

A large, white, calligraphic graphic element dominates the left and top portions of the cover. It consists of several thick, flowing lines that curve and loop, resembling a stylized letter or a decorative flourish. The background is a solid, muted reddish-brown color.

City of Oulu
Cultural curriculum

Grades 1–9

Authors: Terhi Sainio and Katri Tenetz

This cultural curriculum is a part of chapter 8 of the curriculum of the City of Oulu
Complementary plans to the curriculum, see item 8.4
Cultural curriculum online at www.kulttuurivalve.fi

Original curriculum was published 2009. This publication is translated from the 2nd revised edition.
Translation: CoCom Corporate Communications Oy

Circulation: 200
Page layout: Soili Aalto-Hirvelä, Oulu office, Painatuskeskus
Print: Oy Litoset Ab

Table of contents



Introduction	4
How to read the table	5
Cultural Curriculum per fields of art and culture	
Architecture and the built environment	6
Cinema	8
Festivals and events	10
Cultural heritage and world cultures	12
Media and new cultural industries	16
Design and handicrafts	18
Music	20
Literary art	22
Circus	24
Dance	26
Theatre	28
Visual arts	30
Planning team	32

Introduction



The objective of the Cultural Curricula is, during comprehensive school, to provide pupils with cultural general knowledge support the creation of their cultural identity and improve their understanding of cultural diversity. Cultural education develops the pupils' imagination, creativity and self-esteem.

The objective of cultural education is also to teach pupils how to observe and experience their surroundings and express themselves. At the same time, pupils grow into critical consumers of culture, in addition to which they learn to make artefacts and products related to the children's and youth culture. Pupils get to know different trades in the field of culture as well as the culture industry.

The Cultural Curricula ensures equal cultural education for every pupil: pupils are provided with similar opportunities for cultural education during comprehensive school regardless of the class, location of the school or changing of schools. The Cultural Curricula is a tool that creates a framework for co-operation between schools and culture, and facilitates the availability for scheduling of cultural education. A methodical approach helps to diversify education and to take the needs of different learners into account.

Cultural education is not a separate study subject. Cultural education is organised in co-operation with

the teachers of different subjects and grades and local cultural operators. Teaching methods may vary depending on, for example, the co-operation partner, cultural product, language and cultural background, theme, study subject, grade or teaching group. Cultural education supports and creates different learning environments. In practice, cultural education may consist of presentations, exhibitions, events, concerts and workshops that can be carried out in classroom, outside the school or on the Internet. Cultural education promotes the pupils' innovative actions to create their own culture, and teaching does not need to be incorporated with an existing variety of cultural products or a visiting lecturer.

Culture must be understood as a wide concept. It includes phenomena related to perception, behaviour, movement, eating or dressing, to name but a few. A cultural experience may originate from a work of art or the process related to the creation of such work. Culture can also mean communication between people in different communities. Culture can be approached by studying the past, present and the future – at can be examined at the local, national or international level.

Culture offers a tool to understand oneself, the world and cultural roots.

Terhi Sainio and Katri Tenetz

CULTURE AND ART HAVE BEEN DIVIDED IN THE CULTURAL CURRICULUM INTO THE FOLLOWING CATEGORIES:

- ◆ Architecture and the built environment
- ◆ Cinema
- ◆ Festivals and events
- ◆ Cultural heritage and world cultures
- ◆ Media and new cultural industries
- ◆ Design and handicrafts
- ◆ Music
- ◆ Literary art
- ◆ Circus
- ◆ Theatre
- ◆ Dance
- ◆ Visual arts

THE STRUCTURE OF THE CULTURAL CURRICULUM PER EACH COLUMN

Stimulating questions

Stimulating questions cover a wide range of fields of culture and art. The same stimulating questions can be used for several grades and in different study subjects. It is not necessary to try to find the correct answer to the questions. Cultural education applies work methods that encourage pupils to do and experience things themselves, observe the environment and to find their own abilities and limits.

Support material

The column contains information on the teaching materials offered by national operators. The pages containing actual teaching material are indicated first, after which the pages supporting teaching are given.

Grade

Lower grades have been divided into two-year entities in the Cultural Curriculum. The division of higher grades is either based on a grade or all grades are considered as one entity.

Themes in study subjects

Themes are collected from the objectives and contents of different study subjects, and they can be discussed in an extensive manner through the different fields of culture and art, or as co-operation between study subjects. The themes also help cultural operators to direct their own children's and youth culture services.

Study subjects

The subjects in which culture and art are covered are listed in the column. Cultural education utilises themes to promote co-operation between study subjects. The holistic teaching during initial education enables extensive use of the Cultural Curricula.

Local co-operation partners

The teachers' work is supported by different cultural operators, art teachers and other teachers. Local co-operation partners can be listed in the Cultural Curricula.

Architecture and the built environment

THE OBJECTIVE OF CULTURAL EDUCATION IN ARCHITECTURE AND THE BUILT ENVIRONMENT IS TO SEEK ANSWERS TO THE FOLLOWING QUESTIONS

1. How to observe and interpret architecture and the built environment?
2. What kind of an influence do architecture and the built environment have and how they can be used to influence matters?
3. How does time influence architecture and the built environment?
4. How does area influence architecture and the built environment?
5. What is the aesthetic value of architecture and the built environment?
6. What are the ethical values of architecture and the built environment?
7. What is it like to work in the field of architecture and the built environment?

STIMULATING QUESTIONS

- ◆ What does architecture mean?
- ◆ What is cultural environment?
- ◆ What does landscaping/landscape architecture mean?
- ◆ How is architecture observed and experienced?
- ◆ What are the characteristics of local architecture with respect to national and international architecture?
- ◆ What kind of structures are there in your region? (e.g. sheds and fences, industrial buildings, churches)
- ◆ What kind of local public art acquisitions are there in your region? (e.g. in your school, shopping centre, parks)
- ◆ What kind of an impact do waterways have on the built environment?
- ◆ How do light, colour and material affect shape and space?
- ◆ What kind of an impact does the environment have on the individual?
- ◆ What kind of different architectural styles are there?
- ◆ What do constructional drawing and scale mean?
- ◆ What is it like to work as, for example, an architect, interior designer or landscape designer?

