

ABSTRACTS

HONS, M. *The Beginnings of the Czech Music Theory Teaching. 1. Music Theory at the Organ School in Prague and Brno*

Studies at the Prague Organ School was opened in 1830, in the form of a ten-month-course, which since 1835 has been extended for two years. Last director F. Z. Skuherský credited with further extension to three years of study, launched since 1873. After the merger with the Prague Conservatory in 1890 there was officially organ school until 1903 as its composition department for gifted students of higher classes. From the Prague Organ School is due to outstanding teachers and theorists (F. Z. Skuherský, Z. Blažek, K. Stecker, K. Knittl) emerged School, which had a reputation for "high school of composition." Brno Organ School was established thanks to the model of L. Janacek Prague Organ School in 1881. From 1917 to 1918 had three main branches: the organ-composition, piano and violin. This laid the foundation for its transformation into the Brno Conservatory, which occurred a year later.

Keywords: music theory, music education, music analysis.

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PALKOVSKÁ, J. „*Music Theory and Practice III*”

The author assesses importance of the conference „Music Theory and Practice III“. She aims the exceptionally importance of this session because of situation in the field of music education nowadays. She focuses co-ordination Ph.D. study programme and research at Department of Music, Faculty of Education, Charles University in Prague.

Key words: conference, music education, Ph.D. study programme, pedagogy.

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SPOUSTA, V., *The Classification of Relationship Between Literary and Musical Art – 2nd Part*

The author of the contribution formulates a point of view to the literary-musical relationship classification considering education experiences. Representing a system classification, the theoretical base consists of four types of the relationship – relation, coordination, interaction and integration. Among several possible classification views, the author chooses a genetical point of view which references to an inspirational source of the work of art.

Keywords: literary art, musical art, relationship typology, relation, coordination, interaction, integration, relationship classification, genetical point of view.

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KRÁLOVÁ, E. *Music Activities in Teaching English Language at Elementary School*

Facilitation of foreign language learning through music activities can be considered a means of its easier acquisition. In the paper the central issue is concerning the significance of music activities integrated in the school subject English Language as a device of socialisation, motivation and activating of pupils. It is concluded with the example of such integration.

Keywords: activating pupils, English Language, facilitation, integration, music activities.

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KUSÁK, J. *Ethnic Music and Music Education*

The article reflects problems of ethnic music in music education. After defining the basic terminology and approaches are recommended topics which teachers can use in lessons of music education (Europe, Balkans, Gypsy music, Klezmer, Irish music, Arabic music, Africa, Tibet, India, Overtone singing, Australia, Central and South America, Caribbean).

Keywords: ethnic music, music education, multicultural education, music activities.

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