

Abstrakt: The diploma thesis is divided into three parts to meet the requirements of the Department of Art Education. The main part consists of an artistic - historical chapter, which discusses the phenomenon of painting in the Iron Mountains as a place for the development of landscape painting at the turn of the 18th and 19th centuries. The work focuses on the analysis of landscape motifs in a given locality. He compares the motifs that inspired painters and seeks their connection to the work of other painters and puts them in the context of open-air painting. The chapter deals in detail with five painters, other painters are mentioned marginally due to the need for context. The choice of motifs does not differ from the motifs painted in other areas. The specificity of painting in the Iron Mountains lies in the simplicity of the landscape and its colors. The motifs here are mainly rivers, the Iron Mountains, rural cottages around Ronov nad Doubravou, Kraskov, and last but not least in stonehouses. Other motifs include motifs with a path, ponds, especially the Utopenec pond near Ronov nad Doubravou, Lichnice castle. The painters often take over the composition of the paintings from their predecessors. The next part - comments, represent their own work based on a comparison of the motif of the images created in the monitored area. The chapter also clarifies the visual background and the work from which the work originates. Describes the starting points and process of creation. The didactic part deals with the perception of the landscape by pupils aged 11-12 and the preference of motives. The research points to the determination of the cultural framework and visual experience with fine arts. Pupils perceive the landscape in more contextual horizons. Landscape is a concept for pupils, which can cluster into different contexts in the aesthetic level, gravitated by their preference for basic shapes. They are able to perceive the landscape in an aesthetic way and use it as inspiration for further work.