SUPPORT MATERIAL FOR TEACHING

www.ampiainen.fi
www.arkkitehtuurikasvatus.fi
www.alvaraalto.fi
www.edu.fi
www.tkukoulu.fi/vlinkit/db/kuv/
www.rakennusperinto.fi
www.mfa.fi
www.nba.fi/
www.ouka.fi/ppm/
www.muuka.com/
www.ouka.fi/taidemuseo/veistos/
www.narc.fi/Arkistolaitos/oma/
www.kierikki.fi

GRADE	THEMES IN STUDY SUBJECTS	SUBJECT	LOCAL CO-OPERATION PARTNERS
<i>1-2</i>	<ul style="list-style-type: none"> ◆ Home, school and their surroundings ◆ Local museums, buildings and sights ◆ Living in the country and in the city 	mother tongue, environmental science, art, technical work, textile crafts, religion and ethics	<ul style="list-style-type: none"> ◆ Architectural sites ◆ Kierikki ◆ Churches ◆ Seaman's home museum
<i>3-4</i>	<ul style="list-style-type: none"> ◆ Living in the country and in the city ◆ Traditions of architecture and building in the region and in Finland (geometry) 	mathematics, environmental science, art, foreign languages	<ul style="list-style-type: none"> ◆ Oulu Regional Archives Service
<i>5-6</i>	<ul style="list-style-type: none"> ◆ Living in the country and in the city, spreading of settlement ◆ Built environment (geometry and scale) ◆ Traditions of architecture and building in different eras in Europe (ancient times, Middle Ages, modern era, e.g. churches and monasteries in Europe) 	history, mathematics, physics, chemistry, religion and ethics, art, textile crafts, history, foreign languages	<ul style="list-style-type: none"> ◆ Oulu Art School ◆ Oulu Art Museum ◆ Department of Architecture, University of Oulu ◆ Pateniemi Sawmill Museum
<i>7-9</i>	<ul style="list-style-type: none"> ◆ Built and natural environment ◆ Architectural traditions ◆ Major architectural styles ◆ Scale models ◆ Environmental art ◆ Planning ◆ Landscape architecture ◆ Different eras of architecture ◆ Protection of buildings ◆ Church art and history (8) ◆ Career counselling (9) ◆ Evaluation of the built environment (9) ◆ Social importance of architecture (9) 	art, history, religion and ethics, mathematics, geography, career counselling, technical work, foreign languages	<ul style="list-style-type: none"> ◆ Northern Ostrobothnia Museum ◆ North Finland SAFA ◆ Saarela Sculpture Park ◆ Turkansaari Outdoor Museum

Cinema

THE OBJECTIVE OF CULTURAL EDUCATION IN CINEMA IS TO SEEK ANSWERS TO THE FOLLOWING QUESTIONS

1. How to observe and analyse cinema?
2. What kind of an influence does cinema have and how cinema can be used to influence matters?
3. How does time influence cinema?
4. How does area influence cinema?
5. What is the aesthetic value of cinema?
6. What are the ethical values of cinema?
7. What is it like to work in the field of cinema?

STIMULATING QUESTIONS

- ◆ What is a film?
- ◆ How do cinema classics affect modern film-making and what kinds of films endure time?
- ◆ What kind of a medium is the cinema for the communication of information, observation and self-expression?
- ◆ How do films describe culture?
- ◆ What is a film like - as a work of art? Or a communication medium?
- ◆ How to identify fact and fiction?
- ◆ What are dramaturgical narration and audiovisual expression?
- ◆ How do you define art film? How do you define a commercial mainstream film?
- ◆ How does film music tell a story?
- ◆ What are the genres of the cinema? (e.g. action, fantasy, romance and musical)
- ◆ What are the different forms of cinema? (e.g. animation, documentation, fiction, advertisement, music video, short film)
- ◆ How can the film-maker's subjective view be seen in a film?
- ◆ What is the film-making process like? (stages of production: writing the script, shooting, editing)
- ◆ What is it like to work as a director or scriptwriter, for example?

SUPPORT MATERIAL FOR TEACHING

www.edu.fi/oppimateriaalit
www.koulukino.fi
www.mediakasvatus.fi/seura
www.edu.fi
www.koulut.sodankyla.fi/elokuvakasvatus/
<http://elokuvantaju.uiah.fi>
www.sound.werk23.org
www.docpoint.info/dokkino
<http://mediakompassi.yle.fi/>
www.mediаметka.fi
www.kulttuurivalve.fi/
elokuvakoulu
www.omvf.net



GRADE	THEMES IN STUDY SUBJECTS	SUBJECT	LOCAL CO-OPERATION PARTNERS
<i>1-2</i>	<ul style="list-style-type: none"> ◆ Plot of the film, actors, scenes and special effects, film music 	mother tongue, art, technical work, textile crafts, music	<ul style="list-style-type: none"> ◆ School cinema events in cinemas Plaza, Star and Studio ◆ Oulu Film Centre ry ◆ Oulu International Children's and Youth Film festival ◆ Oulu Art School ◆ Science Centre Tietomaa ◆ Valve Film School
<i>3-4</i>	<ul style="list-style-type: none"> ◆ Cinematic narration, shooting, films in foreign languages, film music 	mother tongue, art, foreign languages	
<i>5-6</i>	<ul style="list-style-type: none"> ◆ Cinematic narration, shooting, analysis and video art, film music, films in foreign languages, own films 	mother tongue, art music, foreign languages	
<i>7-9</i>	<ul style="list-style-type: none"> ◆ History of the cinema ◆ Analysing films ◆ Basics of cinematic narration ◆ Video art ◆ The role of sound and light (7) ◆ Historical films (8) ◆ Moving pictures as a work of art (8-9) ◆ Analysis and comparison of theatre, film and reading experience (9) ◆ Career counselling (9) ◆ The role of media in forming people's images and directing their choices (9) 	mother tongue, physics, art, housekeeping, history, history and civics, religion and ethics, career counselling, foreign languages	

Festivals and events

THE OBJECTIVE OF CULTURAL EDUCATION IN FESTIVALS AND EVENTS IS TO SEEK ANSWERS TO THE FOLLOWING QUESTIONS

1. What kind of events have people had in different eras?
2. How have the location of the event and region affected the events organised?
3. What is the aesthetic and ethical meaning of events and festivals to a municipality?
4. What is it like to work in the field of festivals and events?

