

		<p style="text-align: center;">Universitas Negeri Surabaya Faculty of Languages and Arts Undergraduate Study Program Drama Arts, Dance and Music Education</p>						<p>Document Code</p>																																										
SEMESTER LEARNING PLAN																																																		
Courses		CODE	Course Family		Credit Weight		SEMESTER	Compilation Date																																										
Dance Knowledge		8820902280			T=2	P=0	ECTS=3.18	1	July 17, 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																																																	
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>																																																
	PO Matrix at the end of each learning stage (Sub-PO)																																																	
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																		
Short Course Description	Able to study traditional dance, new and modern creations based on form, content and function in the lives of the people who support them																																																	
References	Main :																																																	
	<ol style="list-style-type: none"> 1. A. M. HerminKusmayati. 2000.Arak-arakan SeniPertunjukan Dalam Upacara Tradisional Di Madura. Yogyakarta: TarawangPress. 2. FrancisSparshott. 1995.A Measured Pace: Toward a Philosophical Understanding of TheArt of Dance.Canada: University of Toronto Press Incorporated. 3. JenniferLindsay. 1991.Klasik, Kitsch,Kontemporer: Sebuah Studi Tentang Seni Pertunjukan Jawa. Judul asli Klasik,Kitsch or Contemporary: A Study of The Javanese Performing Art. Yogyakarta:Gajah Mada University Press. 4. Margaret N. HDoubler. 1956Tari: Sebuah Pengalaman Seni Yang Kreatif. Judul Asli Dance: ACreative Art Experience Diterjemahkan Dewi Nurnani. Editor A. Tasman. Penerbitasli Medison: The University of Winconsin Press. 5. Peni Puspito. 2013.Pengantar Pengetahuan TariDiktat untuk kalangan sendiri. Surabaya: Sendratasik FBS Unesa 6. Soedarsono. 1998.Seni Pertunjukan Indonesia Di EraGlobalisasi. Jakarta: Direktorat Jendral Pendidikan Tinggi DepartemenPendidikan Dan Kebudayaan. 6. ----- . 1968.Dance In Indonesia. Jakarta: PT Gunung Agung 																																																	
	Supporters:																																																	
Supporting lecturer	PENI PUSPITO DJOKO TUTUKO Dra. Jajuk Dwi Sasanadjati, 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 contract and how to study, as well as the direction of learning for one semester.	1. Explain the lecture contract. 2. Explain how to study and the art of dance in general	Criteria: 1.1. Can answer the questions, Why do you learn dance knowledge and How do you learn knowledge 2. good dance clearly, well, and correctly.	Lectures, and Questions and Answers 2 X 50			0%
2	Identify the relationship between dance and other arts	Explain and describe the relationship between dance and other arts	Criteria: Can answer: What is meant by primitive dance, and explain its function and form; Why is there classical dance? Give examples of shape characteristics! ; What is meant by dance? Give examples of its characteristics, form and function! ; What is the concept of contemporary dance? Explain! Clearly good and correct. N Score obtained / maximum score x 100%	Cooperative learning 2 X 50			0%
3	Identify the relationship between dance and other arts	Explain and describe the relationship between dance and other arts	Criteria: Can answer: What is meant by primitive dance, and explain its function and form; Why is there classical dance? Give examples of shape characteristics! ; What is meant by dance? Give examples of its characteristics, form and function! ; What is the concept of contemporary dance? Explain! Clearly good and correct. N Score obtained / maximum score x 100%	Cooperative learning 2 X 50			0%
4	Understand, identify and explain various dance arts based on their characteristics, form and function in accordance with their period.	Explain, describe the nature, form and function of various dance arts in the pre-modern, feudal and modern eras	Criteria: Can answer; What is meant by primitive dance, and explain its function and form. ; Why is there classical dance? Give examples of shape characteristics! ; What is meant by dance? Give examples of its characteristics, form and function! ; What is the concept of contemporary dance? Explain! Clearly. good, and correct. N Score obtained / maximum score x 100%	Cooperative Learning 2 X 50			0%
5	Understand, identify and explain various dance arts based on their characteristics, form and function in accordance with their period.	Explain, describe the nature, form and function of various dance arts in the pre-modern, feudal and modern eras	Criteria: Can answer; What is meant by primitive dance, and explain its function and form. ; Why is there classical dance? Give examples of shape characteristics! ; What is meant by dance? Give examples of its characteristics, form and function! ; What is the concept of contemporary dance? Explain! Clearly. good, and correct. N Score obtained / maximum score x 100%	Cooperative Learning 2 X 50			0%

