising the construction of pictures and the different meanings of pictures, visual observation and thinking and discussion about pictures. Pupils are introduced to a wide variety of different techniques and technologies and taught how to use them in two- and three-dimensional work. Pupils are introduced to how composition, perspective and colours affect the mood of pictures.

Own pictures

Pictures and content related to the everyday lives of pupils play a major role in the studies. The studies involve examining the relationships between pupils' own pictures and other visual culture.

The worlds of art

Pupils are introduced to art history, different cultures, modern art and the different forms of visual arts. Key focus areas include the pupils' own cultural environment, local history and local art then and now. Pupils are also provided with opportunities to participate in local art and environmental projects.

The visual environment

Pupils are encouraged to explore the characteristics of the history, nature and architecture of their own living environments. The studies also involve practicing how to observe and assess the visual environment from aesthetic, ecological and ethical perspectives.

ADVANCED STUDIES

OBJECTIVES

The purpose of the Art School's advanced workshops is to expand the pupil's skills in accordance with their own goals and choices. The studies encourage the pupil to participate and to consider their own living environment and current phenomena.

Advanced studies include a diploma work, which consists of artistic work, the documentation of the working process and a written portion, in which the pupil assesses their own work. In their diploma work, the pupil expresses their visual arts thinking and expression and examines them in relation to visual arts or other visual culture.

Relationship with art

The aim of the studies is to deepen the pupil's visual expressions skills and conception of art through their own visual expression and works of art that they themselves find meaningful. Furthermore, the aim is to support the building of the pupil's own identity through their own actions and interpretation of pictures, and to steer the pupil's working process in a way that contributes to the achievement of their own goals. The pupil is encouraged to use different materials and technologies and utilise inter-artistic methods and approaches. The aim is to strengthen the pupil's trust in their own views and solutions and support the pupil in carrying out their diploma work process.

Visual literacy

The aim of the studies is to deepen the pupil's ability to observe their visual environment in a comprehensive manner and from different perspectives, utilising the relationship between the arts and sciences. The pupil's skills in interpreting, reading and utilising visual language as well as their visual narrative skills are deepened. The pupil's long-term practising of their own visual expression is supported. The pupil is encouraged to use different materials and technologies and utilise inter-artistic methods and approaches.

The pupil is steered to develop their ability to justify and interpret art both orally and in writing. The pupil is encouraged to deepen their understanding of art history, modern art and visual fields by expanding their all-round education. The pupil is instructed to observe and examine the special characteristics and details of their own living environment.

Participation and influence

The aim of the studies is to guide the pupil to examine the messages and underlying values conveyed by visual arts and other visual culture in a critical manner. The pupil is encouraged to consider the importance of aesthetic, ecological and ethical values in their own living environment, society and the global world, and steered towards critical thinking.

The pupil's ability to operate in different groups, communities and environments is strengthened. The pupil is steered to express their thoughts, interpretation and opinions in public environments.

KEY CONTENTS

The studies involve examining the human condition, nature and culture by means of art. Visual arts are approached as a carrier, conveyor and distributor of personal, communal and cultural meanings.

Visual language and the media of art

The studies involve examining visual language and how meaning is constructed in pictures as well as practising visual observation and thinking, verbalisation and discussing pictures. Pupils explore the potential for expression of different tools and materials and utilise digital and other technological possibilities for the purpose of artistic expression.

Own pictures

The studies involve making use of and examining observations, experiences and behaviours related to the pupils' everyday lives as well as visual culture content that the pupils find meaningful. Pupils explore the personal meanings of their own pictures and their relationship with other visual culture.

The worlds of art

The studies familiarise pupils with art history and involve comparing different art phenomena and examining basic questions related to aesthetics and art philosophy. Pupils are introduced to different cultures and the ways in which cultures are expressed visually. Pupils explore the operating methods of modern art, examine the cultural specificity of art and study the historical, social and societal significance of art. Pupils are also provided with opportunities to participate in local arts activities as part of their studies. Pupils are also introduced to arts institutions, different cultural sites, current phenomena in the arts and the work of professionals working in visual fields.

