Document Code

## UNESA

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

			SEME	STER I	_EARNII	NG PLA	N				
Courses		CODE		Course Far	nily		(	Credit W	/eight	SEMESTER	Compilation Date
	d Selected Principal nt (Vocals)	8820902143					-	Г=2 Р=	0 ECTS=3.18	2	July 18, 2024
AUTHOR	IZATION	SP Develope	er			Course Cli	uster C	oordina	tor	Study Progr	
											Suryandoko, ., M.Pd.
Learning model	Project Based L	earning				•					
Program	PLO study prog	gram that is charge	ed to the cou	rse							
Learning Outcome		tives (PO)									
(PLO)	PLO-PO Matrix										
		P.O									
	PO Matrix at th	e end of each learr	ing stage (S	ub-PO)							
		P.O				Week					
		1	2 3	4 5	6 7	8 9	10	11	12 13	14 15	5 16
Short Course Descript	advanced level e	nd application of voc tudes.	al techniques	including bre	athing techniqu	es, intonation,	, articul	ation, de	elivery (interpr	etation and ex	oression) using
Reference	ces Main:										
	2. Drs. Slar 3. Gabriel F 4. Pra Budi 5. Karl Edm	<ol> <li>Aning Katamsi. 2008.Klasik Indonesia Komposisi untuk Vokal dan Piano Binsar Sitompul, F.X. Sutopo, Mochtar Embut.Jakarta: PT. Grasindo.</li> <li>Drs. Slamet Raharjo. 1990. Teori Seni Vokal.Semarang: Media Wiyata.</li> <li>Gabriel Paulet. 1928.E. Panofka Vocalises 24 Vocalises Progressives pour toutes les Voix (Basse exceptee)Op.85.Paris: J. Jobert.</li> <li>Pra Budidharma. 2001. Seri Pustaka Musik Farabi Metode Vokal Profesional. Jakarta: PT. Elex Media Komputindo.</li> <li>Karl Edmund Prier. 1983. Menjadi Dirigen Jilid II: Membentuk Suara. Yogyakarta: Pusat Musik Liturgi.</li> <li>Estelle Liebling. 1941. Mathilde Marchesi Op.32 Thirty Vocalises For High or Medium Voice. New York: G. Schirmer, Inc.</li> </ol>									
	Supporters:										
Supporti lecturer	ng Budi Dharmawan	putra, S.Pd., M.Pd.									
Week-	Final abilities of each learning stage	Ev	aluation			Learning Student A	Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References	Assessment Weight (%)	
	(Sub-PO)	Indicator	Criteria	& Form	Offlin	e ( offline )		Onlin	e ( online )	1	
(1)	(2)	(3)	(4	1)		(5)			(6)	(7)	(8)

Week-	Final abilities of each learning stage	Ev	aluation	Help Learnin Learning meth Student Assign [ Estimated t	ods, ments,	Learning materials [ References	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline ( offline )	Online ( online )	(7)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Know the outline of lecture material in the semester learning plan. Understand the lecture contract	Explain the outline of the lecture material     Agree on a study contract	Criteria:  1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Complete and precise explanation 6.3 7.Complete explanation but not precise 8.2 9.The explanation is incomplete and inaccurate 10.1 11.Explanations are incomplete and inaccurate	Scientific approach: Lecture, discussion, question and answer method 2 X 50			0%

2	Know and understand breathing techniques. Understand intonation/tone aiming techniques. Understand voice register resonance techniques.	1.Mention and perform vocal breathing techniques     2.Aiming notes in various intervals with the right pitch intonation.     3.Resonate sound to parts of the body that function as resonators according to the sound register.	Criteria:  1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Complete and precise explanation 6.3 7.Complete explanation but not precise 8.2 9.The explanation is incomplete and inaccurate 10.1 11.Explanations are incomplete and inaccurate	Live 2 X 50 Drill Demonstration Lecture		0%
3	Know and understand breathing techniques. Understand intonation/tone aiming techniques. Understand voice register resonance techniques.	1.Mention and perform vocal breathing techniques 2.Aiming notes in various intervals with the right pitch intonation. 3.Resonate sound to parts of the body that function as resonators according to the sound register.	Criteria:  1.Diaphragmatic Breathing Technique 2.Score 3.Rubric 4.4 5.Inhale air by activating optimal lung and diaphragm function and then exhale with stable pressure. 6.3 7.Inhale air by activating optimal lung and diaphragm function and then exhale with less stable pressure. 8.2 9.Inhaling air activates the function of the lungs and diaphragm but is less than optimal, then exhaling with less stable pressure. 10.1 11.Inhale air by collecting it in one body cavity (chest/stomach) only 12.Intonation/Tone Aiming 13.Score 14.Rubric 15.4 16.Aim for notes with a precise and stable pitch 17.3 18.Aim for a note with the right pitch at the start but lacks stability at the end 19.2 20.Aiming at notes with an unstable pitch 21.1 22.Aiming at notes with incorrect pitch	Live 2 X 50 Drill Demonstration Lecture		0%