STIMULATING QUESTIONS

- ◆ How can you find information on events?
- ◆ How can you affect the content of events?
- ◆ What are the social meanings of festivals and events?
- ◆ What kind of cultural and art festivals or traditional events are there in your municipality?
- ◆ How are festivals and events organised?
- ◆ What kind of events are there in your school?
- ◆ What kind of a tradition of events and celebrations does your school have?
- ◆ What kind of professions are there in the field? (e.g. festival manager, producer, information officer)

SUPPORT MATERIAL FOR TEACHING

Homepages of festivals and events
www.kulttuurikiikari.fi
www.omvf.net
www.mediametka.fi



GRADE	THEMES IN STUDY SUBJECTS	SUBJECT	LOCAL CO-OPERATION PARTNERS
<i>1-9</i>	<ul style="list-style-type: none"> ◆ Festivals and theme days of the calendar year and ecclesiastical year ◆ Festivals and celebrations in different countries and cultures ◆ Events related to different eras (pre-historic, advanced civilisations, civilisations, medieval times, Age of Discovery, Finland-Sweden) ◆ Festival tradition of your school ◆ Organising parties with your own class ◆ Participation in events outside the school and excursions ◆ Career counselling ◆ New experiences 	all subjects	<ul style="list-style-type: none"> ◆ School cinema events in cinemas Plaza, Star and Studio ◆ Oulu Film Centre ry ◆ Oulu International Children's and Youth Film festival ◆ Oulu Art School ◆ The Tierna period in Christmas ◆ Valve Film School

Cultural heritage and world cultures

THE OBJECTIVE OF CULTURAL EDUCATION IN CULTURAL HERITAGE AND WORLD CULTURES IS TO SEEK ANSWERS TO THE FOLLOWING QUESTIONS

1. How to observe and analyse culture?
2. What kind of an influence does art have and how art can be used to influence matters?
3. How does time influence culture?
4. How does area influence culture?
5. What is the aesthetic value of culture?
6. What are the ethical values of culture?
7. What is it like to work in the field of culture?

STIMULATING QUESTIONS

- ◆ What do 'cultural heritage' and 'world heritage' mean?
- ◆ What does 'cultural identity' mean and how is it created?
- ◆ How does the understanding of cultural diversity promote equality?
- ◆ What kind of cultural richness is there within the Finnish culture? (The Sámi and the Roma people, new immigrant groups, Russians, Finnish Swedes, different tribal cultures, kindred people, rural and urban cultures, religions, sign language speakers)
- ◆ What kind of cultural heritage is there in your home region?
- ◆ How does the geographical location (e.g. waterways, mountains, desert) affect cultural heritage?
- ◆ How can cultural heritage be seen in arts? (e.g. theatre, cinema, literature, architecture or visual arts)
- ◆ What is children's and youth culture like and how have they changed?
- ◆ How does religion affect cultures (behaviour and rituals)?
- ◆ What kind of intercultural influences can be found in your local culture?
- ◆ What kind of influence do global youth or sub-cultures have on the local culture?

SUPPORT MATERIAL FOR TEACHING

www.ampiainen.fi
www.alvaraalto.fi
www.edu.fi
www.tkukoulu.fi/vlinkit/db/kuv/
www.rakennusperinto.fi
www.mfa.fi
www.ouka.fi/ppm/
www.muuka.com/
www.ouka.fi/taidemuseo/veistos/
www.narc.fi/Arkistolaitos/oma/
www.kierikki.fi
www.samediggi.fi

STIMULATING QUESTIONS	SUPPORT MATERIAL FOR TEACHING
<ul style="list-style-type: none"> ◆ What kind of similarities and differences can be found in different cultures? ◆ How do different areas of culture influence each other? How do art and, for example, rhythms, colours and different shapes and forms reflect culture? ◆ How do the local cultural heritage and international trends affect clothing, behaviour, eating habits and the concepts of beauty? ◆ What is sustainable cultural development? ◆ Why is archiving important for the maintenance of cultural heritage? ◆ Why is it important to learn traditional work methods? (e.g. traditional delicacies and dishes, hunting, wilderness survival skills) ◆ What kind of professions are there in the field? (missionary, peacekeeper, foreign trade, archaeologist, restorer, wilderness guide) 	<p>Digital collections of museums www.edu.fi (Suomen Tammi) www.edu.fi/oppimateriaalit/ ihmisenamaailmassa/ www.rakennusperinto.fi www.museot.fi/museo-opetus www.ouka.fi/ppm/ www.maailmankoulu.fi http://www.nba.fi/ www.suomenkotiseutuliiitto.fi www.kulttuurivalve.fi http://info.stakes.fi/iva/FI/Toteutus/Tunnistaminen/kulttuuriymparisto.htm</p>

GRADE	THEMES IN STUDY SUBJECTS	SUBJECT	LOCAL CO-OPERATION PARTNERS
<i>1-2</i>	<ul style="list-style-type: none"> ◆ Own history and own family ◆ Getting to know the cultural heritage of one's surroundings, region and Finland, excursions to local cultural sights ◆ Living in the countryside and in towns ◆ National holidays in Finland and festivals during the ecclesiastical year ◆ Responsibility of the environment and sustainable development 	mother tongue, music, religion, environmental and nature science, art, technical work, textile crafts	<ul style="list-style-type: none"> ◆ Comenius ◆ Giellagas Institute ◆ Irish Festival of Oulu ◆ International activity centre Villa Victor ◆ Karjalaseuran Pohjolan piiri ry ◆ Kierikki, archaeological exhibition and activity centre
<i>3-4</i>	<ul style="list-style-type: none"> ◆ Regions in Finland (provinces, regions, towns, municipalities) ◆ The Nordic Countries, the Baltic Sea area, the Baltic Countries, Britain ◆ National holidays in Finland and festivals during the ecclesiastical year ◆ Traditions of Finnish and western art ◆ Responsibility for the environment and sustainable development 	environmental and nature science, religion, art, ethics, mother tongue, music, technical work, textile crafts, foreign languages	<ul style="list-style-type: none"> ◆ Churches and parishes ◆ Cultural centre Valve ◆ Seaman's home museum ◆ World school of the Dpt of Education ◆ Oulu regional archives ◆ Oulu district associations
<i>5-6</i>	<ul style="list-style-type: none"> ◆ National holidays in Finland and festivals during the ecclesiastical year ◆ The influence of the Lutheran Church in Europe ◆ Traditions of Finnish and western art ◆ Europe and other continents ◆ The impact of technological development the society and the environment ◆ Responsibility for the environment and sustainable development 	environmental and nature science, religion, art, ethics, mother tongue, music, mathematics, physics, chemistry, biology, history, technical work, textile crafts, foreign languages	<ul style="list-style-type: none"> ◆ Twin cities of Oulu ◆ Pateniemi Sawmill museum ◆ Pohjois-Pohjanmaan käsi- ja taideteollisuus ry ◆ Northern Ostrobothnia Museum ◆ Turkansaari Outdoor museum ◆ Unisef, Plan

