

This thesis deals with the principles of Orff's Schulwerk as possible means to encourage musicality of school children. Following an historical study of the penetration of Carl Orff's ideas into Czech schools, the main principles of the Schulwerk are introduced while emphasizing their model character. The most extensive part of the dissertation is dedicated to researching and verifying the hypothesis that activities based on Schulwerk principles progressively develop children's musicality.

In this final part of the thesis hypotheses and objectives of research are outlined.

Subsequently, the successive research stages are described as well as the methodical succession of lessons. Finally, an interpretation of a question poll and musicality tests is presented together with results of a research on musical creative thinking features among primary school and lower secondary education children groups.

In an anamnestic questionnaire the hypothesis is verified that out-of-school music activity contributes positively to increasing the musicality of the research participants. Likewise, it has been proven that Orff's principles can be used in music education on a wide scale ranging from nursery schools to lower secondary education. By the same token, the conclusion is made that the practice of Orff's Schulwerk results in developing the children's musical creativity.

Through a musicality test the main hypothesis was confirmed on the 5% significance level that the education according to Orff's principle in developing pupils' musicality.