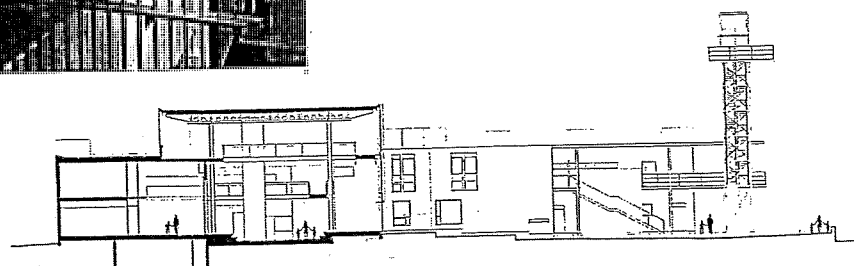
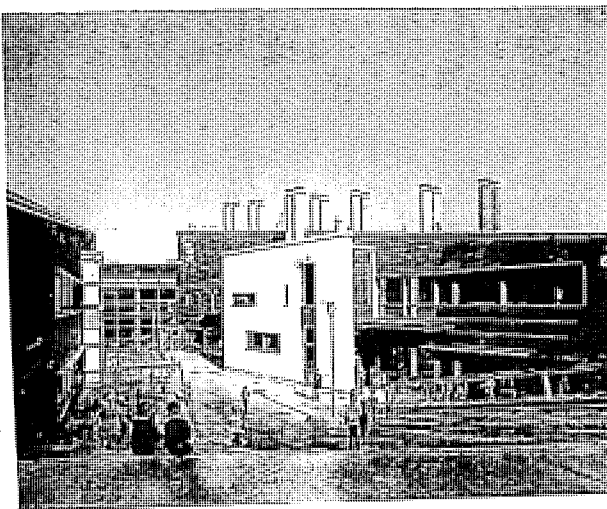
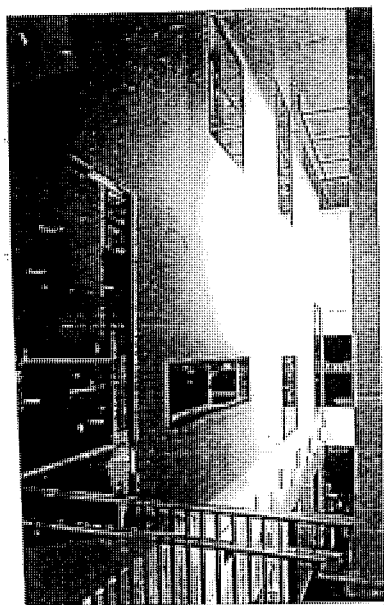


SKOLHUSGRUPPEN

Studieresa till Helsingfors med omnejd 5 – 7(8) oktober 2008

En liten manual inför besöket



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*) Presentationsmaterialet är i huvudsak hämtat från tidskriften ”Arkkitehti”, årgång 2002-2006

Ruusutorpan koulu / Ruusutorppa School

Leppävaarankatu 24, Espoo

Arkkitetoimisto Tilatakomio Oy

Esko Talonpoika, arkkitehti / architect SAFA,

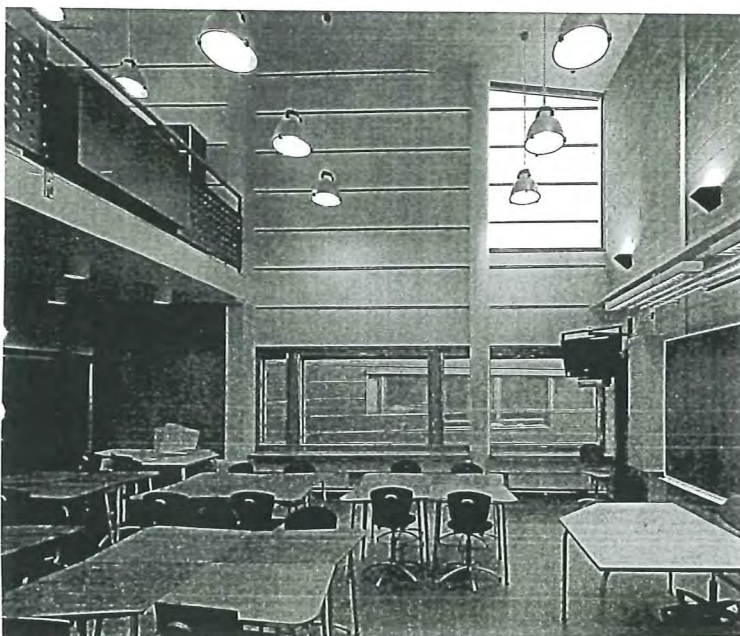
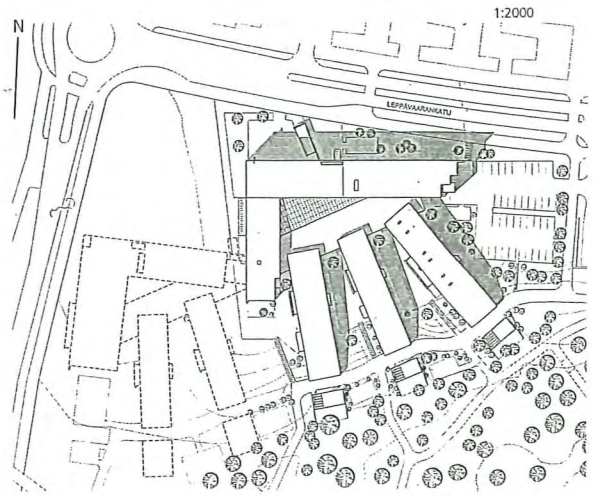
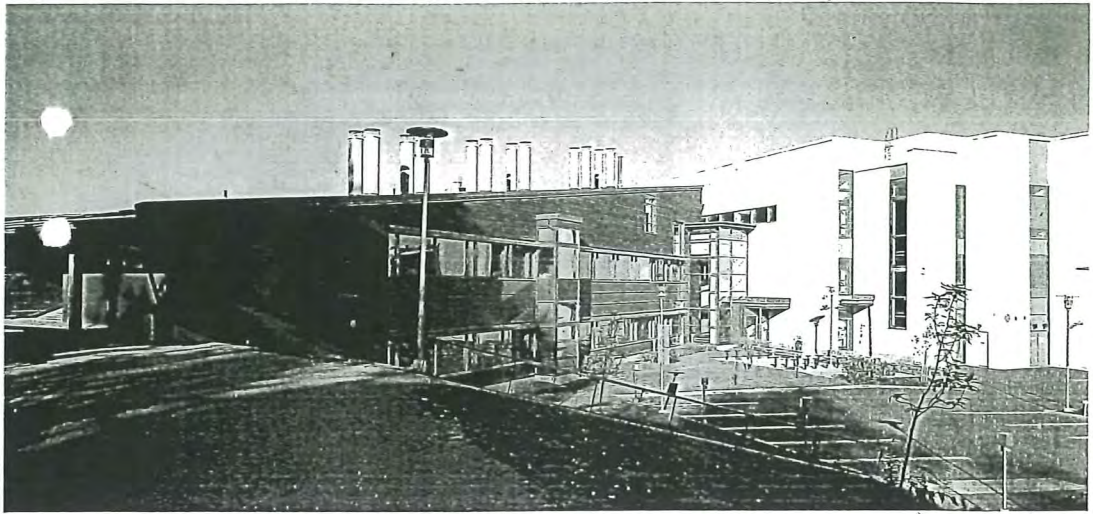
Taina Jordan, arkkitehti / architect,

Tapio Keiramo, Pekka Koli, arkk.yot / arch. students

old part 2002
new part 2004
planned for 935
~ 600 today

sedum tale
sol panels
wind turbines
"ventilation based
on gravity"
cooling from the
basement

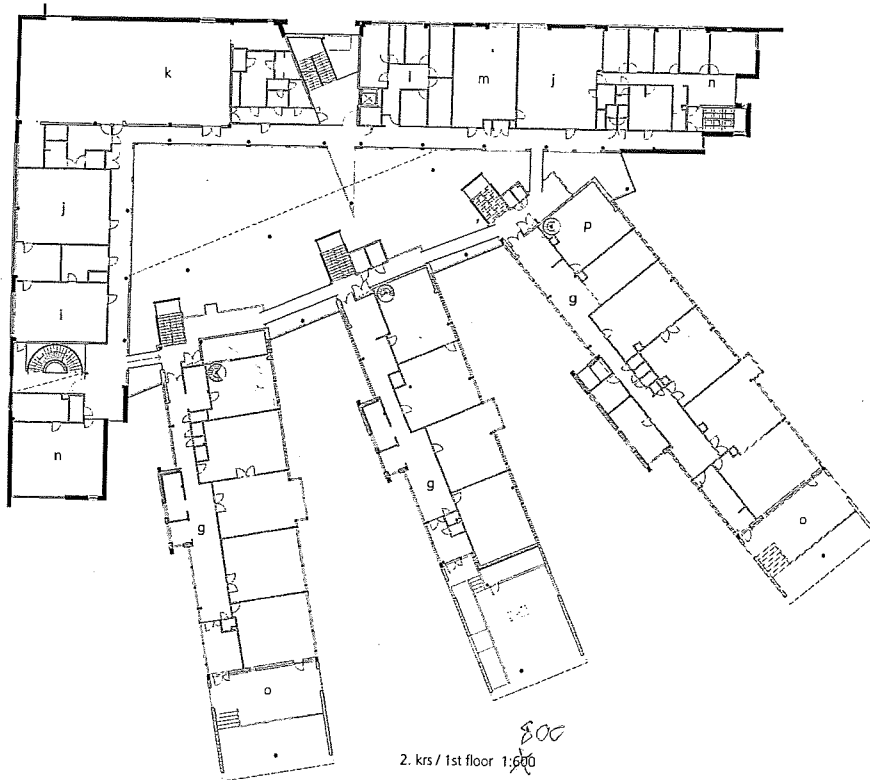
575 elever
36 groups
- preschool
- pupils
multifunctional
- special needs
education



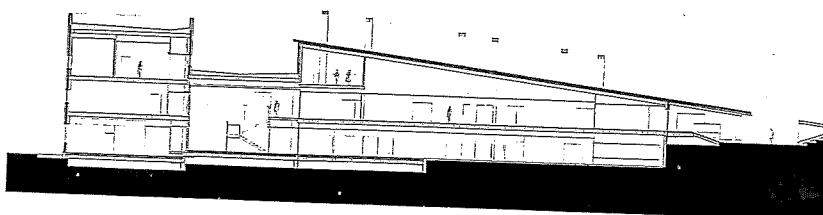
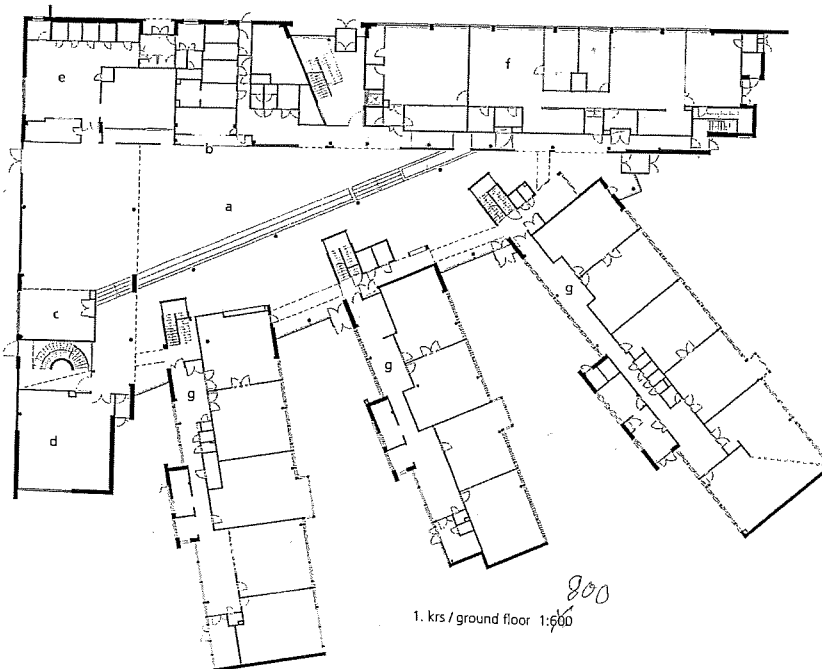
The centre of Leppävaara, in Espoo, is a rapidly developing population centre by a main railway line. The City of Espoo organised an open architectural competition for the Ruusutorppa School in 1996 in order to find new spatial solutions meeting the requirements of modern pedagogic methods. The point of departure was ecological sustainability. The design of the first phase of the school is based on the winning entry of the competition and houses the pre-school and lower level comprehensive school facilities. The number of pupils is currently 605.

The three-storey, street-facing wing houses subject-specific classrooms, while the timber clad south wing contains clustered, basic education classrooms. A glass-roofed dining/multifunction hall connects the two.

The massive northern facade forms the northern border of the complex and links the building to the urban context. The southward-sloping planted roofs facing the woods reflect the building's relationship with nature, nature linking with the built environment.