7	<ul style="list-style-type: none"> ◆ Folklore of different cultures, traditional festivals, traditional foods, images, art history and contemporary art ◆ Tolerance ◆ One's own environment and behaviour as a consumer ◆ Different religions ◆ The Bible as a basic literary work of art of the western culture ◆ National identity, language and education ◆ The global importance of seas and oceans ◆ Anthropogeography ◆ Cultural differences (high culture, workers' culture, contemporary culture and non-religious customs) 	<p>biology, geography, religion and ethics, history and civics, housekeeping, art, music, pupil counselling, health sciences, textile crafts, technical work, foreign languages</p>	
8	<ul style="list-style-type: none"> ◆ Folklore of different cultures, traditional festivals, traditional foods, images, art history and contemporary art ◆ Tolerance ◆ One's own environment and behaviour as a consumer ◆ Knowledge of one's own cultural background ◆ Emigrants and refugees ◆ Finnish religious traditions ◆ Different ethical dimensions 	<p>biology, geography, religion and ethics, history and civics, housekeeping, art, music, pupil counselling, health sciences, textile crafts, technical work, foreign languages</p>	
9	<ul style="list-style-type: none"> ◆ Folklore of different cultures, traditional festivals, traditional foods, images, art history and contemporary art ◆ Tolerance ◆ One's own environment and behaviour as a consumer ◆ Career counselling ◆ Sub-cultures ◆ Cheering and chants ◆ Global ethics ◆ Minority groups in Finland (culture, customs, art, daily life, etc.) ◆ Appreciation of different cultures 	<p>biology, geography, religion and ethics, history and civics, housekeeping, art, music, pupil counselling, health sciences, textile crafts, technical work, foreign languages</p>	

Media and new cultural industries

THE OBJECTIVE OF CULTURAL EDUCATION IN MEDIA AND NEW CULTURAL INDUSTRIES IS TO SEEK ANSWERS TO THE FOLLOWING QUESTIONS

1. How to observe and analyse the media and culture?
2. What kind of an influence do the media and culture have and how can the media and culture be used to influence matters?
3. How does time influence the media and culture?
4. How does area influence the media and culture?
5. What are the ethical and moral responsibilities of the media?
6. What is it like to work in the field of the media and culture?

STIMULATING QUESTIONS

- ◆ What do new and traditional media mean?
- ◆ How do different media describe culture and what kind of opportunities do they offer? (newspaper, internet, multimedia, video, mobile communications, social media and virtual communities)
- ◆ What might future cultural industries or sub-cultures be like?
- ◆ How are modern science and technology used in art?
- ◆ How are modern science and technology utilised in everyday life?
- ◆ What is gaming culture like? (today and in the past)
- ◆ How are games written and designed?
- ◆ What is bio-art
- ◆ What kind of professions are there in the field? (e.g. programmer, script writer, character designer, testing engineer, technical writer)

SUPPORT MATERIAL FOR TEACHING

www.mediametka.fi
www.edu.fi/oppimateriaalit
www.kulttuurivalve.fi/elokuvakoulu
www.mediakasvatus.fi/seura

GRADE	THEMES IN STUDY SUBJECTS	SUBJECT	LOCAL CO-OPERATION PARTNERS
<i>1-2</i>	<ul style="list-style-type: none"> ◆ Different forms of the media, such as television, radio, telephone, computer, newspapers and magazines ◆ Traditional and new games and plays 	mother tongue, environmental and nature science, art, music, physical education, religion, technical work, textile crafts	<ul style="list-style-type: none"> ◆ Oulu Museum of Art ◆ The game industry ◆ Newspaper and magazine theme weeks ◆ Science centre Tietomaa
<i>3-4</i>	<ul style="list-style-type: none"> ◆ Different forms of the media, such as television, radio, telephone, computer, newspapers and magazines ◆ Reading symbols and signs 	art, foreign languages	
<i>5-6</i>	<ul style="list-style-type: none"> ◆ Different forms of the media, such as television, radio, telephone, computer, newspapers and magazines ◆ Reading symbols and signs ◆ Critical assessment of media texts ◆ Electronic and communication technology 	art, mother tongue, physics, chemistry, foreign languages	
<i>7</i>	<ul style="list-style-type: none"> ◆ Pupil's personal media consumption habits 	mother tongue, art, technical work, foreign languages	
<i>8</i>	<ul style="list-style-type: none"> ◆ Development of the pupils' own mediaconsumption habits ◆ Development of the communication of information 	mother tongue, art, technical work, chemistry, foreign languages	
<i>9</i>	<ul style="list-style-type: none"> ◆ Career counselling ◆ Analysing media texts ◆ Basics of biotechnology ◆ Lobbying using the media ◆ The media as a social trend-setter ◆ Morals of the media 	pupil counselling, mother tongue, art. Technical work, chemistry, religion and ethics, foreign languages	

Design and handicrafts

THE OBJECTIVE OF CULTURAL EDUCATION IN DESIGN AND HANDICRAFTS IS TO SEEK ANSWERS TO THE FOLLOWING QUESTIONS

1. How to observe and analyse design and handicrafts?
2. What kind of an influence do different shapes and forms have and how can they be used to influence matters?
3. How does time influence design and handicrafts?
4. How does place influence design and handicrafts?
5. What is the aesthetic value of design?
6. What are the ethical values of design and handicrafts?
7. What is it like to work in the field of design and handicrafts?