The visual environment

The studies involve examining the special characteristics and cultural history heritage of the local built and natural environment, and exploring the built environment, media environments and visual subcultures. Pupils practice the aesthetic, ecological and ethical valuation of the visual environment and examine how the meanings of the environment are built.

WORKSHOP OPTIONS

The basic and advanced studies workshops are divided into three different study modules, namely Media, Design and Fine Arts, based primarily on their emphasis on technology. Each workshop can be chosen for one school year at a time.

The study modules are taught using the co-education model.

Design workshop

The content of Porvoo Art School's design workshop encompasses ceramic, architectural, fabric and clothing design. Pupils are introduced comprehensively to the different areas of product design as well as associated materials and techniques. The aim is to familiarise pupils with product design processes based on different materials. The workshop involves designing and making different products, objects and miniature models.

The basis for the design process is formed by the pupils' observation of their own environment and its objects by means of photography and the assembly of picture collages, for example.

One of the key focus areas of the studies is familiarisation with architecture and the history of industrial art forms. Pupils are introduced to modern phenomena, products and designers through exhibitions, lectures and visits. The teachers responsible for covering the different materials and techniques are all professionals and experts in their respective fields. The studies emphasise product design that involves combining different materials, trying out new and unprecedented things and creating diverse products and entire product families.

The workshop expands the pupils' knowledge of materials and teaches them to work with and combine different materials. Materials used include different varieties of clay and ceramic glaze, wood as part of model construction and in material combinations, metals (including sheet metal and barbed wire), fabrics, yarns, wools, etc., soft materials, serigraphy equipment, cardboard, paperboard and Kapa board as well as various recycled materials.

Fine arts workshop

The fine arts workshop focuses on drawing, painting and creating graphics and three-dimensional works. In addition to this, pupils are familiarised with modern art and art history. Pupils work with both traditional methods and experimental techniques that combine different forms of art. Pupils can also make use of disciplines such as photography, image processing and video in their works and to generate ideas.

The aim of the studies is to strengthen and support the pupil's development and ability to express themselves. One of the key focus areas is the working process. The studies involve exploring graphic arts through discussion, research and, most importantly, the pupil's own activities. At the same time, pupils are introduced to different views on art and ways of creating art. Pupils are encouraged to observe and study the special characteristics of the natural and built environments of their home municipality.

The uniqueness of the local environment is utilised and explored from many different perspectives.

Key working methods employed in the graphic arts workshop include traditional drawing and painting techniques, genres and motifs, such as the portrait, the still life, the landscape, nature and people. Other important working methods include mixed techniques that combine different materials and tools in creative ways and collages. Key materials used in three-dimensional works (sculptures and miniature models) include clay, wood, metal, cardboard and paperboard as well as different recycled materials. Pupils are also taught to utilise the potential of digital and other technologies, such as image processing and photography, as part of their artistic expression. Pupils can also influence the choice of working methods themselves. Another important part of the studies is visits to art exhibitions and museums. In the spring and early autumn, pupils also work outdoors in urban nature.

Media workshop

In the media workshop, pupils are taught to use tools and software for producing photographs, motion pictures, animations and graphic designs. The aim is to provide pupils with the ability to express themselves via photography, video and audio.

Pupils are familiarised with different forms of visual storytelling. Through instruction and working, pupils are taught to produce their own media content and to structure, assess and understand the surrounding media landscape.

Pupils are taught to use modern digital technology and software to produce pictures and presentations, but they are also familiarised with traditional methods and the history of photography. The workshop also involves combining traditional photography with digital technology, which opens up new possibilities and perspectives for working.

Through their own activities, pupils learn to understand their surrounding, ever-changing visual environment. At the same time, pupils also learn to produce their own, individual media content.

The workshop familiarises pupils with the use of digital cameras as well as image processing, editing and layout software. Pupils are taught about the basic rules of photography, perspectives, composition, lighting and the use of different object lenses as tools for visual expression. Pupils are also given the opportunity to try out traditional photo development methods.