- a aula, ruokailutila, juhlatila / multi-function hall, canteen
- b näyttämö / stage
- c kabinetti / conference room
- d kirjasto / library
- e keittiö / kitchen
- f tekninen käsityö / technical crafts
- g kotiluokkasolu / clustered classrooms
- h ympäristölaboratorio / environmental laboratory
- i virtuaaliluokka / information technology
- j tekstiilityö / textile work
- k liikuntasali / sports hall
- l oppilashuolto / student welfare office
- m atk-luokka / computer class
- n työväenopisto / workers' institute
- o terassi / terrace
- p ateljee / studio
- q henkilökunnan taukotila / staff resting room
- r hallinto / administration
- s opettajien työskentelytila / teachers' work space
- t kuvaamataito, musiikki / arts class, music
- u esittävän taiteen harjoitustila / oral expression
- v nuorisotoimi / youth work
- x iv-konehuone / air-conditioning machine room
- y parvi / gallery



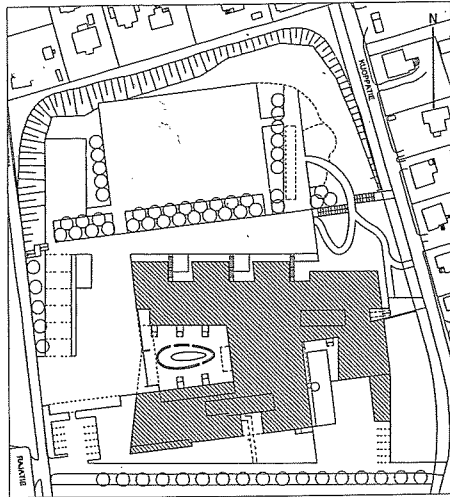
1:800
1:600

Hiidenkiven peruskoulu / Hiidenkivi Comprehensive School

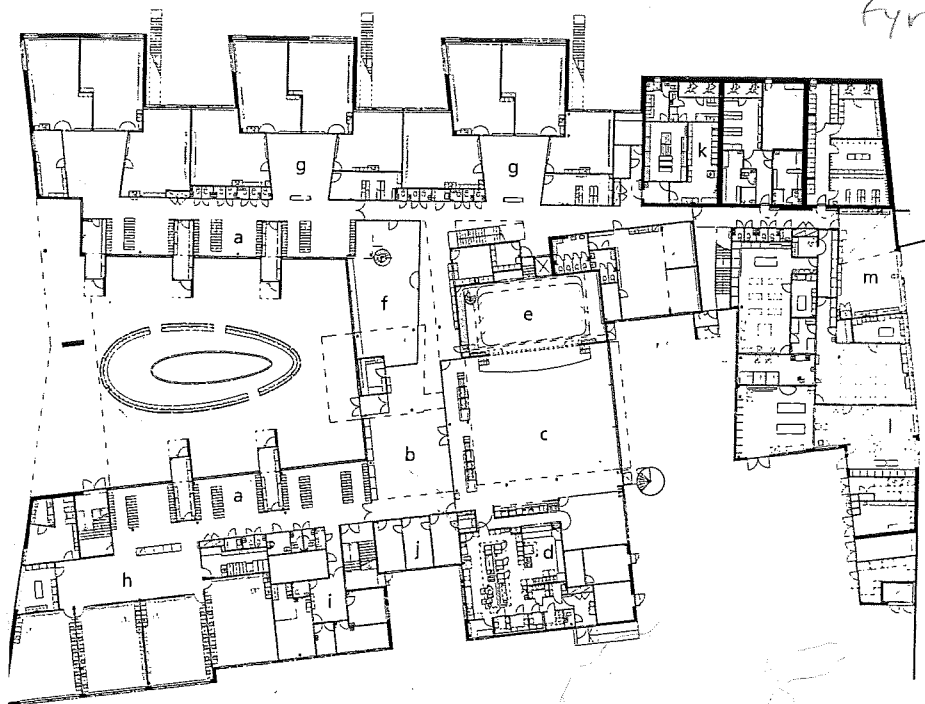
Rajatie 7, Helsinki

Arkkitehtitoimisto Häkli Ky

Seppo Häkli, arkkitehti / architect SAFA

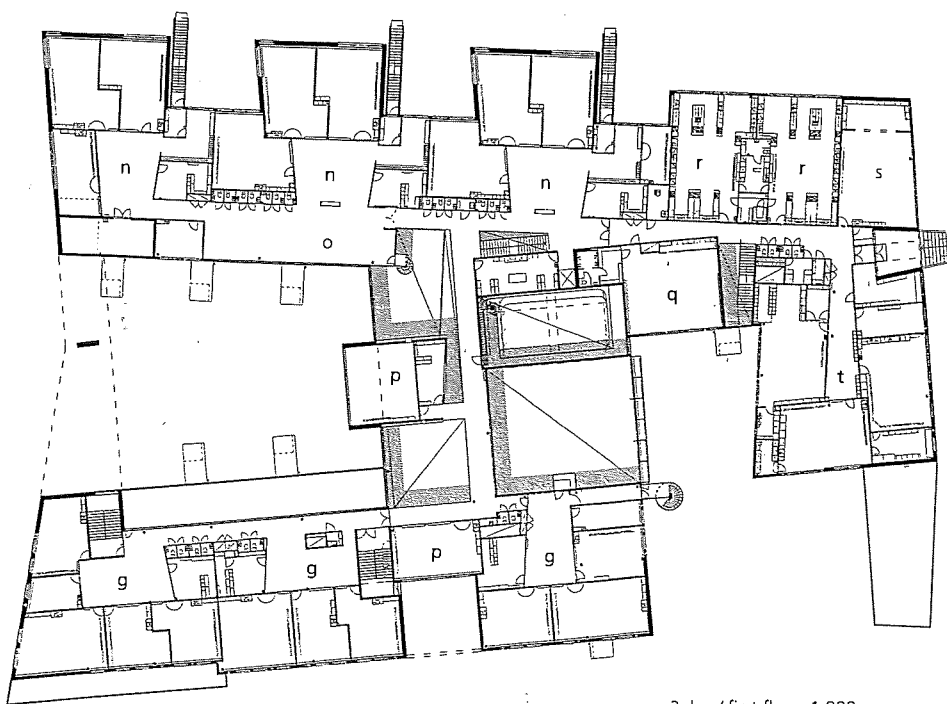


Fyrklöver



1. krs / ground floor 1:800

- a oppilasaula / pupils' vestibule
- b pääaula / main vestibule
- c teatteri, ruokala / theatre, dining
- d keittiö / kitchen
- e näyttämö, liikuntatila / stage, sporting space
- f kirjasto / library
- g soluluokat / classrooms
- h laboratoriot / laboratories
- i terveydenhuolto / health care
- j hallinto / administration
- k henkilökunta / staff
- l tekninen työ / technical work
- m savipaja / clay work
- n ala-asteen soluluokat / junior grades' classrooms
- o ala-asteen kirjasto / junior grades' library
- p atk-luokka / computer classroom
- q monitoimitila / multi-purpose space
- r kotitalous / home economics
- s musiikki / music
- t taideaineet / arts facilities



2. krs / first floor 1:800

- 7,8 Minerit-levyllä verhoiltu atk-luokka jakaa sisäpihan jatkeena olevan korkean keskustilan kahtia, aulaksi ja kirjastoksi.
- 9 Teatteriravintola liittyy lasiseinin käytäviin ja aulatiloihin.

- 7,8 The computing classroom lined with Minerit panels divides the tall central space, which is a continuation of the courtyard, into two, the entrance hall and the library.
- 9 The glass walls open the theatre-canteen towards the corridors and the entrance hall area.

Hiidenkivi Comprehensive School was built on the site of an old asbestos product plant. The history of the site and its location at the edge of an old and colourful residential area of Tapanila have inspired the dual nature of the large building mass. The facades oriented towards the low-rise housing area have been clad with different coloured Minerit fibre cement panels, while the facades facing Hiidenkivenpuisto park are more serene, rendered masonry walls.

The facades of the courtyard, also oriented towards Hiidenkivenpuisto, have an urban character and are clad with plywood, aluminium and glass. The courtyard is spatially defined by a plywood faced canopy structure, which is lit from below, and to which the artist, Stig Baumgartner, attached a stylish work of art, which children find fascinating.

The school has been designed for approximately 830 pupils. Owing to the large number of pupils there are eight entrances. The five entrances for pupils on the upper grades give access to the vestibules organised around the

courtyard, and the three entrances for pupils on lower grades lead from the schoolyard directly to the first floor. The wings enclosing the courtyard contain clusters of subject-specific classrooms, 'clover leaves', within which the classrooms open towards the vestibule spaces, also used for teaching, via their glass walls. In the design of the clover leaves we have followed the educators' wish to avoid orthogonal walls. All the tall communal spaces with glass curtain walls, the theatre-canteen, the library and the main entrance have been brought to the centre of the building, between the two courtyards.

The third wing, which wraps around the teacher's yard, landscaped with shrubbery, contains subject-specific classrooms. There is a direct access from the street to these spaces for evening time use.

In counterbalance of the exterior architecture, the material palette of the interior is limited. The intense dark red colour wall, the internal spine, which extends around the building to help orientation is an exception to that.

1:2000

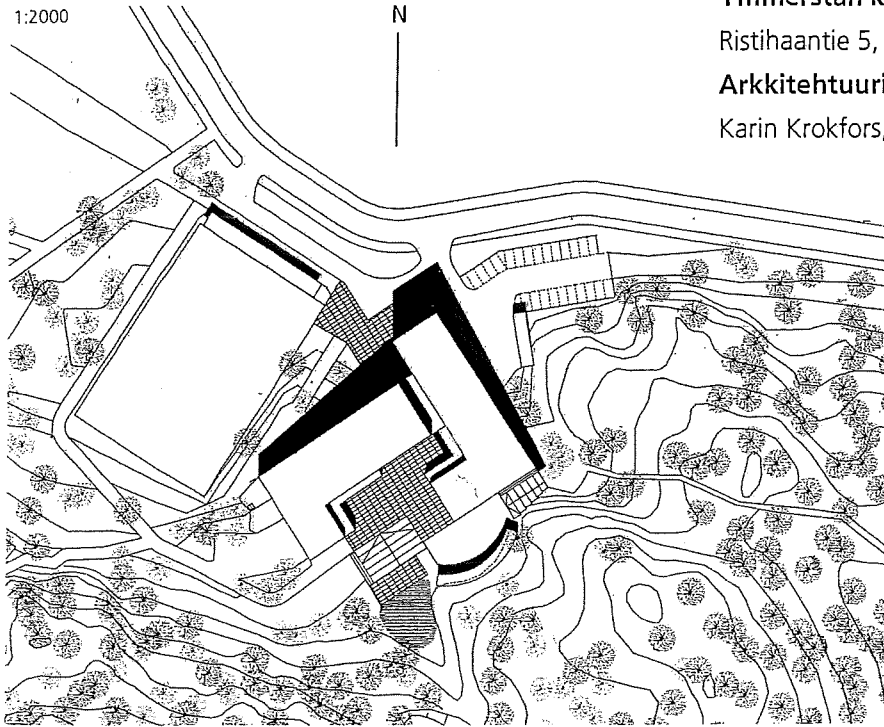
N

Ymmerstan koulu / Ymmersta School

Ristihaantie 5, Espoo

Arkkitehtuuri- ja muotoilutoimisto Talli Oy

Karin Krokfors, Jukka Sulonen, arkkitehdit / architects SAFA

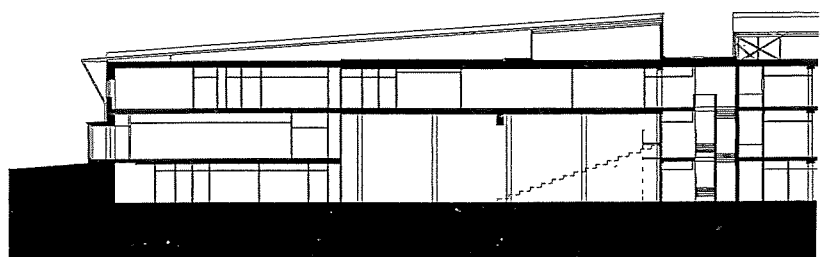
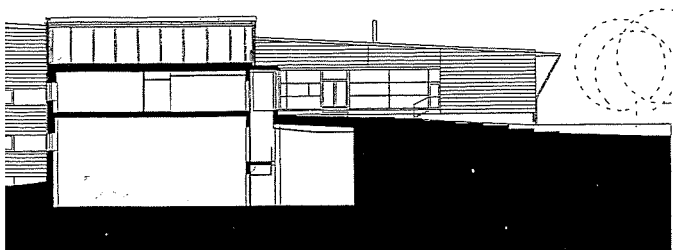
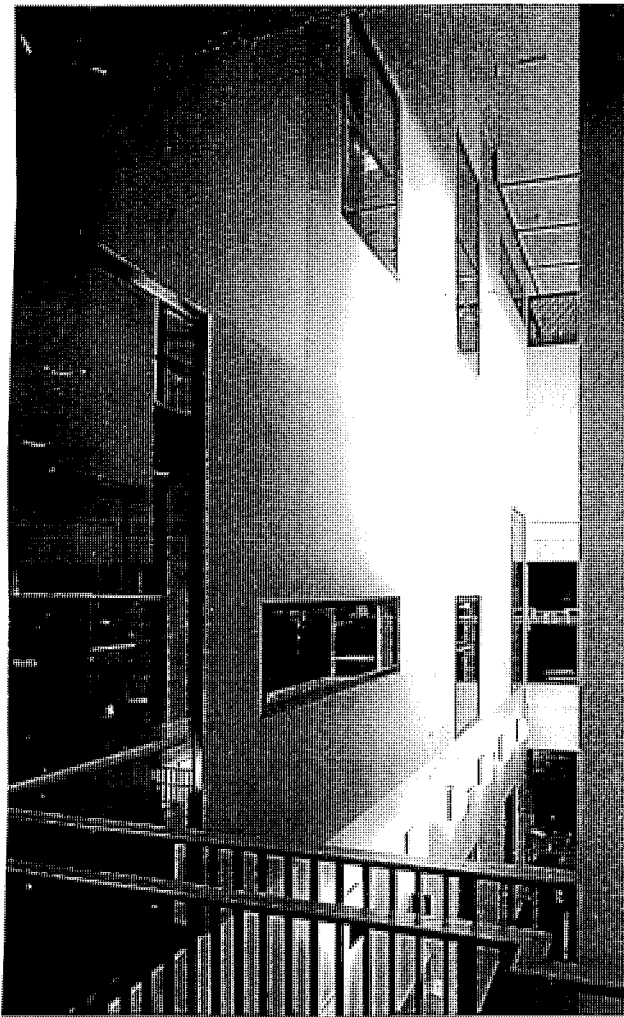


Ymmersta is a new, rapidly expanding residential area near the Espoo Centre. Most of the woodland site of the new lower-level comprehensive school slopes to the north. A compact, three-storey building, with classroom clusters on the top floor provided a solution to site conditions.