STIMULATING QUESTIONS

- ◆ What do design and handicrafts mean?
- ◆ What kind of differences are there in designing and processing hard and soft materials?
- ◆ How can personal expression be seen in handicrafts and how can you find it yourself?
- ◆ How does an object communicate?
- ◆ How do light, colour and material affect the form of an object?
- ◆ How does the design of a product affect its usability and ergonomics?
- ◆ What kind of different functions does an object have?
- ◆ How do trends and fashion affect consumer behaviour?
- ◆ What is criticism of consumption?
- ◆ What is ecological or ethical design like?
- ◆ How can sustainable development be seen in design? (design, use and disposal)
- ◆ What does decoration tell about the culture in question?
- ◆ What is it like to work in the field of handicrafts today and what was it like in the past? (e.g. industrial designer, tailor, shoemaker, cook, carpenter)

SUPPORT MATERIAL FOR TEACHING

www.ampiainen.fi
www.alvaraalto.fi
www.edu.fi/oppimateriaalit
www.designmuseum.fi
www.mlab.uiah.fi/polut/
www.idelab.uiah.fi
www.nba.fi/natmus/museum/Opetus
www.kaspaikka.fi
www.tkukoulu.fi/vlinkit/db/kuv/
http://opettajatv.yle.fi/oppimateriaalit
www.finnishdesign.fi
www.muovistudio.net
www.yle.fi/arjenhistoria/
www.craftmuseum.fi/verkkonayttelyt.htm
www.ornamo.fi
www.taito.fi
www.proto.fi
www.taitopohjoispohjanmaa.fi

GRADE	THEMES IN STUDY SUBJECTS	SUBJECT	LOCAL CO-OPERATION PARTNERS
<i>1-2</i>	<ul style="list-style-type: none"> ◆ Different handicraft techniques and materials ◆ Local statues and sculptures ◆ Modelling and geometry 	mother tongue, environmental and nature science, art, technical work, textile crafts, mathematics	<ul style="list-style-type: none"> ◆ Galleries ◆ Snow sculpture competitions ◆ Seaman's home museum
<i>3-4</i>	<ul style="list-style-type: none"> ◆ Function of a product, aesthetic requirements and life cycle ◆ Modelling and geometry ◆ Applications of different materials ◆ Tools and machinery 	art, technical work, textile crafts, mathematics, environmental and nature science	<ul style="list-style-type: none"> ◆ Oulu School of Art ◆ Oulu Museum of Art ◆ Pateniemi Sawmill Museum
<i>5-6</i>	<ul style="list-style-type: none"> ◆ Combining different materials ◆ Examination and surface treatment of materials ◆ Experiments in the field of natural science ◆ Handicrafts in different eras (ancient times, antiquity, Middle Ages, early modern period, late modern period) 	physics, chemistry, history, biology, geography, art, textile crafts, technical work, religion and ethics	<ul style="list-style-type: none"> ◆ Pohjois-Pohjanmaan käsi- ja taideteollisuus Ry ◆ Northern Ostrobothnia Museum ◆ PROTO – Pohjois-Suomen taideteollisuus ry
<i>7-9</i>	<ul style="list-style-type: none"> ◆ Handicraft in the pupils' own culture and other cultures ◆ Styles and processes of design ◆ History of Finnish design (8) ◆ Career counselling (9) 	technical work, textile crafts, mathematics, housekeeping, religion and ethics, health sciences, chemistry, pupil counselling, foreign languages	<ul style="list-style-type: none"> ◆ Turkansaari Outdoor Museum ◆ Valve Konstila

Music

THE OBJECTIVE OF CULTURAL EDUCATION IN MUSIC IS TO SEEK ANSWERS TO THE FOLLOWING QUESTIONS

1. How is music interpreted?
2. What kind of an influence does music have and how can music be used to influence matters?
3. How does time influence music?
4. How does area influence music?
5. What is the aesthetic experience of music like?
6. What is it like to work in the field of music?

STIMULATING QUESTIONS

- ◆ What kind of music has been played and composed in different times?
- ◆ What kind of music genres are there? (e.g. classical, folk, pop, electronic music, rock?)
- ◆ How does music describe culture?
- ◆ How does music affect an individual and society?
- ◆ How does society affect music?
- ◆ What kind of sound environments do we have around us?
- ◆ What are rhythm, melody and harmony?
- ◆ How to tell a story using sounds?
- ◆ How can theme and story be made into different musical works of art by using different techniques?
- ◆ How to produce different sounds and effects by using sounds and voice?
- ◆ How to find your personal voice for self-expression without damaging your voice?
- ◆ How to organise a concert?
- ◆ How to behave in different kinds of concerts and music events?
- ◆ What is it like to work as, for example, musician, composer or producer?

SUPPORT MATERIAL FOR TEACHING

www.louhimo.com/rockaputoimisto/opetusmateriaali.html
www.edu.fi/oppimateriaalit
www.oulusinfonia.fi/kids
www.luokkarummut.fi

GRADE	THEMES IN STUDY SUBJECTS	SUBJECT	LOCAL CO-OPERATION PARTNERS
<i>1-2</i>	<ul style="list-style-type: none"> ◆ Songs, hymns, compositions ◆ Film music ◆ Folk music ◆ Getting to know different musical instruments ◆ Body rhythms 	music, mother tongue, religion and ethics, physical education, environmental and nature science	<ul style="list-style-type: none"> ◆ Elojazz festival ◆ Oulu Sinfonia ◆ Oulu Conservatory ◆ Oulu Conservatory department of pop and jazz music ◆ Oulu University of Applied Sciences, School of Music, Dance and Media ◆ Oulunsalo soi Festival ◆ Local orchestras, choirs and bands ◆ Rockpolis – music information centre ◆ Parishes ◆ School projects of the Soiva Siili children's music orchestra ◆ Tutti Juttu concert of music classes ◆ Private music schools
<i>3-4</i>	<ul style="list-style-type: none"> ◆ Songs, hymns, compositions ◆ Film music ◆ Folk music (Kalevala) ◆ Music in the Nordic Countries and Europe ◆ Basics of an orchestra 	physical education, music, religion and ethics, foreign languages	
<i>5-6</i>	<ul style="list-style-type: none"> ◆ Songs, hymns, compositions ◆ Film music ◆ Stage music (musical and opera) ◆ Basics of an orchestra ◆ Music in the Nordic Countries and Europe ◆ Music in different continents ◆ Music in different eras and different music genres 	physical education, music, religion and ethics, history, physics, chemistry, foreign languages	
<i>7</i>	<ul style="list-style-type: none"> ◆ Different music genres ◆ Lyrics ◆ Comparing your own music culture to other areas of culture ◆ Folk music 	music, mother tongue, religion and ethics, physics, physical education, history, foreign languages	
<i>8</i>	<ul style="list-style-type: none"> ◆ Comparing your own music culture to other areas of culture 	music, religion and ethics, physical education, art, foreign languages	
<i>9</i>	<ul style="list-style-type: none"> ◆ Career counselling ◆ Kalevala rune singing 	pupil counselling, music, religion and ethics, physical education, mathematics, housekeeping, mother tongue, foreign languages	

Literary art

THE OBJECTIVE OF CULTURAL EDUCATION IN LITERARY ART IS TO SEEK ANSWERS TO THE FOLLOWING QUESTIONS

1. How to observe and analyse literary art?
2. What kind of an influence does literary art have and how can literary art be used to influence matters?
3. How does time influence literary art?
4. How does area influence literary art?
5. What is the aesthetic value of literary art?
6. What are the ethical values of literary art?
7. What is it like to work in the field of literary art?