6	Understand, identify and explain various dance arts based on their characteristics, form and function in accordance with their period.	Explain, describe the nature, form and function of various dance arts in the pre-modern, feudal and modern eras	Criteria: Can answer; What is meant by primitive dance, and explain its function and form. ; Why is there classical dance? Give examples of shape characteristics! ; What is meant by dance? Give examples of its characteristics, form and function! ; What is the concept of contemporary dance? Explain! Clearly. good, and correct. N Score obtained / maximum score x 100%	Cooperative Learning 2 X 50			0%
7	Understand, identify and explain various dance arts based on their characteristics, form and function in accordance with their period.	Explain, describe the nature, form and function of various dance arts in the pre-modern, feudal and modern eras	Criteria: Can answer; What is meant by primitive dance, and explain its function and form. ; Why is there classical dance? Give examples of shape characteristics! ; What is meant by dance? Give examples of its characteristics, form and function! ; What is the concept of contemporary dance? Explain! Clearly. good, and correct. N Score obtained / maximum score x 100%	Cooperative Learning 2 X 50			0%
8	Midterm exam			2 X 50			0%
9	Understand, identify and explain types of dance based on the number of dancers	1. Explain the boundaries and concepts of dance based on the number of dancers 2. Describe the boundaries and concepts of dance based on the number of dancers 3. Give examples of the boundaries and concepts of dance based on the number of dancers	Criteria: Can answer; Why is the remo dance called a solo dance? ; Why is jaranan art called partner dance? ; If there is a remo dance danced by 50 people, what type of dance is this? explain your opinion! ; If the compulsive Paju dance danced by 1000 dancers is classified as a dance, what kind of dance is this? explain your opinion! Clearly, well and correctly. N Score obtained / maximum score x 100%	Cooperative learning 2 X 50			0%
10	Understand, identify and explain types of dance based on the concept of the form in which they are performed	1. Explain the boundaries and concepts of dance based on the concept of dance production 2. Describe the boundaries and concepts of dance based on the concept of dance production 3. Give examples of the limitations and concepts of dance based on the concept of dance production	Criteria: Can Explain; Explain the concept of study-type dance. ; What is release dance? explain your opinion. ; Try to explain why wayang orang is classified as a type of dance drama! ; Give an example of a comic dance, clearly, well and correctly. N Score obtained / maximum score x 100%	Cooperative learning 2 X 50			0%

11	Understand, identify and explain types of dance based on their motivation or theme	1. Explain the boundaries and concepts of dance based on motivation/theme 2. Describe the boundaries and concepts of dance based on motivation/theme 3. Give examples of dance boundaries and concepts based on motivation/theme	Criteria: Can answer; What is the meaning of theme in the art of dance? explain. ; How can motivation flow and influence a dance? explain! ; Why does a dance work have a theme of struggle? ; Give examples of 3 types of themes/motivations that can give vitality to a choreography! N Score obtained / maximum score x 100%	Cooperative learning 2 X 50			0%
12	Understand, identify and explain the function of dance in general in the lives of the people who support it	1. Explain the boundaries and concepts of dance based on the function of dance in people's lives 2. Explain the boundaries and concepts of dance based on the function of dance in people's lives 3. Give examples of the boundaries and concepts of dance based on the function of dance in people's lives	Criteria: Can answer; How did art begin to emerge in society? explain. ; Differentiate the functions of dance for entertainment and spectacle, and give examples. ; If a group of people is watching a dang-dut music performance, then they move their bodies to the rhythm of the music; can that be called a dance? explain your answer! ; explain the development of ritual arts that you know! N Score obtained / maximum score x 100%	Cooperative learning 2 X 50			0%
13	Understand, identify and explain the function of dance in general in the lives of the people who support it	1. Explain the boundaries and concepts of dance based on the function of dance in people's lives 2. Explain the boundaries and concepts of dance based on the function of dance in people's lives 3. Give examples of the boundaries and concepts of dance based on the function of dance in people's lives	Criteria: Can answer; How did art begin to emerge in society? explain. ; Differentiate the functions of dance for entertainment and spectacle, and give examples. ; If a group of people is watching a dang-dut music performance, then they move their bodies to the rhythm of the music; can that be called a dance? explain your answer! ; explain the development of ritual arts that you know! N Score obtained / maximum score x 100%	Cooperative learning 2 X 50			0%

14	Analyze, discuss the findings of traditional, new and modern dance types based on their form, content and function in the lives of the supporting communities. in life.	Explain, identify, analyze and discuss the types of dance that develop in society based on their characteristics, form and function as a group.	Criteria: 1.Product performance assessment is based on the score obtained on the following rubric: 2.score 4 if: very good at producing products, working together, skilled in presentations, and serious about doing the task. score 3 if: good at producing products, working together, skilled at presentations, and serious about doing the task. score 2 if: quite good at producing product, collaboration, skill in presentations, and seriousness in doing the task. Score 1 if: not good at producing products, working together, skilled in presentations, and seriousness in doing the task.	Presentation and discussion. 2 X 50			0%
15	Analyze, discuss the findings of traditional, new and modern dance types based on their form, content and function in the lives of the supporting communities. in life.	Explain, identify, analyze and discuss the types of dance that develop in society based on their characteristics, form and function as a group.	Criteria: 1.Product performance assessment is based on the score obtained on the following rubric: 2.score 4 if: very good at producing products, working together, skilled in presentations, and serious about doing the task. score 3 if: good at producing products, working together, skilled at presentations, and serious about doing the task. score 2 if: quite good at producing product, collaboration, skill in presentations, and seriousness in doing the task. Score 1 if: not good at producing products, working together, skilled in presentations, and seriousness in doing the task.	Presentation and discussion. 2 X 50			0%
16	Final Semester Examination (UAS)			2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.