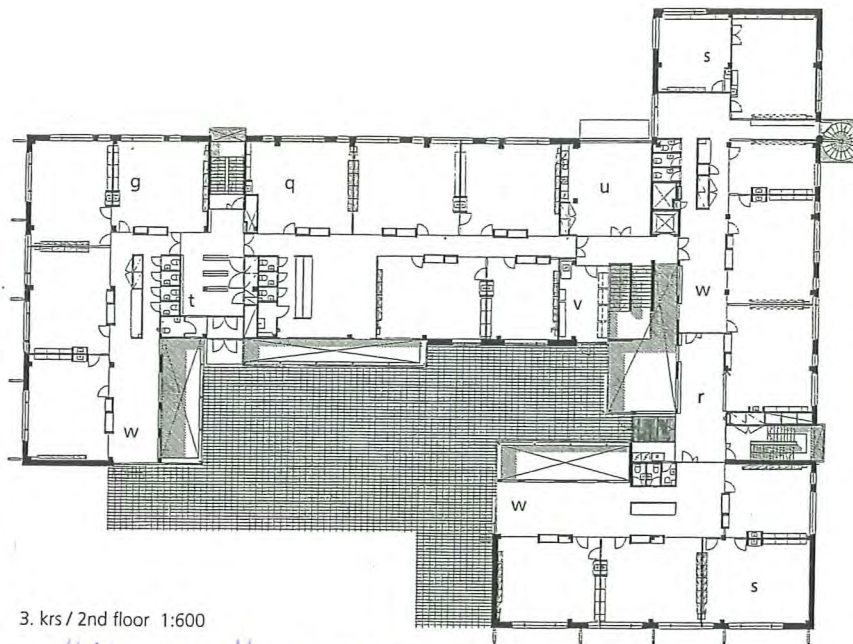
Our goal was to create a warm and individualistic house for young children. This was a decisive factor in the choice of materials, timber and red brick being the predominant ones.

The ground floor halls and canteen receive natural light through large lanterns. Each lantern links to one of the classroom clusters. Artist Kristian Krokfors created the colour schemes of the light well back walls; children recognise their own areas and their location by the colour.

The first floor library facilities bridge around the halls and connect visually to other common areas, together forming the heart of the school.

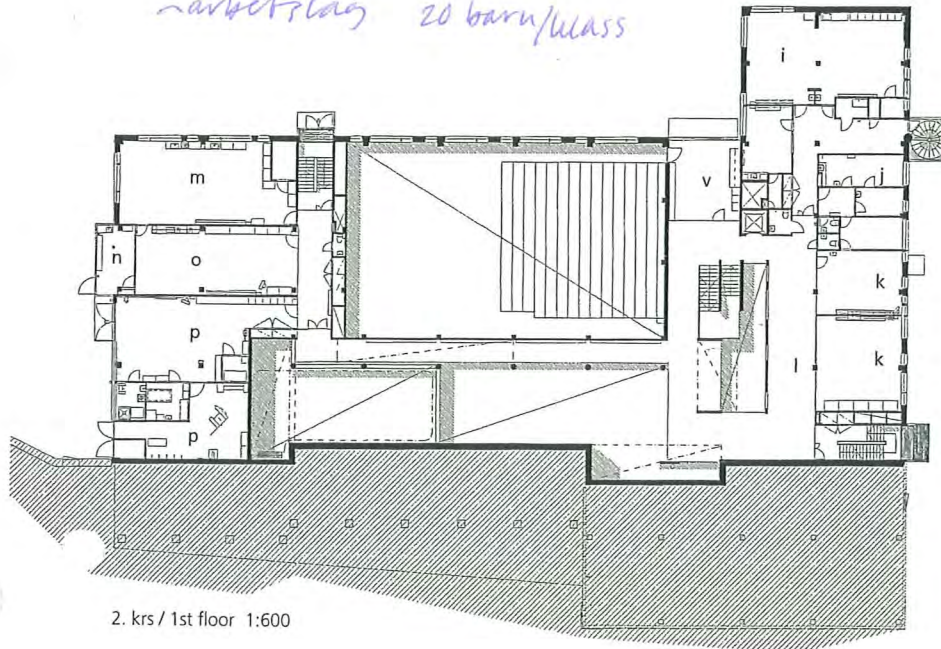


1:600

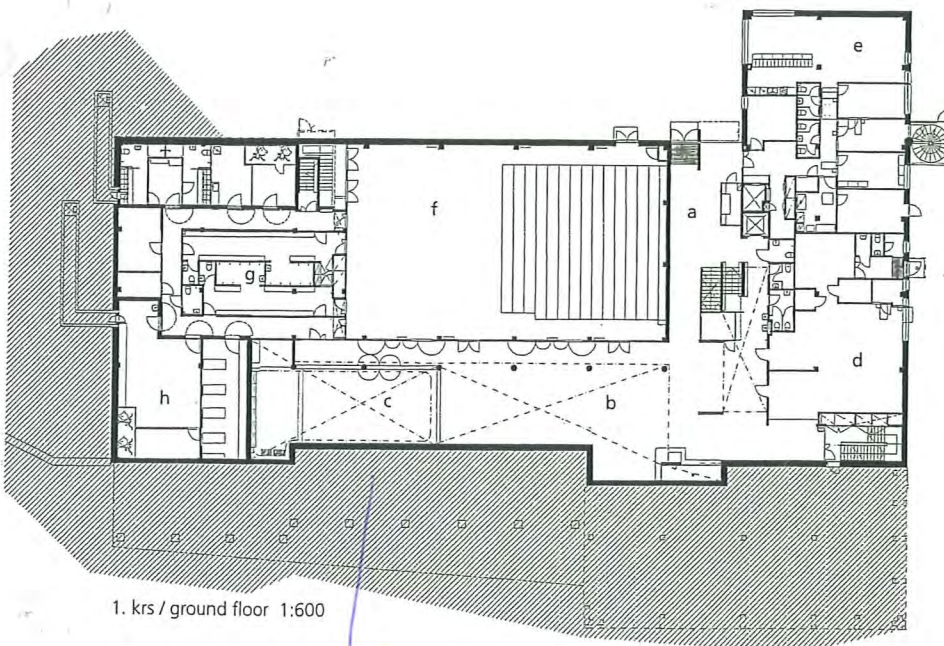


3. krs / 2nd floor 1:600

114 stuovi
~arvetslag
4-5 luokset
20 barn/luokse



2. krs / 1st floor 1:600



1. krs / ground floor 1:600

muutt
brunn

2003

275 elever vlag

F, 1-6.

(F=bäningsar)

/Fritidsanst för 1:00

1-2an 20 tim veda undervegen

3-4 23 tim

5-6 25 med en tillval frändan
blir det 27

- a aula / entrance hall
- b ruokasali / canteen
- c musiikki ja ilmaisutaito / music and oral expression
- d keittiö / kitchen
- e opettajien tilat, kanslia / teachers' facilities, secretariat
- f liikuntasali / sports hall
- g pukuhuoneet / dressing rooms
- h väestösuoja, varastot / civil defence shelter, storage rooms
- i erityisopetus / special classes
- j oppilashuolto / student welfare office
- k tietotekniikka / computer classroom
- l kirjasto / library
- m kuvaamataide, tekstiilityö / arts classroom, textile work
- n pienoiskasvihuone / small greenhouse
- o ympäristölaboratorio / environmental laboratory
- p tekninen työ / technical crafts
- q 6-8-vuotiaiden solu / classroom for the 6-8-year-old
- r 6-8-vuotiaiden eteistila / vestibule for the 6-8-year-old
- s 9-12-vuotiaiden solu / classroom for the 9-12-year-old
- t 9-12-vuotiaiden eteistila / vestibule for the 9-12-year-old
- u iltapäivähoito / afternoon day-care
- v opettajan työtila / teacher's workspace
- w solun toimintatila / activity room

Kuvat:

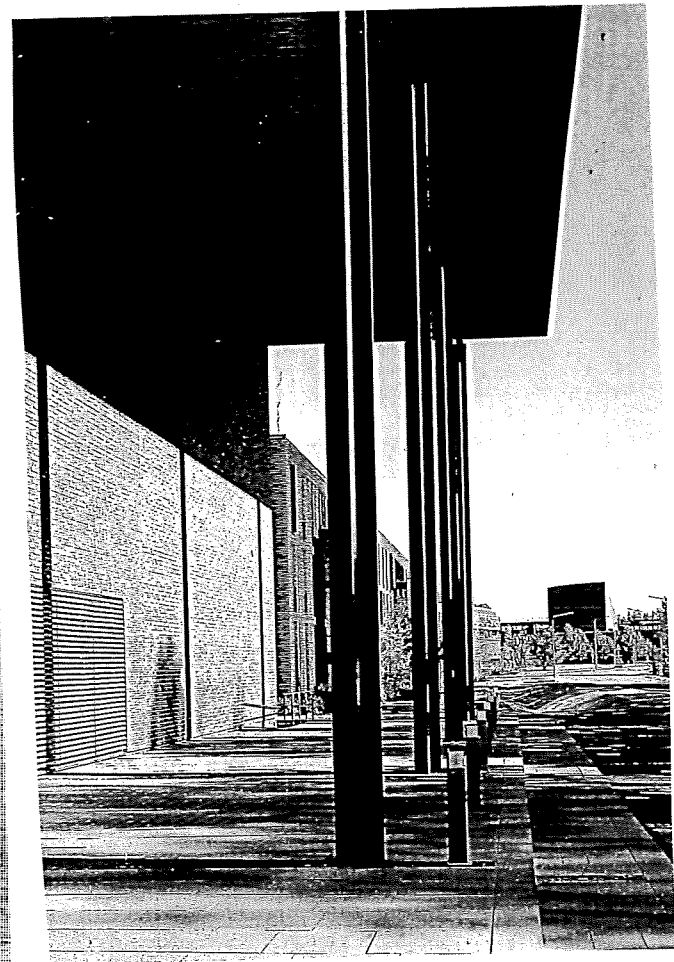
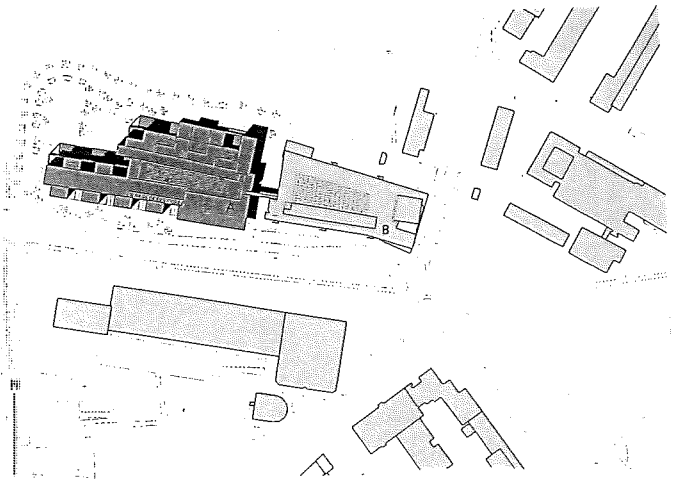
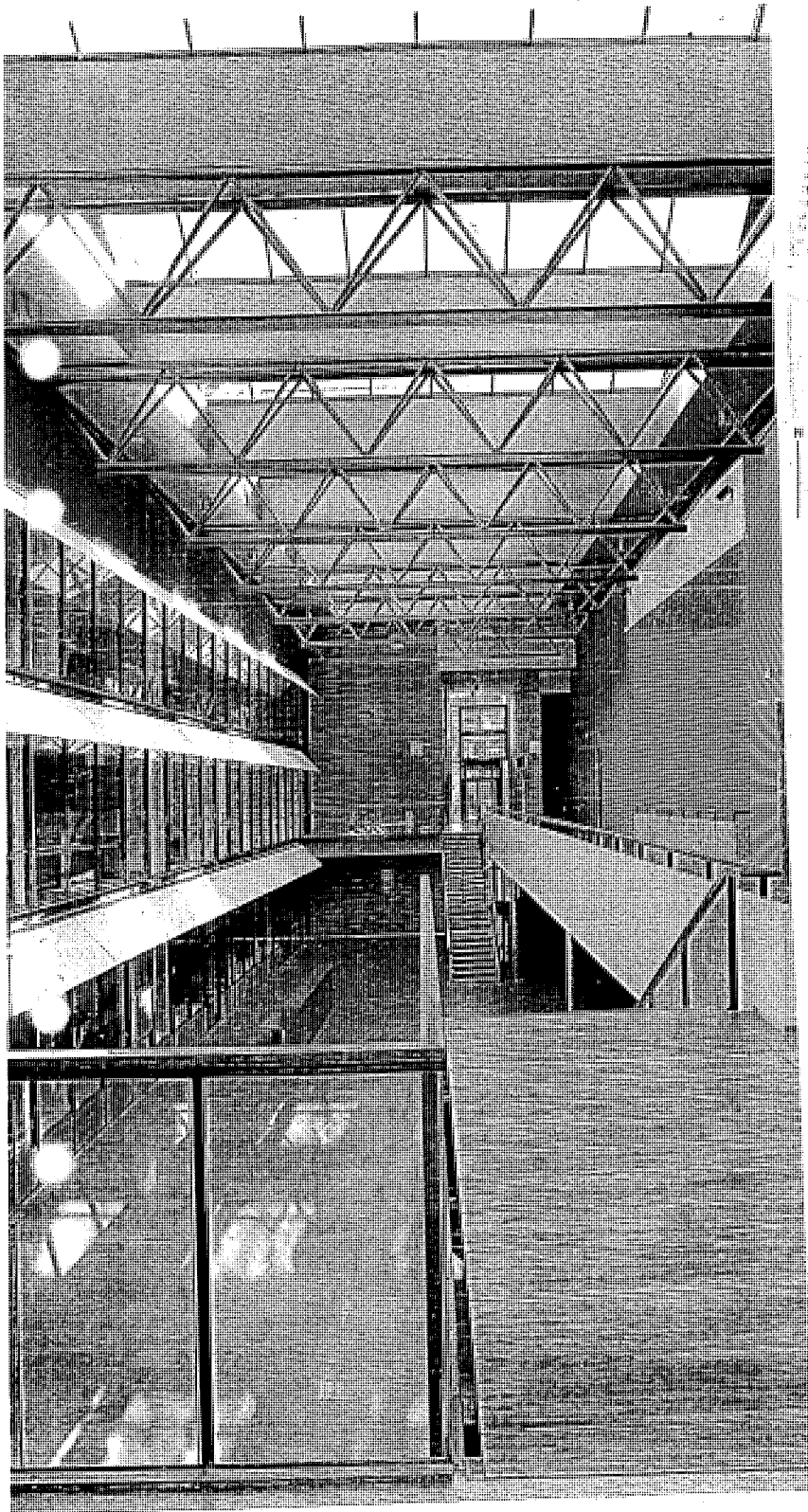
- 1 Välitunti on ylärinteessä solukerroksen tasolla osittain pääaulatilojen päällä.
- 2 Kolmannen kerroksen solut liittyvät suoraan yläpihaan.
- 3 Pääsisäänkäynti on alapihan puolelta.
- 4 Sisäpihalla kolmannessa kerroksessa valolyhtyjen taustaseinät ovat osa rakennuksen julkisivua.
- 5 Valolyhtyseinät liittyvät kolmen kerroksen korkuisina solutiloihin ja muihin yhteistiloihin.
- 6 Kullekin solulle on annettu oma päävärinsä. Punaisen solun kolmikerroksinen valolyhtyseinä liittyy ala-aulaan ruokasaliin ja toisen kerroksen kirjastoon.
- 7 Kirjastosilta.
- 8 Käytävät ja solujen toimintatilat on erotettu lasiseinillä luokahuoneista.

**TUAS-rakennus, Teknillinen korkeakoulu /
The TUAS House, University of Technology**

Otaniementie 17, Espoo

Arkkitehtitoimisto HKP Oy

Risto Ingman, Risto Parkkinen, Mikko Suvisto,
arkkitehdit / architects SAFA



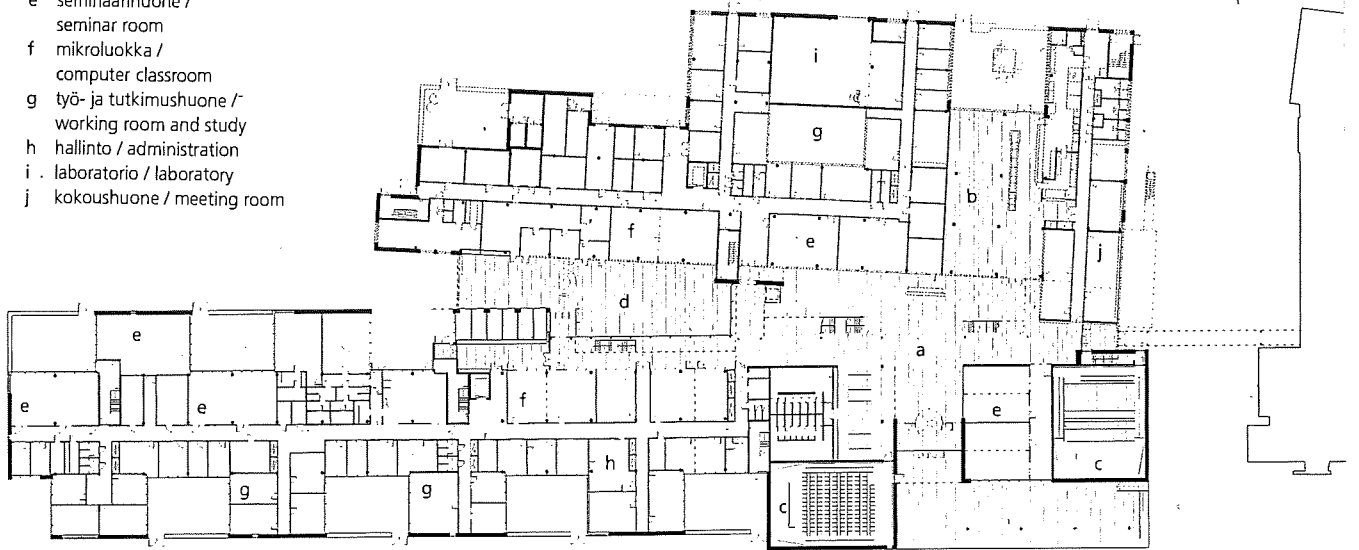
The TUAS House is located next to the Computer Science Building (ark 1/2000) in the campus area of Helsinki University of Technology, in Otaniemi, Espoo. The building continues the red brick tradition of the campus, designed by Alvar Aalto, but also possesses a modern identity of its own.

The TUAS House is for the most part three-storeyed and houses two university departments – the Department of Industrial Engineering and the Department of Automation and Systems Technology – linked by a tall, glass-roofed

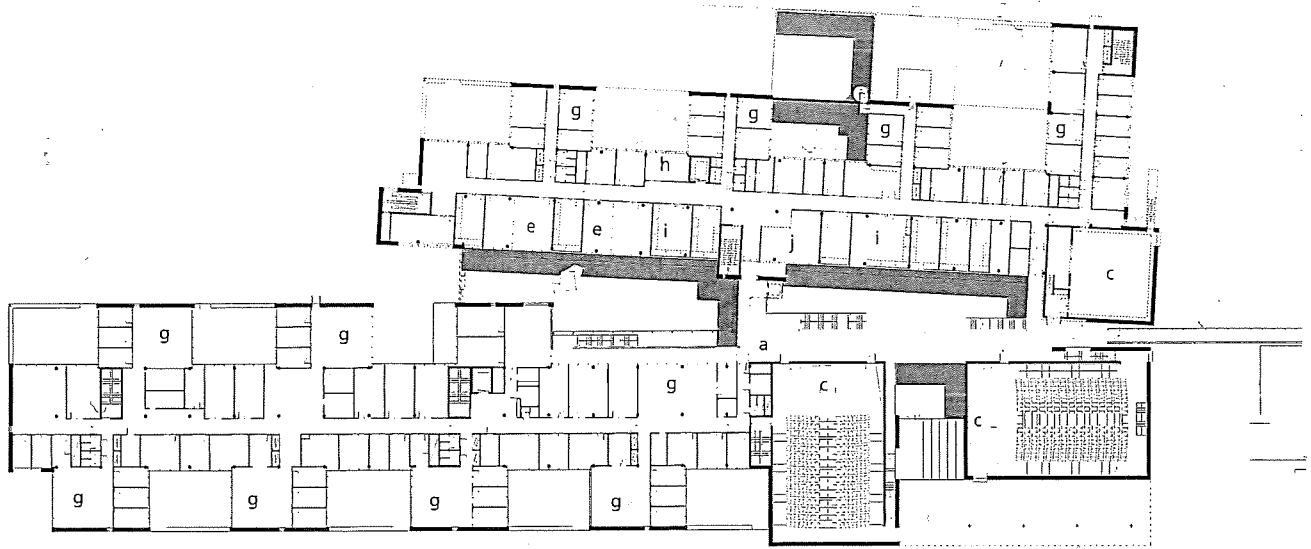
central hall, a joint interior street. The building masses are staggered, so that both departments have views across the adjacent Laajalahti bay. Particular emphasis was given to the adaptability of the work spaces. The common teaching facilities of the building comprise five auditoria, connected to the main entrance area and the central hall. The hall, auditoria and canteen form a functional entity and are also available for other events besides those organised by the departments.

The principal material of the facades, laid in-situ, is fired brick, the characteristic building material of the Otaniemi campus. Counterbalancing the solid brick surfaces are the metal and glass facades of the central hall and the recessed courts. The purpose of the recessed courts and their screen roofs was to prevent excess heat gains and the penetration of natural light, making the indoor environment ideal for work at the computer screen.

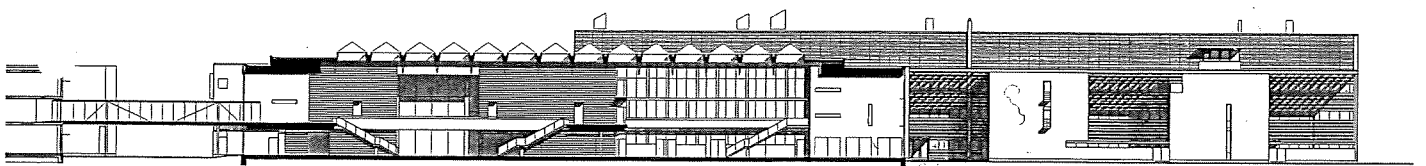
- a aula / entrance hall
- b ruokala / canteen
- c auditorio / auditorium
- d kirjasto / library
- e seminaarihuone /
seminar room
- f mikroluokka /
computer classroom
- g työ- ja tutkimushuone /
working room and study
- h hallinto / administration
- i laboratorio / laboratory
- j kokoushuone / meeting room

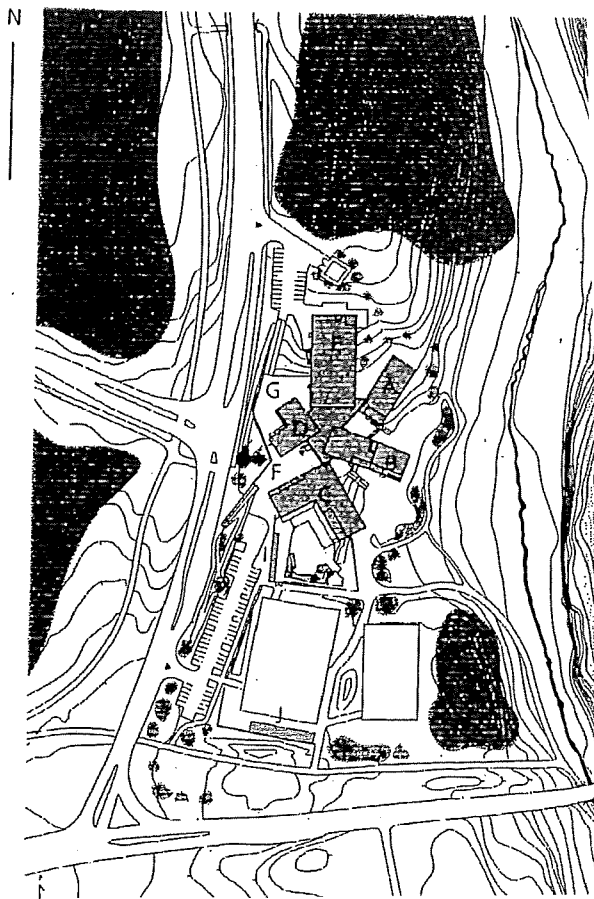


1. krs / ground floor 1:1000



2. krs / first floor 1:1000





- A Östersundom skola / Östersundom school
- B Sakarinmäen koulu / Sakarinmäki school
- C Sakarinmäen päiväkot / Sakarinmäki day-care center
- D keittiö, hallinto / kitchen, administration
- E liikunta, vapaa-aika, seurakunnat / sports hall, parish rooms
- F pääsisäänkäynnin piha / entrance court yard
- G huoltopiha / service yard
- H väliaikainen lämpövoimala / temporary heating plant
- I leikkikatos ja -välinevarasto / playground shelter and storage
- J pukuhuone ja varastot / dressing rooms and storages

Sakarinmäen koulu / Sakarinmäki school

Knutersintie, Itäsalmi, Sipoo

Arkkitehdit FLN Oy

Sari Nieminen, arkkitehti / architect SAFA

The residents of Sipoo wanted to build a country school on a fine site amidst open fields, and the working title of Sakarinmäki School was "congregating barns". Although barn architecture, with steep pitched roofs, could not be applied as such in a building project of almost 6,000 square metres, the building tradition continues in the timber facades coloured with earth paints.

