



Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program Drama Arts, Dance and Music Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																										
Dance Criticism	8820902217		T=2	P=0	ECTS=3.18	5	July 18, 2024																																										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																											
			Dr. Welly Suryandoko, S.Pd., M.Pd.																																											
Learning model	Case Studies																																																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		P.O																																															
PO Matrix at the end of each learning stage (Sub-PO)	P.O																																																
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																	
Short Course Description	Study of dance criticism as a provision of knowledge in dance observation activities. The discussion includes meaning, types, points of view, yuri, critics, holistic criticism, carried out through discussions and literature searches.																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Darsono Sony Kartiko. 2007. Kritik Seni. Bandung:: Rekeyasa Sains 2. Djelantik, A.A.M. 2004. Estetika Sebuah Pengantar . Bandung: MSPI 3. Marianto, M.Dwi. 2002. Seni Kritik Seni. Yogyakarta: Lembaga Penelitian ISI. 4. Murgianto, Sal. 2002. Kitiik Tari: Bekal & Kemampuan Dasar , Jakarta: MSPI 5. Murgianto, Sal. 1983. Koreografi . Jakarta: Depdikbud. 6. Sutopo, H.B. 1990. 1CStruktur Kritik Holistik 1D (Makalah disajikan dalam Seminar dan Lokakarya Penelitian Kualitataif Masalah Kesenian di Jur. FSRK-FPBS IKIP Surabaya 22-23 Jan 1990) 7. Widaryanto, FX., 2004. Kritik Tari: Gaya, Struktur dan Makna, Bandung: Kelir 8. VCD rekaman karya tari 																																																
	Supporters:																																																
Supporting lecturer	BAMBANG SOEYONO Dr. Eko Wahyuni Rahayu, M.Hum.																																																
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																																										
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																												
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																										
1	Understand the nature and function of criticism	<ol style="list-style-type: none"> 1.Students are able to name the Kpoint Function 2.Students are able to explain the form and method of delivering criticism 	Criteria: Students are able to state the function of points and explain the form and method of conveying criticism appropriately, well and correctly.	Expository, discussion 2 X 50			0%																																										

2	Understand the nature and function of criticism	1.Students are able to name the Kpoint Function 2.Students are able to explain the form and method of delivering criticism	Criteria: Students are able to state the function of points and explain the form and method of conveying criticism appropriately, well and correctly.	Expository, discussion 2 X 50			0%
3	Understand the language of dance criticism	1.Explain the characteristics/style of dance criticism for mass media. 2.Determine the title of the dance criticism work	Criteria: Language skills (score 25) Critical point of view (score 25) Clarity of criticism and solutions (50)	Lectures, observations and discussions 2 X 50			0%
4	Understand the language of dance criticism	1.Explain the characteristics/style of dance criticism for mass media. 2.Determine the title of the dance criticism work	Criteria: Language skills (score 25) Critical point of view (score 25) Clarity of criticism and solutions (50)	Lectures, observations and discussions 2 X 50			0%
5	Understand the meaning of yuri and dance criticism	1.Explain the meaning of yuri and dance critic 2.Formulate the differences between dance juries and dance critics	Criteria: Able to explain the meaning of dance yuri and dance critic and formulate the differences between dance yuri and dance critic properly and correctly.	Expository, discussion 2 X 50			0%
6	Understanding the art of dance from a critical perspective.	1.Explain the meaning of dance from a critical perspective 2.Formulate the types of dance	Criteria: Able to explain the meaning of dance from a critical perspective and formulate types of dance appropriately, well and correctly.	Expository, discussion 2 X 50			0%
7	Understanding the art of dance from a critical perspective.	Mentions the elements of dance in detail	Criteria: Able to mention in detail the elements of dance accurately, well and correctly	Expository, discussion 2 X 50			0%
8	Midterm Exam (UTS)			2 X 50			0%
9	Understanding aesthetic values in dance	1.Explain the meaning of the aesthetic value of dance 2.Formulate the elements of dance aesthetic value	Criteria: Able to explain the meaning of dance aesthetic value and formulate the elements of dance aesthetic value appropriately, well and correctly.	Expository, audio-visual observation, discussion 2 X 50			0%
10	Understanding aesthetic values in dance	1.Explain the meaning of the aesthetic value of dance 2.Formulate the elements of dance aesthetic value	Criteria: Able to explain the meaning of dance aesthetic value and formulate the elements of dance aesthetic value appropriately, well and correctly.	Expository, audio-visual observation, discussion 2 X 50			0%
11	Judging dances (becoming a dance yuri)	1.Compile an assessment grid for Yuri Tari 2.Determine the dance assessment	Criteria: Able to compile an assessment grid for Yuri Dance and determine the dance assessment appropriately, well and correctly	Audio-visual observations, 2 X 50 presentations			0%
12	Judging dances (becoming a dance yuri)	1.Compile an assessment grid for Yuri Tari 2.Determine the dance assessment	Criteria: Able to compile an assessment grid for Yuri Dance and determine the dance assessment appropriately, well and correctly	Audio-visual observations, 2 X 50 presentations			0%
13	Compile critical works	Compiling critical works for the media (newspapers)	Criteria: 1.a. Introduction(20) 2.b. Comments(20) 3.c. Analysis (essential/content) (40) 4.d. Conclusion. (20)	Dance observations Laboratory work, 2 X 50			0%

14	Compile critical works	Compiling critical works for the media (newspapers)	Criteria: 1.a. Introduction(20) 2.b. Comments(20) 3.c. Analysis (essential/content) (40) 4.d. Conclusion. (20)	Dance observations Laboratory work, 2 X 50			0%
15	Compile critical works	Presentation of the Critical Work that has been prepared	Criteria: able to present critical work that has been prepared boldly, clearly, well and correctly.	Dance observations, Laboratory Work, 2 X 50			0%
16	Compile critical works	Presentation of the Critical Work that has been prepared	Criteria: able to present critical work that has been prepared boldly, clearly, well and correctly.	Dance observations, Laboratory Work, 2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.