



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																																																																																			
Educational Music	8820902243	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	July 17, 2024																																																																																			
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																																																				
		Harpang Yudha Karyawanto, S.Pd., M.Pd			Dr. Welly Suryandoko, S.Pd., M.Pd.																																																																																				
Learning model	Project Based Learning																																																																																									
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																									
	PLO-7	Applying areas of expertise and utilizing science and technology, in solving problems and being able to adapt to the situations faced.																																																																																								
	PLO-9	Able to create, innovate, study and present the cultural performing arts of East Java and Eastern Indonesia																																																																																								
	PLO-11	Analyze and develop learning tools that contain; objectives, content, learning experiences, and assessments in the curriculum in each educational unit.																																																																																								
	Program Objectives (PO)																																																																																									
	PO - 1	Utilizing learning resources and ICT to support the design and implementation of educational music learning, including library studies to obtain data on the characteristic shapes of children to teenagers as material for making music, browsing the internet to get data on the latest forms of songs from children to teenagers by downloading on the site free or paid.																																																																																								
	PO - 2	Have knowledge about making music, skills in playing arrangements of music that have been made using various techniques, and various patterns of vocal groups, choirs, ensembles, and can present the music in front of the class.																																																																																								
	PO - 3	Design/compile/discuss/present/form new patterns in educational music																																																																																								
	PLO-PO Matrix																																																																																									
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-7</td> <td>PLO-9</td> <td colspan="4">PLO-11</td> </tr> <tr> <td>PO-1</td> <td>✓</td> <td></td> <td colspan="4"></td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td colspan="4"></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td colspan="3">✓</td> </tr> </table>						P.O	PLO-7	PLO-9	PLO-11				PO-1	✓						PO-2		✓					PO-3				✓																																																									
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																										
	<table border="1" style="width: 100%; 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> <tr> <td>PO-1</td> <td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓															PO-2			✓	✓	✓	✓	✓			✓							PO-3								✓	✓		✓	✓	✓	✓	✓	✓
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Short Course Description	This course is the mastery of knowledge and technical skills for creating and arranging musical works in the form of vocal groups, choirs, musical ensembles, to be applied in the world of education in schools from Early Childhood Education (PAUD) to Senior High School (SMA) level. The discussion begins with understanding the sound area of children to teenagers, then getting to know the musical instruments that are widely used by children and teenagers at school, then applying it by making a song with musical accompaniment for children and teenagers.																																																																																									
References	Main :																																																																																									

1. [1]. Pamadhi, hadjar. Dkk. (2008). Pendidikan Seni di SD. Jakarta: UniversitasTerbuka.
2. [2]. Kawakami, Genichi. (1975). Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation
3. [3]. Rangkuti, R.E. DKK, Kumpulan lagu-lagu daerah, C.V. Titik Terang, Jakarta, Th. 1984.
4. [4]. Simanjuntak, W.S. Indonesia Persadaku, C.V. Titik Terang, Jakarta, Th.1984.

Supporters:

Supporting lecturer
Dr. Eko Wahyuni Rahayu, M.Hum.
Senyum Sadhana, S.Sn., M.Pd.
Tomy Agung Sugito, S.Pd., M.Pd.

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	Identify the basic abilities and characteristics of children's art	Students are able to explain the forms of children's intellectual abilities	<p>Criteria: Students are declared very good if they are able to answer 4 description questions. Students are declared good if they are able to answer 3 description questions. Students are declared adequate if they are able to answer 2 description questions. Students are declared poor if they are able to answer 1 description question.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, questions and answers, discussions 2 X 50		<p>Material: Identifying the basic abilities and characteristics of children's art.</p> <p>Reference: [1]. Pamadhi, hadjar. et al. (2008). Arts Education in Elementary School. Jakarta: Open University.</p>	5%
2	Identify the basic abilities and characteristics of children's art	Students are able to explain the forms of children's intellectual abilities	<p>Criteria: Students are declared very good if they are able to answer 4 description questions. Students are declared good if they are able to answer 3 description questions. Students are declared adequate if they are able to answer 2 description questions. Students are declared poor if they are able to answer 1 description question.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, questions and answers, discussions 2 X 50		<p>Material: Identifying the basic abilities and characteristics of children's art.</p> <p>Reference: [1]. Pamadhi, hadjar. et al. (2008). Arts Education in Elementary School. Jakarta: Open University.</p>	5%
3	Creation of children's songs	Students are able to compose children's songs and arrange them in the form of vocal groups, choirs and ensembles.	<p>Criteria: Students are declared very good if they are able to compose children's songs with intros, interludes, codas accompanied by motif development and development of rhythmic patterns. Students are declared good if they are able to compose children's songs with intros, interludes, codas accompanied by motif development. children with intro, interlude, coda. Students are declared lacking if they are able to compose children's songs without using intro, interlude, coda.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, questions and answers, discussions 2 X 50		<p>Material: Creation of children's songs</p> <p>References: [2]. Kawakami, Genichi. (1975). Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</p>	5%