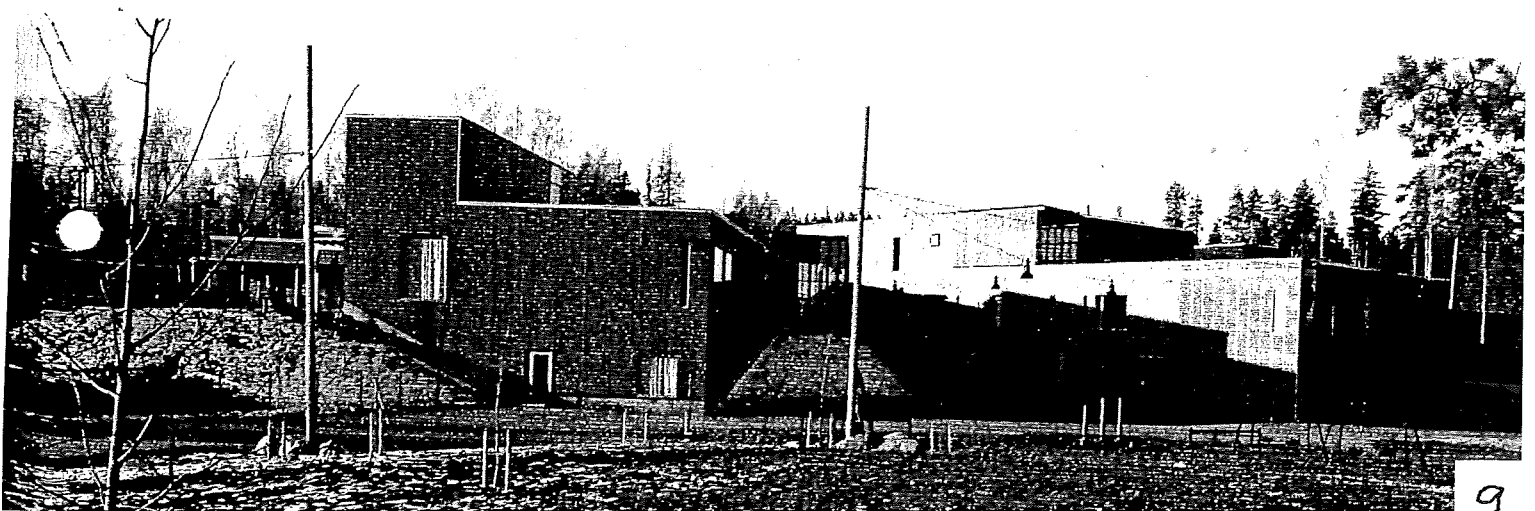
Community spirit was emphasised in the brief of the invited competition; the new building houses Finnish and Swedish language lower level comprehensive schools, a kindergarten, facilities of the local parishes, and recreational facilities. The building is designed for 350 pupils and 75 day-care children.

At the centre of the building is a joint entrance area, which forms the core of the building. The entrance hall is conceived as an outdoor space, so the timber cladding and lighting fixtures used outdoors continue in the inside. The ceiling of the entrance hall has been made as smooth as possible to create an impression of the sky. The main entrance is located along an axis of a spatial sequence starting from Knutersintie Road as a ramp beside a wall and continuing through a forest of columns in the entrance area and terminating in a view, framed by buildings, towards a steep rock beyond.

The goal has been to create a building group that appears unified from the distance yet revealing variation when viewed from close proximity. In addition to colour changes the direction of the weatherboarding of differing width is altered between horizontal and vertical. Where vertical cladding was used the plinth line could follow the contours of the site, rooting the building to its location.

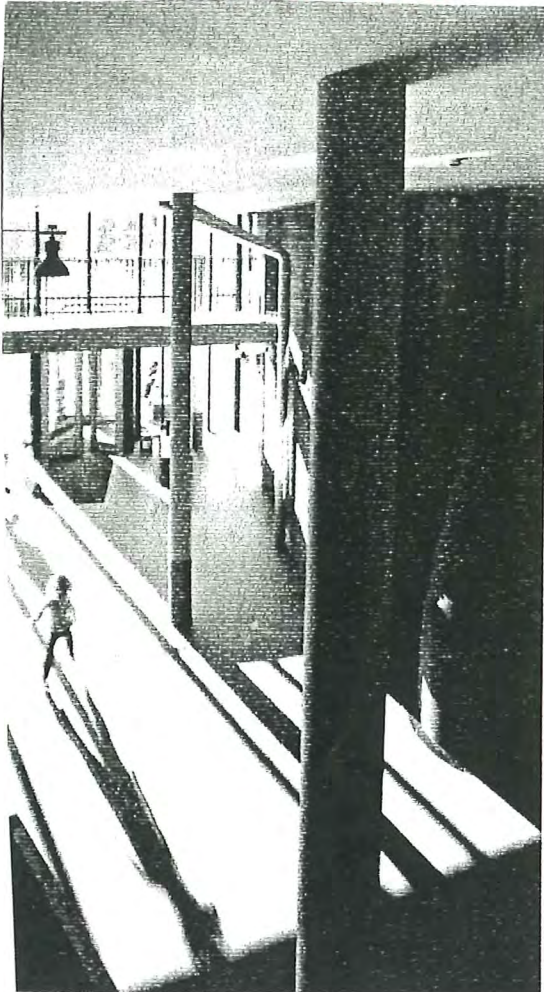
The most common buildings of the Finnish countryside, barns, are disappearing from the cultural landscape as they are being replaced by plastic wrapped bundles of hay. If the use of timber in public buildings was maximised, there is a chance that building traditions would continue at least in part of local materials. Someone has once wisely said that architecture (when building can actually be called architecture) is conservative in the sense that it preserves culture, and culture that has enduring values transforms into civilisation.

Sari Nieminen



värdeord
 inte bräddom-ta det lugnt
 vara tillsammans

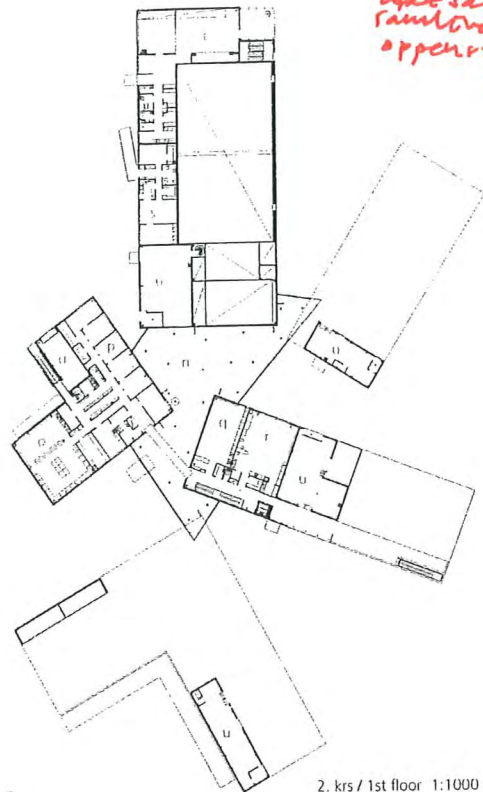
statsbiding till hallen



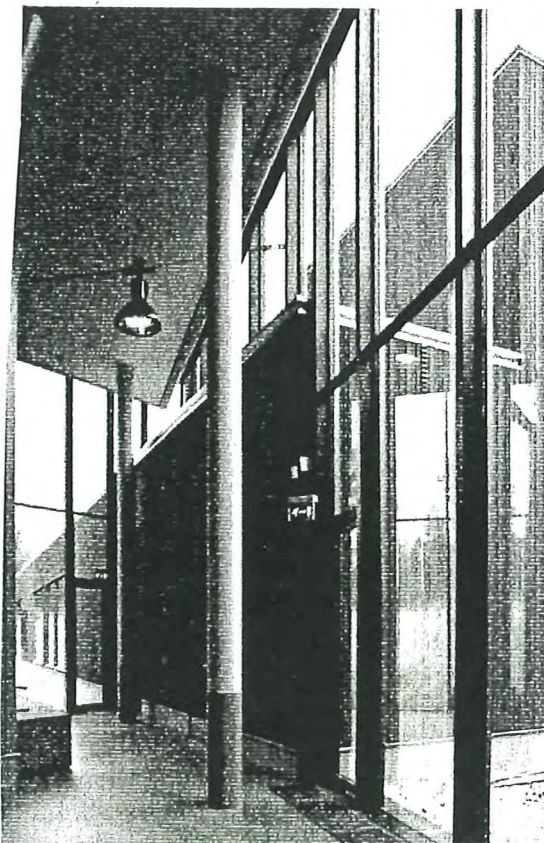
8

100 dagis 9 mån - 6 år
 250 friskspr. skolbarn 7 år - 6 år
 100 svenska skolbarn
 församlingslokal

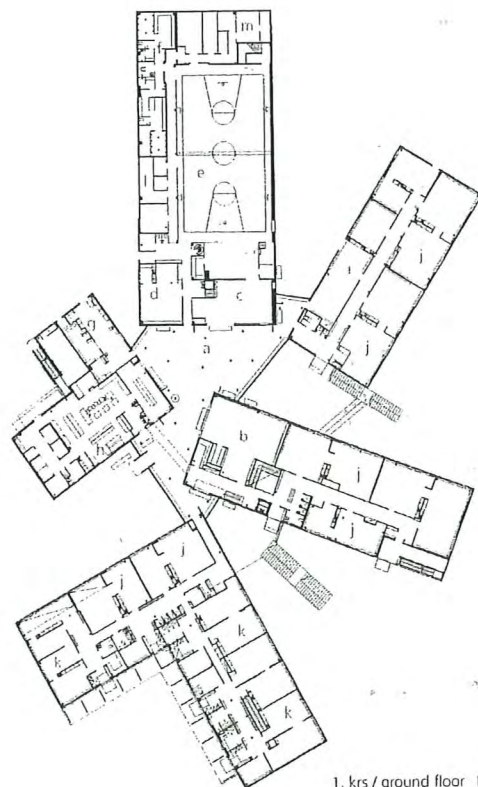
handflata med
 finger
 matsal
 samlingssal med
 öppnings



2. krs / 1st floor 1:1000



9



1. krs / ground floor 1:1000

10 motig entré skolors del
 15-16 totala
 2004

20-26 elever klass

Sipoon lukio ja ammattioppilaitos Enter /

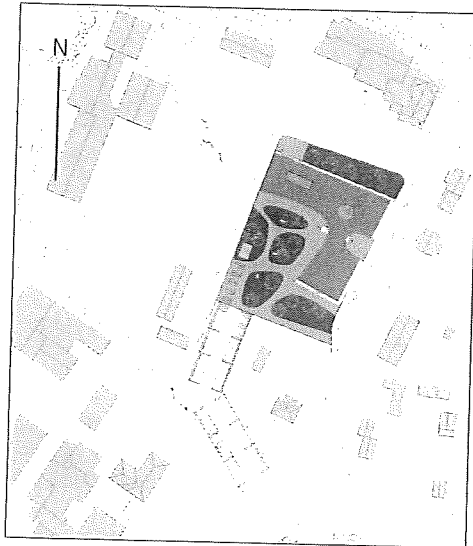
Enter – the upper secondary school and vocational training college

