

Abstract

The thesis examines the usage of the method of structured drama in explaining the content of a classical piece of music to pupils on Primary school. In the theoretical part, the arguments which support the combination of artistic domains – Music and Drama – from literacy sources are summarised. The connection is described from the point of view of cross-curricular relations, the activity basis of these domains and the similarities between them. The musical content is also analysed. The thesis focuses also on the used method, especially its goals, techniques and topics used on the Primary school.

The research section describes hypothesis, methodology, preparation, realization and the results of an experiment, on several Primary schools. Experimental groups were introduced to the content of the B. Smetana's symphonic poem *Šárka* by structured drama. Control groups were familiarized with it only by reading and verbal explaining. The focus of the experiment was to compare the understanding of the content between these groups.

Key words

Structured drama, tale about Ctirad and Sarka, symphonic poem, B. Smetana, understanding, realization, Primary school, cross-curricular relations, listening.