STIMULATING QUESTIONS

- ◆ What is a literary art?
- ◆ What does language mean to culture? (e.g. dialects, slang, abbreviations)
- ◆ What are the different genres of literature and texts and what feels the most comfortable to you?
- ◆ How to practice different writing techniques? (traditional, creative, process, genre)
- ◆ How can literary art define your identity and help to create it?
- ◆ What kind of stories do you have? How about your family and other relatives?
- ◆ How can personal expression be seen in a text and how to find your own personal way of expressing yourself?
- ◆ How to transform your experiences into a literary work of art?
- ◆ How to play with language and words?
- ◆ How to use language in a rich, multifunctional way?
- ◆ How to give and receive feedback on texts?
- ◆ How to publish a text?
- ◆ What is it like to work as a writer, librarian or literary art teacher?

SUPPORT MATERIAL FOR TEACHING

www.kulttuurivalve.fi
www.edu.fi/oppimateriaalit
www.ouka.fi/kirjasto/lapset/diplomi.html
www.ouka.fi/kirjasto/lapset/kirjastoreitti2.pdf

GRADE	THEMES IN STUDY SUBJECTS	SUBJECT	LOCAL CO-OPERATION PARTNERS
<i>1-2</i>	<ul style="list-style-type: none"> ◆ Poems, rhymes, stories, narratives ◆ Performances and performing 	mother tongue, art, music, religion and ethics, environmental and nature science, physical education	<ul style="list-style-type: none"> ◆ Media (e.g. newspaper and magazine theme weeks)
<i>3-6</i>	<ul style="list-style-type: none"> ◆ Graphic design (joining text and image) ◆ Cartoons, films ◆ Poems, rhymes, stories, narratives 	mother tongue, art, environmental and nature science, religion and ethics, history, foreign languages	<ul style="list-style-type: none"> ◆ Oulu City Library (library trail)
<i>7</i>	<ul style="list-style-type: none"> ◆ Poems, stories, narratives ◆ Epic poetry, lyric poetry and drama ◆ Lyrics of songs ◆ National identity and the development of language ◆ Joining text and image ◆ Typography ◆ Cartoon ◆ Self-knowledge, positive image of oneself 	mother tongue, history, music, physics, chemistry, pupil counselling, art, technical work, foreign languages	<ul style="list-style-type: none"> ◆ Oulun koulun kohinaa magazine ◆ Oulun Muusajuhlat literary art festival ◆ Local writers ◆ Valve Verbal Art School
<i>8</i>	<ul style="list-style-type: none"> ◆ Development of the communication of information ◆ Joining text and image ◆ Typography ◆ Cartoon ◆ Self-knowledge, positive image of oneself 	mother tongue, music, physical education, religion and ethics, pupil counselling, art, technical work, foreign languages	
<i>9</i>	<ul style="list-style-type: none"> ◆ Career counselling ◆ Lyrics of songs ◆ Kalevala rune singing ◆ Analysis and comparison of theatre, film and reading experiences ◆ Joining text and image ◆ Typography ◆ Cartoon 	pupil counselling, mother tongue, music, art, foreign languages	

Circus

THE OBJECTIVE OF CULTURAL EDUCATION IN CIRCUS IS TO SEEK ANSWERS TO THE FOLLOWING QUESTIONS

1. What kind of an influence does the circus have and how can the circus be used to influence matters?
2. How does time influence the circus?
3. How does area influence the circus?
4. What is the aesthetic value of the circus?
5. What are the ethical values of the circus?
6. What is it like to work in the field of the circus?

STIMULATING QUESTIONS

- ◆ What is a circus?
- ◆ What does circus art mean to culture?
- ◆ What are the main types of circus? (acrobatics, juggling, balancing and magic tricks)
- ◆ What are the different forms of traditional and modern circus like?
- ◆ How has the circus changed ethically?
- ◆ What are the development stages of circus art?
- ◆ When can a performance be classified as a circus performance?
- ◆ What is it like to work as a circus artist?

SUPPORT MATERIAL FOR TEACHING

www.edu.fi/oppimateriaalit
www.tampere.fi/taidekaari/pdf/sirkusopas.pdf
www.sns.fi
www.sirkusinfo.fi
www.orivedenperusopetus.net/ratas/index.php?page=etusivu

GRADE	THEMES IN STUDY SUBJECTS	SUBJECT	LOCAL CO-OPERATION PARTNERS
<i>1–2</i>	<ul style="list-style-type: none"> ◆ Body control, juggling ◆ Performances and performing 	mother tongue, art, physical education, music, textile crafts, technical work	◆ Oulun tähtisirkus circus
<i>3–4</i>	<ul style="list-style-type: none"> ◆ Body control: leg and body movements, jumps, body movement series, music and rhythmic exercise, performances and performing 	music, physical education	
<i>5–6</i>	<ul style="list-style-type: none"> ◆ Body control: movement and mass, steady and accelerating movement, body movement series with music, artistic gymnastics, and music and rhythmic exercise ◆ Performances and performing 	physics, chemistry, music, physical education	
<i>7</i>	<ul style="list-style-type: none"> ◆ Diverse range of apparatuses, floor, jump and high bar ◆ Skills and stamina ◆ Performing 	textile crafts, art, mother tongue, physical education, music, pupil counselling	
<i>8</i>	<ul style="list-style-type: none"> ◆ Flow gymnastics ◆ Diverse range of apparatuses, floor, jump and high bar ◆ Muscle condition ◆ Movement, balance and strength ◆ Performance 	textile crafts, mother tongue, physical education, music, physics, pupil counselling	
<i>9</i>	<ul style="list-style-type: none"> ◆ Career counselling ◆ Artistic expression in making programmes: flow gymnastics ◆ Performance 	pupil counselling, textile crafts, art, mother tongue, physical education, music	

Dance

THE OBJECTIVE OF CULTURAL EDUCATION IN DANCE IS TO SEEK ANSWERS TO THE FOLLOWING QUESTIONS

1. How to interpret dance and movement?
2. What kind of an influence does dance have and how can dance be used to influence matters?
3. How does time influence dance?
4. How does area influence dance?
5. What is the aesthetic value of dance?
6. What is it like to work in the field of dance?