Iso Kylätie 14, Nikkilä, Sipoo

Arkkittehtitoimisto K2S Oy

Kimmo Lintula, Mikko Summanen, arkkitiedit / architects SAFA

Niko Sirola, arkk. yo / archit. student



1:4000

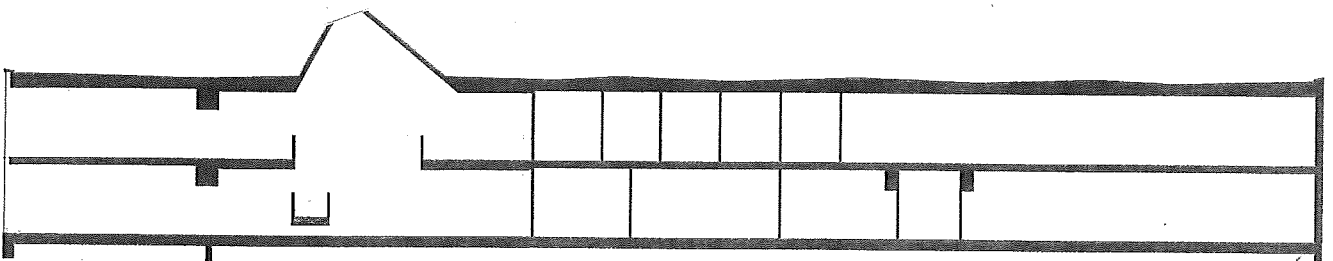
Huvudnumret på tvåvåningsbygganden är en böjd glasfasad med ett riktigt Oscar Niemeyerschwung. Står man i ett klassrum i skolans ena ände kan man se vad de har för sig i ett klassrum i den andra. Den svängda fasaden är ett starkt grepp som hjälper till att lyfta Enter till en hög nivå. Det ekonomiska krutet i projektet har K2S lagt på glasfasaden som blivit byggnadens signum. Men det finns naturligtvis finesser som inte syns. Den öppna gården framför den böjda glasfasaden har små kullar, där nytt fräscht gräs rullats ut. Den kallas Wlan-trädgården och för mig, liksom de tre delägarna i K2S Summanen, Kimmo Lintula och Niko Sirola – alla födda under 1970-talets första hälft är det här snudd på science fiction. Inte så att vi inte är bekanta med trådlöst bredband, särskilt inte arkitekterna som bor och verkar i Helsingfors. En stad som varit tidigt ut med trådlöst internet på offentliga platser som parker. Men att sitta ute och ha lektioner med hjälp av sin dator och internet känns främmande för oss som minns skolan som en institution där läraren stod längst fram vid svarta tavlan och oemotsagd kunde tuta i oss vad som helst. Idag, när eleverna har möjlighet att med wikipedia kolla fakta på en gång, har nog lärarrollen förändrats en del – spekulerar vi. Men vad vet vi? Vi har bara vaga föreställningar om vad det innebär att gå i skolan idag och hur man egentligen bedriver undervisning. Och när arkitekterna guidar mig runt och jag frågar varför varje klass- och grupprum utrustats med en diskho får jag bara höra att det var vad uppdragsgivarna ville ha.

"Men det kan inte vara för att skölja ur svampar," säger Summanen.

Nej, svarta tavlan tid är definitivt förbi. Istället för gammal auktoritär undervisningsinstitution är Enter en öppen byggnad med en medveten industriell karaktär. Hade de haft möjlighet, hade K2S säkert tagit ut svängarna betydligt, men en tight budget har resulterat i en industriell, det vill säga billig, inredning. Det innebär exponerad betong, industrilampor och epoxygolv – och så de klumpiga radiatorerna som skymmer stora delar av fönstren. Epoxygolvet gnisslar rejält under mina gummisulor. Nu gör det inte så mycket. Enter är fortfarande en byggsplats och det enda som hörs är nöta rockklassiker som pumpas ut över skolans högtalarsystem. Någon har låtit radion stå på över helgen. Men om några månader kommer skolan att invaderas av 500 elever i tonåren. Hur kommer ljudet att vara här då?

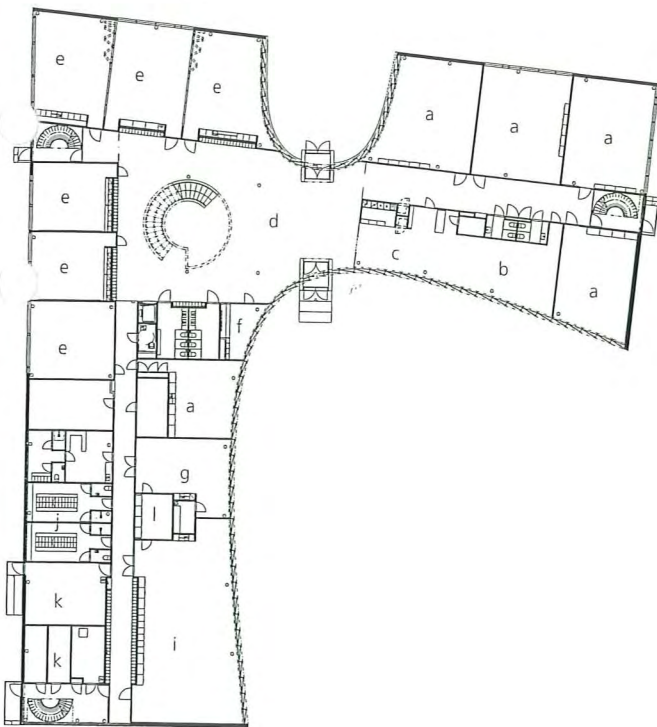


FORUM AID 3/07

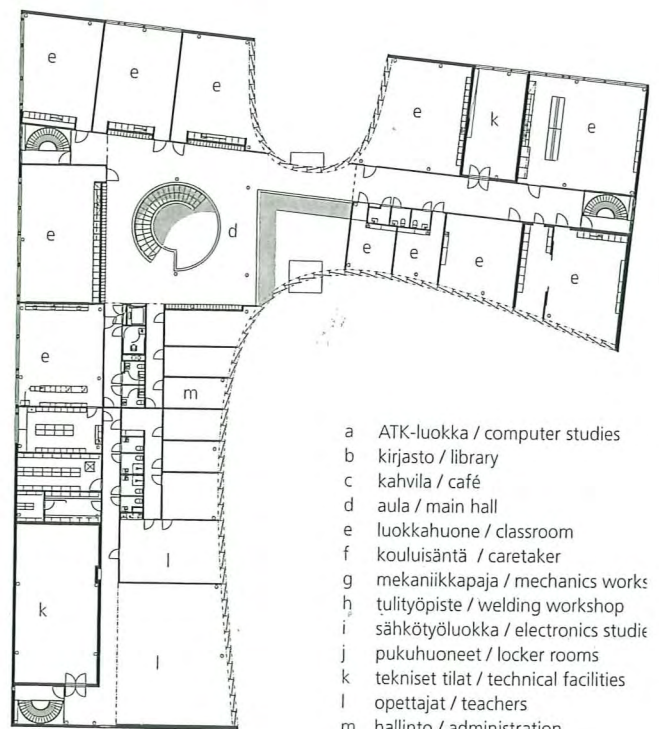




365
550 eläimen tilat
gymnasium + yrkesutb?



1. krs / ground floor / 1:750



2. krs / 1st floor / 1:750

4000 m² netto
1700 euro / m² netto

Aurinkolahden peruskoulu /

Aurinkolahti Comprehensive School

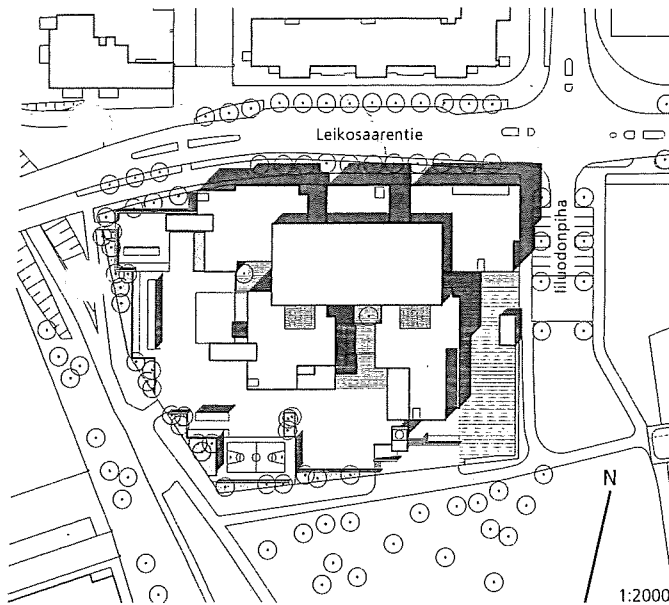
Leikosaarentie 17, Vuosaari, Helsinki

Arkkitehtitoimisto Raimo Teränne Oy &

Arkkitehtitoimisto Leena Yli-Lonttinen Ky

Timo Jeskanen, Tuomo Repo, Raimo Teränne,

Leena Yli-Lonttinen, arkkitehdit / architects SAFA

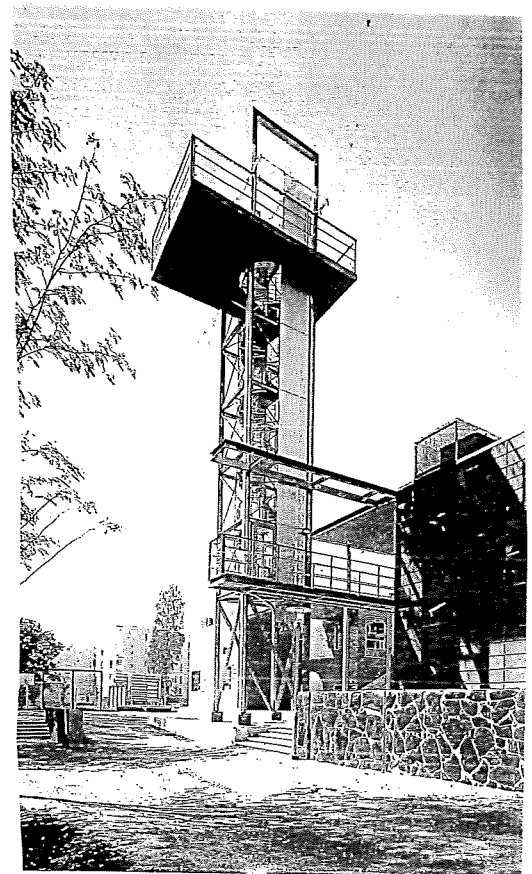


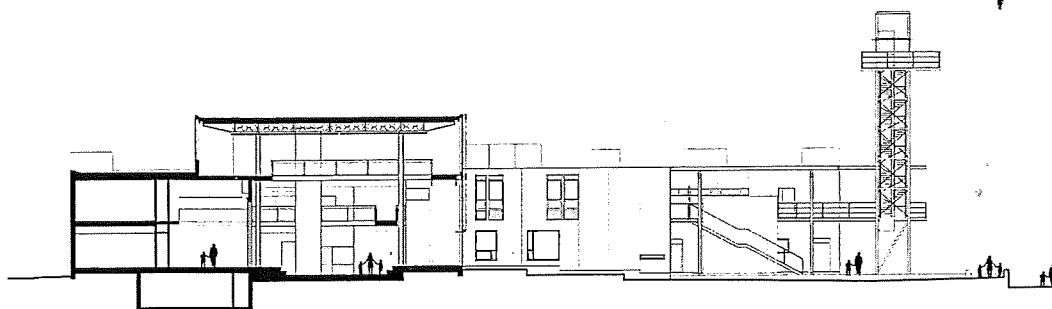
In autumn 1998, the City of Helsinki Education Department and the Finnish Constructional Steel Association organised an open architectural competition of a school building based on new, interactive pedagogy. Another goal was to develop the use of steel structures in school buildings.

The design of the Aurinkolahti Comprehensive School is based on the winning entry. The goal was to create an inspiring environment and architecture that would promote learning and sense of community among children. The school facilities are designed for 540 pupils between grades 3 to 9.

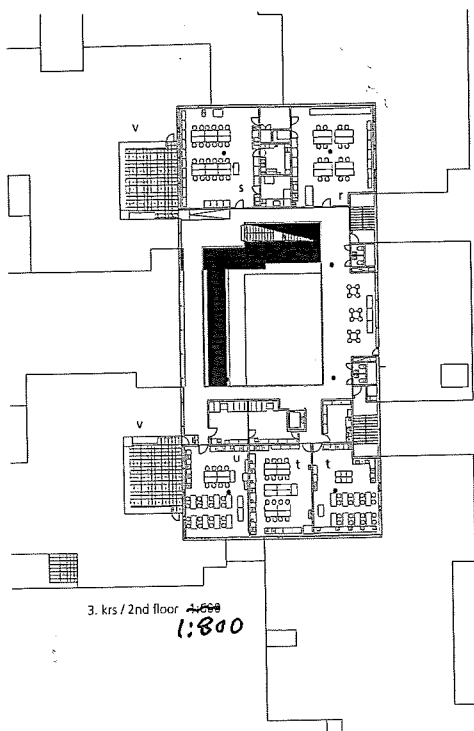
A three-storied central space with glass walls – a multi-purpose functional, visual and circulation hub of the school – forms the heart of the building. The central space is surrounded by two-storey-high, metal-lined units, organised as cells. Each cell has its own colour, indicating a smaller unit within the whole school.

In each of these cells, classrooms are organised about a vestibule. Special classes are mainly located on the second floor of the central section, conceived as an open, studio-like space. The frame of the building, the second floor roof and the school's landmark, the observatory, are of steel.

