

ABSTRACT

This thesis explores the application of Experiential Learning Theory (ELT) through soundmapping in music education. ELT involves a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. The study applies the ELT cycle by having students conduct soundwalks in urban and natural environments, transcribe environmental sounds into soundmaps, and use these transcriptions to create musical compositions. Conducted with middle school students in Prague, the research integrates soundmapping activities to enhance auditory awareness and foster creativity. The methodology includes soundwalks, group discussions, and composition performances, supported by a questionnaire capturing students' reflections. Findings suggest that soundmapping, when grounded in ELT, significantly enhances students' auditory awareness, creative thinking, and collaborative skills. This study highlights soundmapping as an innovative pedagogical tool in music education, promoting experiential learning and environmental engagement.

Keywords: soundmap, experiential learning theory, environmental inspiration, auditory awareness, auditory exploration, music creativity