4	Creation of children's songs	Students are able to compose children's songs and arrange them in the form of vocal groups, choirs and ensembles.	<p>Criteria: Students are declared very good if they are able to compose children's songs with intros, interludes, codas accompanied by motif development and development of rhythmic patterns. Students are declared good if they are able to compose children's songs with intros, interludes, codas accompanied by motif development. children with intro, interlude, coda. Students are declared lacking if they are able to compose children's songs without using intro, interlude, coda.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, questions and answers, discussions 2 X 50		<p>Material: Creation of children's songs References: [2]. <i>Kawakami, Genichi. (1975). Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p>	5%
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6	Write and present musical creations	Students are able to write in block notation the results of their musical creations and present them to the class	<p>Criteria: Students are declared very good if they are able to write songs in block notation and present in front of the class either individually or in groups. Students are declared good if they are able to write songs in block notation and present in front of the class individually. Students are declared good if they are able to write songs in block notation. Block notation. Students are declared deficient if they are unable to write songs in block notation.</p> <p>Form of Assessment : Participatory Activities</p>	Lecture, question and answer, 2 X 50 demonstration		<p>Material: Writing and presenting music creation References: [1]. <i>Pamadhi, hadjar. et al. (2008). Arts Education in Elementary School. Jakarta: Open University.</i></p>	5%

7	Write and present musical creations	Students are able to write in block notation the results of their musical creations and present them to the class	<p>Criteria: Students are declared very good if they are able to write songs in block notation and present in front of the class either individually or in groups. Students are declared good if they are able to write songs in block notation and present in front of the class individually. Students are declared good if they are able to write songs in block notation. Block notation. Students are declared deficient if they are unable to write songs in block notation.</p> <p>Form of Assessment : Participatory Activities</p>	Lecture, question and answer, 2 X 50 demonstration		<p>Material: Writing and presenting music creation</p> <p>References: [2]. <i>Kawakami, Genichi. (1975). Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p>	5%
8	Midterm Exam (UTS)	Students are able to present in front of the class	<p>Criteria: Students are declared very good if they are able to present songs that have been composed in front of the class, both individually and in groups. Students are declared good if they are able to present songs that have been composed in front of the class in groups. .Students are declared deficient if they are unable to present the song they have written in front of the class individually.</p> <p>Form of Assessment : Participatory Activities</p>	2 X 50 Demonstration		<p>Material: Writing and presenting music creation</p> <p>References: [3]. <i>Rangkuti, RE DKK, Collection of regional songs, CV Titik Terang, Jakarta, Th. 1984.</i></p> <hr/> <p>Material: Creation of songs for teenagers or adults for school.</p> <p>Reference: [2]. <i>Kawakami, Genichi. (1975). Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p>	10%
9	Creation of youth or adult songs for school	Students are able to compose youth and adult songs for school and arrange them in the form of vocal groups, choirs and ensembles.	<p>Criteria: Students are declared very good if they are able to compose youth or adult songs for school with an intro, interlude, coda accompanied by motif development and rhythmic pattern development. Students are declared good if they are able to compose youth or adult songs for school with an intro, interlude, coda accompanied by Motif development. Students are declared sufficient if they are able to compose youth or adult level songs for school with intro, interlude, coda. Students are declared inadequate if they are able to compose youth or adult level songs for school without using intro, interlude, coda.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, questions and answers, discussions 2 X 50		<p>Material: Creation of songs for teenagers or adults for schools.</p> <p>Reference: [3]. <i>Rangkuti, RE DKK, Collection of regional songs, CV Titik Terang, Jakarta, Th. 1984.</i></p>	5%

10	Creation of youth or adult songs for school	Students are able to compose youth and adult songs for school and arrange them in the form of vocal groups, choirs and ensembles.	<p>Criteria: Students are declared very good if they are able to compose youth or adult songs for school with an intro, interlude, coda accompanied by motif development and rhythmic pattern development. Students are declared good if they are able to compose youth or adult songs for school with an intro, interlude, coda accompanied by Motif development. Students are declared sufficient if they are able to compose youth or adult level songs for school with intro, interlude, coda. Students are declared inadequate if they are able to compose youth or adult level songs for school without using intro, interlude, coda.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, questions and answers, discussions 2 X 50		<p>Material: Creation of songs for teenagers or adults for school. Reference: [2]. Kawakami, Genichi. (1975). <i>Arranging Popular Music A Practical Guide</i>. Japan: Yamaha Music Foundation</p>	5%
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13	Write and present musical creations	Students are able to write in block notation the results of their musical creations and present them to the class	<p>Criteria: Students are declared very good if they are able to write songs in block notation and present in front of the class either individually or in groups. Students are declared good if they are able to write songs in block notation and present in front of the class individually. Students are declared good if they are able to write songs in block notation. Block notation. Students are declared deficient if they are unable to write songs in block notation.</p> <p>Form of Assessment : Participatory Activities</p>	Lecture, question and answer, 2 X 50 demonstration		<p>Material: Writing and presenting music creation References: [2]. <i>Kawakami, Genichi. (1975). Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p>	5%
14	Write and present musical creations	Students are able to write in block notation the results of their musical creations and present them to the class	<p>Criteria: Students are declared very good if they are able to write songs in block notation and present in front of the class either individually or in groups. Students are declared good if they are able to write songs in block notation and present in front of the class individually. Students are declared good if they are able to write songs in block notation. Block notation. Students are declared deficient if they are unable to write songs in block notation.</p> <p>Form of Assessment : Participatory Activities</p>	Lecture, question and answer, 2 X 50 demonstration		<p>Material: Writing and presenting music creation References: [2]. <i>Kawakami, Genichi. (1975). Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p>	5%

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16	Final Semester Examination (UAS)	Students are able to present in front of the class	<p>Criteria: Students are declared very good if they are able to present songs that have been composed in front of the class, both individually and in groups. Students are declared good if they are able to present songs that have been composed in front of the class in groups. .Students are declared deficient if they are unable to present the song they have written in front of the class individually.</p> <p>Form of Assessment : Practice / Performance</p>	2 X 50 Demonstration			20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	77.5%
2.	Practice / Performance	22.5%
		100%

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** 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.
- 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.