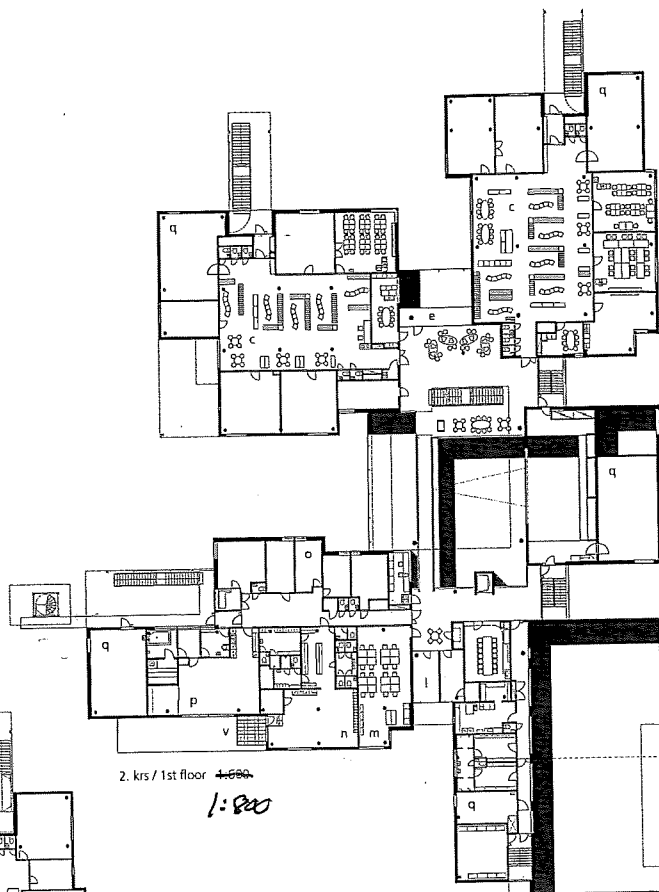




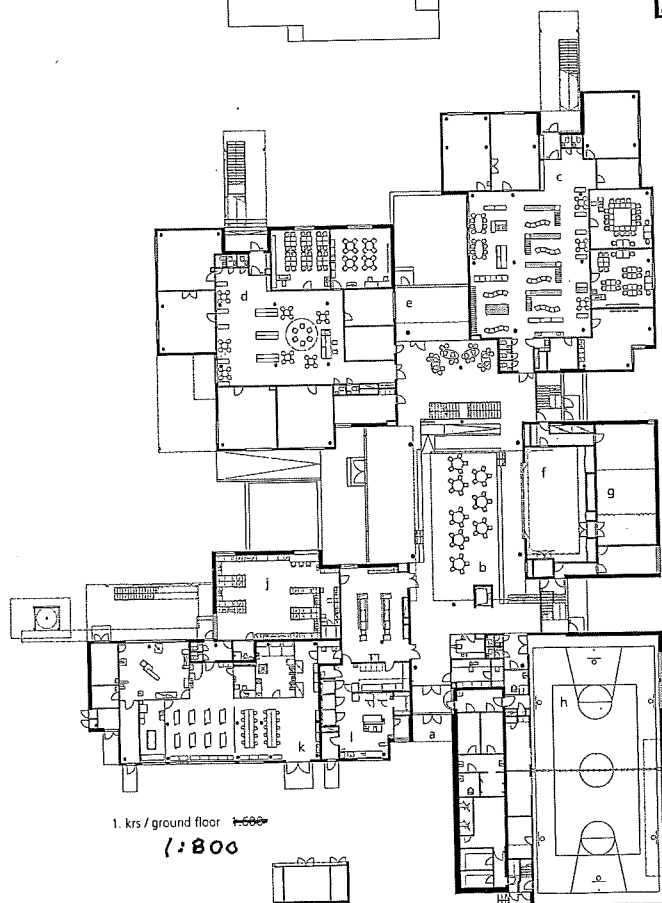
1:600



3. krs / 2nd floor 1:800



2. krs / 1st floor 1:800

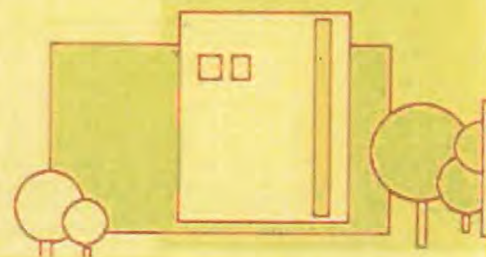


1. krs / ground floor 1:800

- a koulun pääsisäänkäynti / main entrance of the school
- b keskitila, ruokala / central space, school canteen
- c projektiluokkasolu / project classroom cell
- d kotiluokkasolu / home classroom cell
- e kirjasto / library
- f ilmaisutaito, näyttämö / arts class, scene
- g musiikki / music
- h liikuntasali / sports hall
- i keittiö / kitchen
- j kotitalous / home economics
- k tekninen työ / technical crafts
- l hallintotilat / administration
- m tietotekniikka / information technology
- n henkilökunnan tauko- ja sosiaalitilat / social spaces for the staff
- o oppilashuollon tilat / pupil social services
- p monitoimitila / multi-purpose space
- q iv-konehuone / air-conditioning machine room
- r tekstiilityö / textile work
- s kuvaamataito / arts classroom
- t fysiikka ja kemia / physics and chemistry
- u biologia / biology
- v kattoterassi / roof terrace
- x tähtitorni / observatory

A Arabian peruskoulu

H E L S I N K I



ARABIA COMPREHENSIVE SCHOOL



CONTACT

Arabian peruskoulu – Arabia comprehensive school
Arabianpolku 1
PL 3315
FI - 00099 Helsingin kaupunki
<http://www.arabok.edu.hel.fi>

Helsinki has a new comprehensive school. The building of The Arabia comprehensive school was finished in summer 2003. The school is located just a few kilometers from the town center, in Arabianranta area. Arabianranta is a part of the inner city of Helsinki.

The Arabia comprehensive school was taken in use in the beginning of the school term, autumn 2003. The school is designed for 18 basic education groups and 3 special education groups, altogether for about 560 students. At moment the school has around 317 pupils and over 30 teachers.

The Arabia comprehensive school provide basic education for lower and upper stages, classes 1 – 9 and 10. We also have special education studying in a regular classes and in special classes as well as part time special education. We also have multicultural education.

Our study programme will stress on art and craft subjects, as well as environment and natural science. We also have many projects in arts and local history with other education units in Arabianranta area.

We have made a decision to develop our school buildings and get them to function more effectively and better to answer the demands of the future. Our aim is to combine the highest quality of architecture with economic viability. One of our main ideas is to serve all people, all the schools and all the suburbs effectively and equal. Schools should prepare pupils for the society of the future.

Up until very recently all school buildings have been planned in the same way as one hundred years ago. Let's look at the differences between a traditional school building and a new one. In traditional school buildings there are long corridors, individual classrooms, all the same size, closed doors and each teacher working alone with the pupils there is a separate teachers room and other staff has their own restrooms in the basement. Each group of personnel is placed in different rooms and therefore in different worlds.

This kind of school building is a familiar all over the world.

The Arabia comprehensive school is one example of our new schools.

Where are the long corridors?

The school building is divided into small units of few classrooms. There are doors between classrooms for working together. There are glass walls for interaction. In each unit there is space for group work and a working room for the unit staff.

There is no longer the old fashion teachers' room; instead we have the cafeteria for the whole staff.

School is a multifunctional concept, not only a place for teaching and learning, but also a place for social interaction – for children and adults. Outside of normal school hours schools can develop into small community centres.

For this reason every school building will be designed separately guaranteeing that each school is individually tailored to its own curricula and to its own location. We used to have a lot architecture Competitios in Helsinki. The best architects must design our schools.

Specially elected teachers are involved in the process at all the planning stages. The teacher attends the working group concerned with functional details.

Other members of the working group are the architect in charge of planning, the school development architect, and experts in various fields such as teachers of specific subjects, experts on special education, a labour safety expert and the personnel responsible for catering and cleaning.

The school building should always reflect respect towards education. It shows how much weight the politicians and the administration put to education.

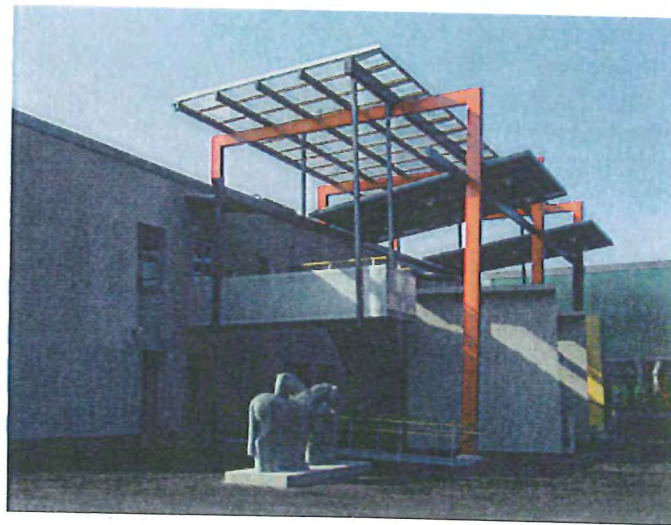
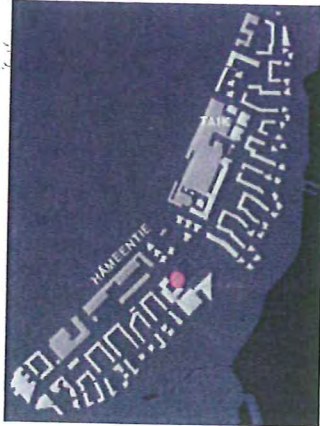
Particularly in developing urban areas, the first class architecture school building provides a very important function by offering a sense of identity.

The use of a lot of glass in the school building guarantees the safety inside: you can always see, you can always be seen, and you can always get help when needed.

One of our goals is to improve the function inside the school building.

teoksen nimi: Arabian hevoset
teoksen sijainti: Arabian peruskoulu, Arabianpolku 1
valmistumisvuosi: 2003
arkkitehtisuunnittelu: Arkkitehtitoiminta Kai Wartiainen Oy
rakennuttaja/tilaaja: Opetusvirasto ja Taidemuseo

Luonnollisen kokoiset pronssiset hevoset koulun pihalla sallivat lasten leikin ja kiipeilyn. Teos on Helsingin kaupungin taidemuseon tilaustyö.





Taiteen talo / House of Arts

Elannon vanhan leipätehtaan muutos Kuvataideakatemia ja tanssin taloksi / The conversion of Elanto's bread factory into facilities of the Academy of Fine Arts and dance studios

Kaikukatu 4, Helsinki

Arkkitehtitoimisto Brunow & Maunula

Juhani Maunula, Pekka Ojalampi, Laura Mattila,
arkkitehdit / architects SAFA

Helsinki Consumer Co-operative, Elanto, was founded by bakers in 1905. For its new production facilities the co-operative acquired in 1906 a huge plot in the Sörnäinen area of Helsinki. Architect Väinö Vähäkallio devised in 1919 a plan for the whole plot, including a bakery building in the idiom of the 1920s Classicist revival. With its uniform architecture the city block comprises a unique historical entity.

