

ABSTRACT

This thesis focuses on seven selected compositions by Petr Eben (*Greek Dictionary, Pragensia, In honorem Caroli, Labyrinth of the World and Paradise of the Heart, Chagall Windows, Vox clamantis, and Jeremias*) and explores the possibilities of their application in music education. The key to making these auditorily challenging works accessible to elementary and secondary school students lies in their connection to non-musical topics that are closely related to the music works itself. These include historical themes (ancient virtues, Rudolf II.'s Prague, Charles IV. and his "second life"), literary themes (the book of John Amos Comenius), and visual arts (the vitrages by Marc Chagall). Five teaching scenarios are embedded within the Framework Educational Programme and are supplemented by didactic materials and musical excerpts. All selected compositions are briefly analyzed from a musical perspective. For pedagogical purposes, the thesis also provides detailed contextual background on their origins, subject matter, and related interdisciplinary topics suitable for use in the classroom. The compositions are presented within the context of Eben's life and educational activities. The thesis also references the approaches of other music educators from the second half of the 20th century and discusses principles for working with listening excerpts in music education.

KEYWORDS

Petr Eben, Greek Dictionary, Pragensia, In honorem Caroli, Labyrinth of the World and Paradise of the Heart, Chagall Windows, Vox clamantis, Jeremias, Active Listening, School less