STIMULATING QUESTIONS

- ◆ What dance genres are there? (e.g. waltz, afro, modern dance, breakdance)
- ◆ How does movement turn into dance?
- ◆ How can the dancer's personal expression be seen in dance and how can you find your own style?
- ◆ How does dance describe different cultures and their interaction?
- ◆ How do the theme and story of a dance create different works of art in different dance genres?
- ◆ What does bodily expression mean?
- ◆ How to compile choreography?
- ◆ What is it like to work as a dance artist or choreographer, for example?

SUPPORT MATERIAL FOR TEACHING

www.edu.fi/oppimateriaalit
www.taikalamppu.fi/tiedostot/taikaloikka.pdf

GRADE	THEMES IN STUDY SUBJECTS	SUBJECT	LOCAL CO-OPERATION PARTNERS
<i>1-2</i>	<ul style="list-style-type: none"> ◆ Body control, juggling ◆ Performances and performing ◆ Round games and children's dances 	physical education, music	<ul style="list-style-type: none"> ◆ Arktiset askeleet dance festival ◆ Ballet School Sinikello ◆ Jojo – Oulun tanssin keskus ry ◆ Oulu Ballet School ◆ Oulun luistinseura ◆ Oulu School of Art ◆ Tanssia tyrkyllä festival ◆ Dance centre Citydance
<i>3-4</i>	<ul style="list-style-type: none"> ◆ Round games and children's dances, trendy dances, moving with melody and rhythm ◆ Performances and performing 	physical education, music	
<i>5-6</i>	<ul style="list-style-type: none"> ◆ International folk dance, trendy dances, Finnish folk dance, dances from different countries ◆ Performances and performing 	physical education, music, physics, chemistry	
<i>7</i>	<ul style="list-style-type: none"> ◆ Ballroom dances (waltz and schottische) ◆ Trendy dances 	physical education, mother tongue, music, pupil counselling	
<i>8</i>	<ul style="list-style-type: none"> ◆ Movement and balancing exercises ◆ Strength ◆ Ballroom dances (foxtrot) and trendy dances ◆ Muscle condition and self-esteem 	physics, physical education, mother tongue, music, art, pupil counselling	
<i>9</i>	<ul style="list-style-type: none"> ◆ Career counselling ◆ Latin dances, humppa, trendy dances ◆ Artistic expression in making performances: flow gymnastics 	pupil counselling, physical education, mother tongue, music	

Theatre

THE OBJECTIVE OF CULTURAL EDUCATION IN THEATRE IS TO SEEK ANSWERS TO THE FOLLOWING QUESTIONS

1. How to observe and interpret theatre?
2. What kind of an influence does the theatre have and how can the theatre be used to influence matters?
3. How does time influence the theatre?
4. How does area influence the theatre?
5. What is the aesthetic value of the theatre?
6. What are the ethical values of the theatre?
7. What is it like to work in the field of the theatre?

STIMULATING QUESTIONS

- ◆ What are the types of theatre? (e.g. tragedy, comedy, farce)
- ◆ What are the types of dramatic art? (e.g. puppet theatre, shadow theatre, performing art, opera)
- ◆ What kind of theatre has there been in different eras?
- ◆ What do performing, participatory and applied drama mean?
- ◆ How can personal expression be seen and how can you find it yourself?
- ◆ How does theatre reflect culture?
- ◆ How do you tell stories through theatre?
- ◆ How are light, sound and movement used in plays?
- ◆ How is a theatre play created?
- ◆ What is it like to work as an actor, director or set designer in the theatre, for example?

SUPPORT MATERIAL FOR TEACHING

www.edu.fi/oppimateriaalit
<http://www.kulttuurivalve.fi/sivu/fi/julkaisut/>

GRADE	THEMES IN STUDY SUBJECTS	SUBJECT	LOCAL CO-OPERATION PARTNERS
<i>1–2</i>	<ul style="list-style-type: none"> ◆ Performances and performing ◆ Introduction to theatre ◆ Puppet and object theatre 	mother tongue, art, music, textile crafts, technical work, religion and ethics, environmental and nature science, physical education	<ul style="list-style-type: none"> ◆ Oulu International Children's Theatre Festival ◆ Kesäaika päättyy – theatre festival ◆ Puppet and object theatre Akseli Klonk ◆ Oulu City Theatre ◆ Oulu School of Art ◆ Oulu Students' theatre
<i>3–4</i>	<ul style="list-style-type: none"> ◆ Drama and expression exercises ◆ Introduction to theatre ◆ Performances and performing 	mother tongue, physical education, music	
<i>5–6</i>	<ul style="list-style-type: none"> ◆ Drama and expression exercises ◆ Introduction to theatre ◆ Performances and performing 	mother tongue, physical education, physics, chemistry	
<i>7</i>	<ul style="list-style-type: none"> ◆ Shadow theatre ◆ The importance of sound and light 	art, physical education, physics, textile crafts, technical work, mother tongue, pupil counselling, health sciences	
<i>8</i>	<ul style="list-style-type: none"> ◆ Stage music 	music, physical education, textile crafts, technical work, mother tongue, art, history, religion and ethics, pupil counselling, health sciences	
<i>9</i>	<ul style="list-style-type: none"> ◆ Career counselling ◆ Social interaction skills ◆ Aesthetic experiences ◆ Analysis and comparison of theatre, film and reading experience 	pupil counselling, physical education, textile crafts, technical work, mother tongue	

Visual arts

Photography, painting, cartoon

THE OBJECTIVE OF CULTURAL EDUCATION IN VISUAL ARTS IS TO SEEK ANSWERS TO THE FOLLOWING QUESTIONS

1. How to observe and analyse visual arts?
2. What kind of an influence do visual arts have and how can visual arts be used to influence matters?
3. How does time influence visual arts?
4. How does area influence visual arts?
5. What is the aesthetic value of visual arts?
6. What are the ethical values of visual arts?
7. What is it like to work in the field of visual arts?

