The main goal of this thesis is to demonstrate that photography as a visually figurative medium can be adequately used in teaching arts (Art Education). The first step is familiarizing ourselves with the Framework Education Programmes (RVP), the official documents at state level. Claim that photography is overlooked is supported with research of relevant documents dealing with the education of art. Another important step in this regard is to determine the methods used. In this respect I will focus on the concepts put forward by doc. J. Vančát who co-authored writing on RVP in the area of Art and Culture and semiotic pedagogy which is consistent in many regards with the afore-mentioned method. Semiotic analysis of photography serves to discover the potential of photography; this will be done from the Peirce’s point of view. Another source is then B. Lazroe’s work revealing the elements of photography for work with students in art education. In conclusion, I'll try to connect these particular components.