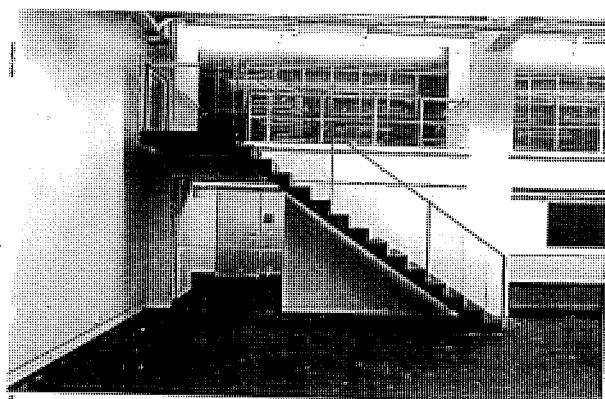
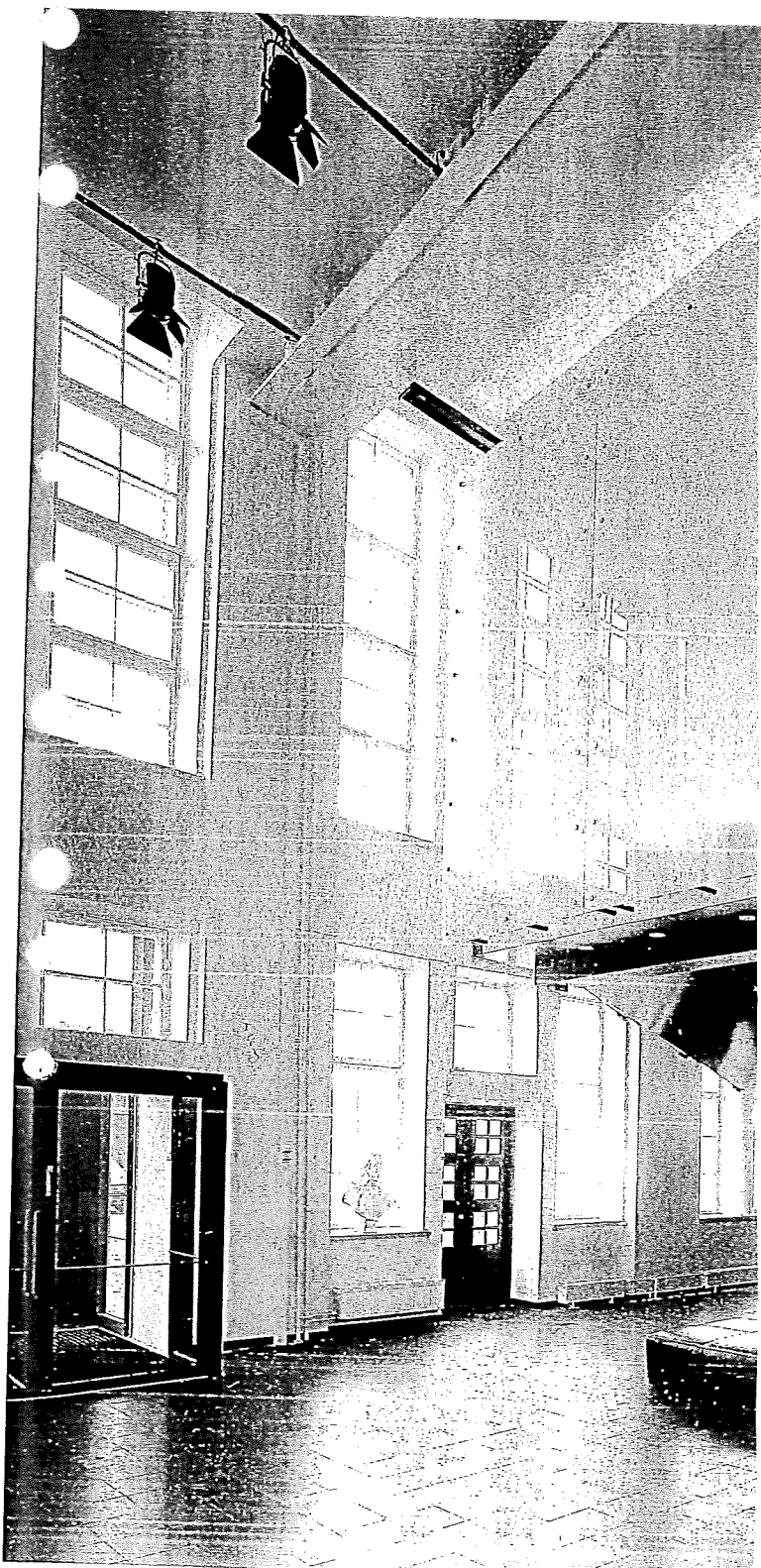
The oldest part of the new bakery, also designed by Vähäkallio, where the facilities of the Academy of Fine Arts are mainly located, was completed in 1924. At that time it was the biggest and most modern bakery building in Northern Europe. Influences were drawn from Ford's production model, where the process advances efficiently from top to bottom. The factory was extended in 1955, and this part now houses the dance education facilities.

On the threshold of the 21st century, Elanto's industrial activities in the block ceased. Senate Properties became the most significant owner and developer of the valuable listed industrial block (ark 6/2002).

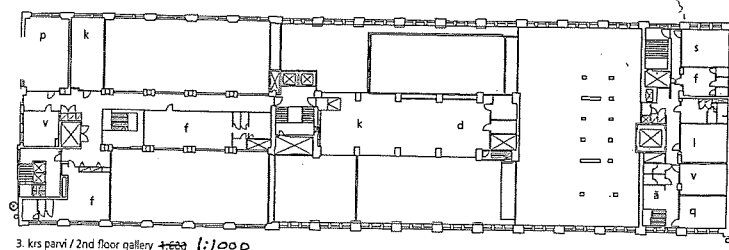
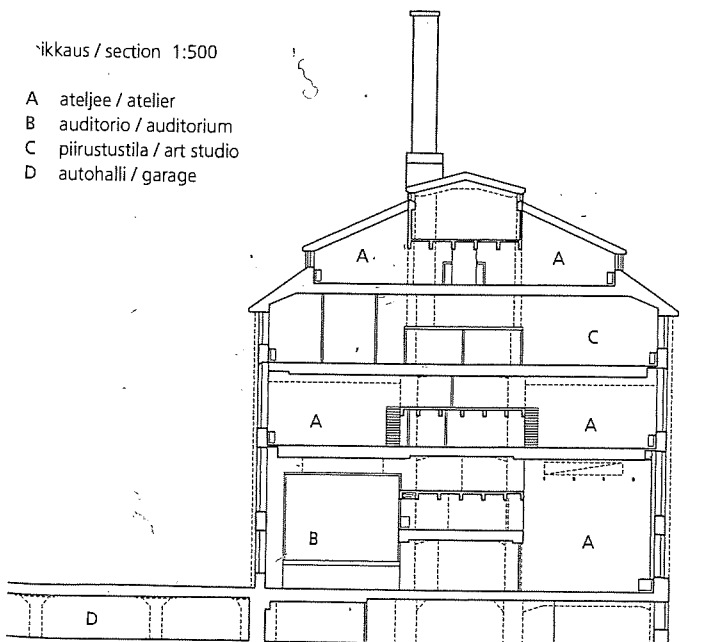
As the new uses of the building were being mapped out, the building's exceptional and interesting sectional organisation, its tall and well lit bakery halls and low dough preparation galleries, became a particularly challenging, yet inspiring factor. The old bakery halls were easily converted into painting and dance studios, while the dough preparation galleries made suitable auxiliary facilities. All the four departments of the Academy of Arts – Sculpture, Painting, Printmaking, and space-time based Media Studies – were finally brought under one roof. In the field of dance, various user groups, including the Finnish National Opera Ballet School, gain many synergy benefits.

Although the old spatial organisation of the building was retained, the low entrance floor was extended vertically by making openings between the first and second floors. One of these openings delineates the entrance hall, to which the suspended auditorium lends a sense of drama.

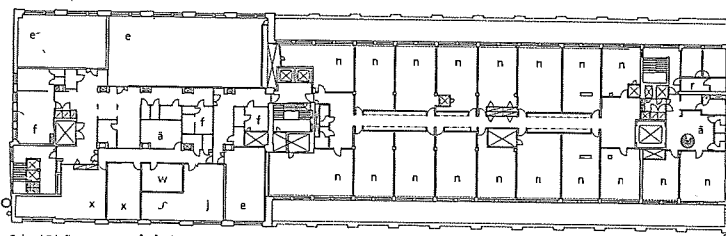
The guiding line of the architectural design was to leave the original functions and spatial hierarchies exposed and to retain the austere and powerful industrial look of the interiors.



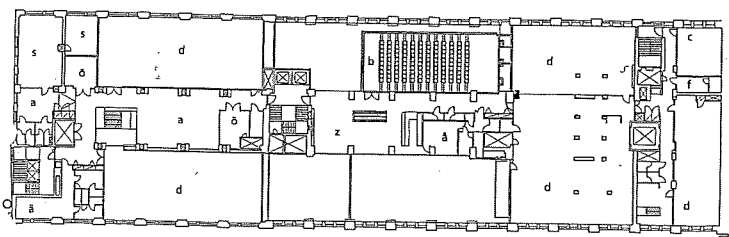
A ateljee / atelier
B auditorio / auditorium
C piirustustila / art studio
D autohalli / garage



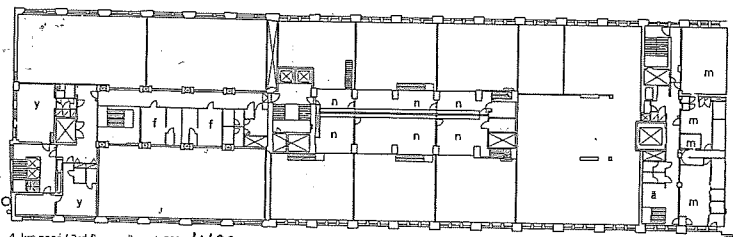
3. krs parvi / 2nd floor gallery ~~1:600~~ 1:1000



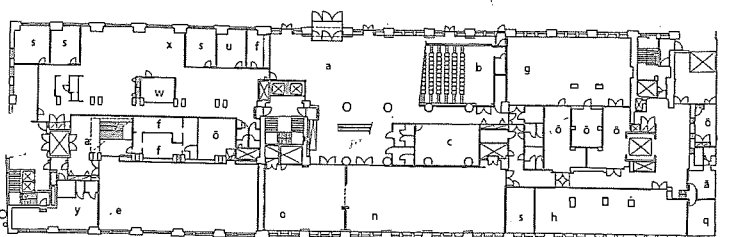
6. krs / 5th floor ~~1:50~~ 1:1000



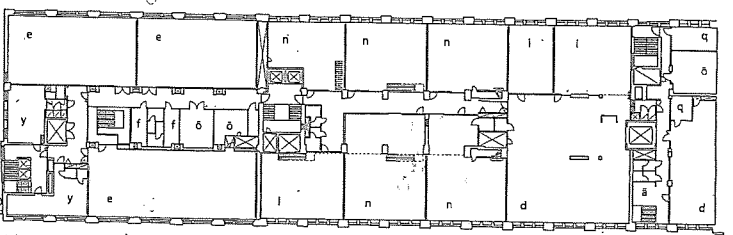
3. krs / 2nd floor ~~1:600~~ 1:1000



4. krs parvi / 3rd floor gallery ~~4.500~~ 1:1000



2. krs / 1st floor ~~1:000~~ 1:2000



4. krs / 3rd floor ~~1:500~~ 1:1000

- a aula / entrance hall
- b auditorio / auditorium
- c seminaarisali / seminar room
- d harjoitus- tai työsal / rehearsal hall or art studio
- e tanssisali / dance studio
- f pukuhuone / dressing room
- g puutyö / wood workshop
- h metallityö / metal work
- i ryhmätyötila, projektihuone /
room for working in groups, project room
- j puvustamo / wardrobe
- k atk-luokka / computer classroom
- l materiaalioppi / material studies
- m valokuvien kehitys, valotus ja jälkikäsittely /
photography lab, development, exposure and
aftertreatment

- n ateljee / atelier
o näyttelytila / exhibition space
p loppuhuone / classroom
q työmasterit, opettajat / workshop supervisors, teachers
r vieraskaksio / guest suite
s hallinto / administration
t vahtimestari / porter's office
u opintotoimisto / student office
v oppilaskunnan tila / room of the student union
w neuvottelutila / conference room
x avotoimisto / open office
y palvelutila / services area
z kahvila / cafeteria
å keittiö / kitchen
ä taukhuone / resting room
ö varasto / store

Den fysiska lärmiljöns betydelse

Åtminstone ända sedan upplysningstiden har det ansetts att man kan påverka människorna samtidigt som man utvecklar livsmiljön genom byggnadsplanering. I värsta fall kan miljön direkt bestämma eller begränsa vårt beteende; i bästa fall kan den tillhandahålla möjligheter, impulser och uppslag.

Lärmiljön utformar ramar för utbildningen och påverkar inlärningssätten och inlärningsresultaten. Forskning visar att en skolmiljö och en atmosfär som bäst främjar lärande också gagnar den mentala hälsan. En skola som är inriktad på traditionella akademiska prestationer och en skola som strävar efter att främja hälsan står inte i konflikt med varandra: samma omständigheter främjar bägge målsättningarna och de båda verksamheterna stödjer varandra.

Belysningen, temperaturen och luftväxlingen i en skolbyggnad är tydligt mätbara storheter. De målsatta nivåerna är normerade, och avvikelser kan konstateras. I allmänhet går det också att avhjälpa brister. Detsamma gäller problem med föroreningar i luften och bullerproblem. Det råder en medvetenhet om de hälsorisker som byggnads- och fastighetstekniska problem medför. Det är dock antagligen omöjligt att mäta eller ens på ett entydigt sätt fastställa målnivån för faktorer som påverkar skolklimatet, trivseln, det psykiska och sociala välbefinnandet, tryggheten och annat liknande.

I lagstiftningen och normerna saknas beskrivningar av sådana egenskaper i den fysiska lärmiljön som stödjer det psykiska och sociala välbefinnandet. Hur kan man bedöma på vilket sätt miljön stödjer inläring och välbefinnande? Lösningar som stödjer skolelevernas välbefinnande har inte direkt stått som rättesnöre för planeringen, även om det starka sambandet mellan välbefinnande och inläring allt mera har kommit fram inom internationell skolforskning¹. Det har likaså konstaterats att det råder ett starkt samband mellan elevernas välbefinnande å ena sidan och arbetsmiljön i skolan och elevernas framsteg i skolarbetet å andra sidan.

De färskaste forskningsresultaten² utmanar också reparations- och ombyggnadsverksamheten i skolorna, eftersom resultaten visar att barnen lär sig snabbast i en stimulerande och omväxlande fysisk miljö, där de grundläggande humana behoven tillgodoses. Den fysiska miljön inverkar väsentligt på beteendet och trivseln. Rummet har också kraft att bevara, producera och återkalla minnen. Minnet förklarar rummet och det förflutna. Ett minne som beskriver det förflutna inplaceras alltid i en miljö, ett område och en trakt. Miljön påverkar människan genom sina fysiska egenskaper men också via kulturella, historiska och psykologiska influenser.

Utdrag ur ”En sund och trygg skolbyggnad”, Kaisa Nuikkinen, Utbildningsstyrelsen Helsingfors 2005