

Music plays an important role in our lives. Especially during puberty, music is an important part of an adolescent's influence which supports the development of identity.

In today's world, music is disappearing from interpersonal relationships. School is often the last place where young people can learn about themselves and the world around them through music. Looking at music education from this perspective, teaching music could be instrumental in developing soft skills. Unfortunately music education is often given only marginal consideration on the education plan in Czech secondary schools. As a consequence neither school management nor pupils understand its significance and music classes become a gathering of people with no interest. In many schools music education loses its meaning and its potential is wasted.

Based on ideas of music therapy and artefietic, the aim of this work is to find possible ways to encourage the interest of adolescents in this field again. One option is to motivate students to link school life with their life outside of school. They can learn through their own experiences in creative activities and discussions.

This work is heuristically oriented, i.e. we do not seek answers, but rather consider the issues and come up with new ideas for future work. Our goal is to offer music educators a practical approach which can be easily integrated in their teaching practise. Hence the terminology and language of this work is not scientific. Theoretical and practical parts are connected and offer specific principles and techniques applicable in music education with adolescents. The empirical part includes a program which was developed and applied in several classes of music education in the context of secondary school teaching.