STIMULATING QUESTIONS

- ◆ What forms of visual arts are there? (e.g. painting, drawing, photography, sculpture, art graphics, environmental art and cartoon)
- ◆ What kind of techniques do the different forms of visual art contain?
- ◆ How do visual arts describe the time period in question? (e.g. ancient rock painting, fresco, icons, graffiti)
- ◆ How do visual arts mirror different cultures and the interaction between them?
- ◆ How to define the purpose of use of an image? (e.g. photograph taken by yourself, commercial photograph, news photograph, art photograph)
- ◆ How can the artist's personal expression be seen in works of art?
- ◆ How to analyse a work of art or an image?
- ◆ How to use sound, light and movement in works of art?
- ◆ How to observe art in one's environment?
- ◆ How to create an art exhibition?
- ◆ What is it like to work as a painter, sculptor, graphic designer or photographer, for example?

SUPPORT MATERIAL FOR TEACHING

www.edu.fi/oppimateriaalit
www.taidesampo.net/oulu
www.tkukoulu.fi/vlinkit/db/kuv/
<http://opettajatv.yle.fi/oppimateriaalit>
www.kiasma.fi
www.ateneum.fi
www.valokuvataiteenmuseo.fi
www.ornamo.fi

GRADE	THEMES IN STUDY SUBJECTS	SUBJECT	LOCAL CO-OPERATION PARTNERS
<i>1–2</i>	<ul style="list-style-type: none"> ◆ Cartoon, visual arts and photograph ◆ Newspaper photograph ◆ Introduction to analysing images ◆ Visual arts in your region 	art, environmental and nature science, mathematics	<ul style="list-style-type: none"> ◆ Professional studios ◆ Public works of art ◆ Oulun koulun kohinaa magazine
<i>3–4</i>	<ul style="list-style-type: none"> ◆ Cartoon, visual arts and photograph ◆ Natural and built environment in Oulu and Northern Ostrobothnia (geometry) ◆ Visual arts in Finland (e.g. Kalevala) 	environmental and nature science, mother tongue, art, mathematics, religion and ethics, technical work and textile crafts	<ul style="list-style-type: none"> ◆ Oulu Regional Archives Service ◆ Oulu School of Art ◆ Oulu Museum of Art ◆ Oulu artists' society
<i>5–6</i>	<ul style="list-style-type: none"> ◆ Cartoon, visual arts and photography ◆ Natural and built environment in Finland (geometry) ◆ Visual arts in different eras in Europe (e.g. Egypt, paintings in medieval churches, Renaissance) 	art, mathematics, religion and ethics, history, mother tongue, technical work and textile crafts, physics, chemistry	<ul style="list-style-type: none"> ◆ Pohjoisen valokuvakeskus ry ◆ Northern Ostrobothnia Museum, photography archives ◆ Art and photography galleries
<i>7–9</i>	<ul style="list-style-type: none"> ◆ Photography in the media and as a form of art ◆ Cartoon as a tool for self expression ◆ Modern art as a means of interaction between cultures ◆ Introduction to the profession of an artist (8-9) ◆ Career counselling 	art, textile crafts, technical work, mathematics, mother tongue, religion and ethics, pupil counselling, music, civics	

This plan has been made in co-operation with the Cultural Centre Valve/Children's culture, cultural institutions of Oulu and the City of Oulu/Department of Education

Planning team:

Cultural liaison teachers Tuomas Marjamaa and Satu Jehkonen.

City of Oulu/Department of Education, OKKO team

Päivi Mäki, Development Manager
Eila Hyrkäs, supervising teacher
Marika Kerola, supervising teacher

City of Oulu/Department of Education, Global School

Hanna Kuuluvainen
Paula Hyväri

Finnish National Board of Education

Heljä Järnefelt, senior advisor
Mikko Hartikainen, Counsellor of Education

Teachers, rectors and other personnel of the schools of the City of Oulu

Riitta-Mari Punkki-Heikkinen
Eva Maria Raudasoja
Risto Haapsamo
Kaisa Hautamäki
Raija Johnson
Anne Koivikko
Pirjo Koivuranta
Riitta Latvala
Liisa Manninen
Kelvey Marden

Johanna Ollila
Outi Orispää
Tiina Partanen
Saila Rommakkoniemi
Katja Ryytänen
Marja Salmela
Mira Visuri
Sari Yppärilä

City of Oulu/Children's culture team

Annu Luonuansuu, Oulu City Theatre
Outi Dekker, Oulu Museum of Art
Anne Alarto and Mervi Vaara, Oulu City Library, regional library
Arja Keskitalo, Northern Ostrobothnia Museum
Anneli Syrjänen, Northern Ostrobothnia Museum, Turkansaari
Arja Huotari, Cultural Centre Valve
Raisa Saarela, Cultural Centre Valve
Olavi Sariola, Oulu sinfonia
Ulla Kaislaranta, Oulu School of Art

"Taikalamppu – The Aladdin's Lamp national network of regional arts centres for children.

Annantalo Art Centre, Johanna Lindsted, Nina Gran
Children's Art Centre Pessi, Annukka Stenius, Hanna Nyman
Kaakon lasten ja nuorten kulttuurikeskus cultural centre for children and young people
ARX cultural centre, Ann-Mari Virta
Pirkanmaa Taikalamppu

Pori Children's Culture Centre – Satakunta children's culture network

Kulttuurialta, Paula Ohranen and Marjo Tiainen-Niemistö

Children's Culture Centre Lastu, Ulla Bowellan
Seinäjäki Region and Ostrobothnian Taikalamppu,
Tuomo Kallio

Lapland children's culture network, Tuija Kautto-Seinäjäkinen

Specialists in culture, art and research

City of Lahti, Susanna Koponen

Leena Isotalo, regional artist for design (2002-08)

Puppet theatre Akseli Klönk

Oulu music video festival

Oulun Tähtisirkus, Anna-Kaisa Järvi

University of Oulu, Department of Architecture,
Aulikki Herneoja

University of Oulu, Rauni Räsänen, professor of
global education

University of Oulu, didactics of Finnish and literature,
Minna Sääsikähti

Northern Photographic Centre, Alla Räsänen

Pohjois-Pohjanmaan käsi- ja taideteollisuus ry

Valve Film School, Tommi Nevala and Antti Haaranen

Valve Verbal Art School, Anna Anttonen and Kati
Inkala

Valve interns Kaisa Harmaala and Julia Metsälä

Boards of education and culture of the City of Oulu



Valve
KULTTUURITALO

OULU
@PETUAT@IMI