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4	Know the various vocalizations and articulations. Understand vocalization and articulation techniques.	1.Mention     various     vocalizations     and     articulations.     2.Practicing     vocalization     and     articulation     techniques in     syllabics and     melisma.	Criteria:  1.Articulation 2.Score 3.Rubric 4.4 5.Pronounce vowels and consonants in the solfeggio method with clear and precise sound colors 6.3 7.Pronounce vowels and consonants in the solfeggio method with clear but not precise sound colors 8.2 9.Pronouncing vowels and consonants in the solfeggio method with lesr but not precise sound colors 8.2 9.Pronouncing vowels and consonants in the solfeggio method with less clear but not precise sound colors 10.1 11.Pronouncing vowels and consonants in the solfeggio method with unclear and imprecise sound colors	Live 2 X 50 Drill Demonstration Lecture		0%

5	Understand	1.Apply	Criteria:	1: . 0 V 50 5 " 5		0%
	phrasering techniques. Understand tempo and dynamics	phrasering	1.Frasering	Live 2 X 50 Drill Demonstration		
	Understand tempo	techniques	2.Score	Lecture		
	and dynamics interpretation	through	3.Rubric			
	techniques	practice material/etude.	4.4 5.Bring song			
	•	2.Brings tempo	phrases/sentences			
		and dynamics	with the right			
		according to	intonation,			
		instructions	articulation and			
		and meaning.	breathing			
			techniques according to the			
			phrasing			
			instructions/signs			
			6.3			
			7.Brings song			
			phrases/sentences with good intonation			
			and articulation, but			
			the breathing			
			technique does not			
			match the phrasing			
			instructions/marks			
			8.2 9.Bringing song			
			phrases/sentences			
			with intonation,			
			articulation and			
			breathing			
1			techniques that do			
1			not match the phrasing			
			instructions/signs			
			10.1			
			11.Bringing song			
			phrases/sentences			
			with inappropriate intonation,			
			articulation and			
			breathing			
			techniques			
			12.Interpretation 13.Score			
			14.Rubric			
			15.4			
			16.Bringing			
			repertoire/songs			
			with expressions			
			that match the soul of the			
			song/message			
			contained in the			
			song.			
			17.3 18.Performs the			
			repertoire/songs			
			well but the			
			appreciation does			
			not match the spirit			
			of the song/message			
			contained in the			
			song.			
			19.2			
			20.Bringing repertoire/songs			
			with expressions			
			that do not support			
			appreciation of the			
			soul of the			
			song/message contained in the			
			song.			
			21.1			
			22.Bringing the			
1			repertoire/songs			
			without understanding the			
			soul of the			
			song/message			
			contained in the			
			song.			
			l			

6	Understand the various intonations of notes in a series of major diatonic scales. Understand intonation techniques in a series of major diatonic scales.	1.Name various scales of the major diatonic scale. 2.Singing major diatonic scales.	Criteria:  1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Stable vocal technique, supported by sonority and voice color that matches the soul of the song, delivery/expression according to the message in the song, shows excellent stage etiquette. 6.3 7.Stable vocal technique, less supported by sonority and voice color that matches the soul of the song, delivery/expression according to the message in the song, shows good stage etiquette. 8.2 9.The vocal technique is less stable, but is supported by a sonority and voice color that suits the soul of the song, the delivery/expression does not match the message in the song, showing good stage etiquette. 10.1 11.Unstable vocal technique, sonority and color of voice do not match the spirit of the song, delivery/expression does not match the message in the song, does not show good stage etiquette.	Live 2 X 50 Drill Demonstration Lecture		0%

	The decree of the	1 .	Γ		1		
7	Understand the various intonations of notes in a series of major diatonic scale scales. Understand the intonation technique of notes in a series of major diatonic scale scales.	1.Name various scales of the major diatonic scale.     2.Singing major diatonic scales	Criteria:  1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Stable vocal technique, supported by sonority and voice color that matches the soul of the song, delivery/expression according to the message in the song, shows excellent stage etiquette. 6.3 7.Stable vocal technique, less supported by sonority and voice color that matches the soul of the song, delivery/expression according to the message in the song, shows good stage etiquette. 8.2 9.The vocal technique is less stable, but is supported by a sonority and voice color that suits the soul of the song, the delivery/expression does not match the message in the song, showing good stage etiquette. 10.1 11.Unstable vocal technique, sonority and color of voice do not match the spirit of the song, delivery/expression does not match the message in the song, does not show good stage	Live 2 X 50 Drill Demonstration Lecture		0%	
8	Mastering the lecture study materials that have been given from the 2nd meeting to the 7th meeting	Doing USS questions	criteria:  1.ASSESSMENT ASPECTS RUBRIC 2.Diaphragmatic Breathing Technique 3.Score 4.Rubric 5.4 6.Inhale air by activating optimal lung and diaphragm function and then exhale with stable pressure. 7.3 8.Inhale air by activating optimal lung and diaphragm function and then exhale with less stable pressure. 9.2 10.Inhaling air activates the function of the lungs and diaphragm but is less than optimal, then exhaling with less stable pressure. 11.1 12.Inhale air by collecting it in one body cavity (chest/stomach) only 13.Intonation/Tone Aiming 14.Score 15.Rubric 16.4 17.Aim for notes with a precise and stable	Live Learning 2 X 50		0%	

pitch			
18.3 19.Aim for a note with			
the right pitch at the			
start but lacks	1		
stability at the end 20.2	1		
21.Aiming at notes	1		
with an unstable pitch	Ì		
22.1	Ì		
23.Aiming at notes	Ì		
with incorrect pitch 24.Articulation	Ì		
25.Score	Ì		
26.Rubric 27.4	Ì		
28.Pronounce vowels	Ì		
and consonants in the solfeggio			
method with clear			
and precise sound	Ì		
colors 29.3			
30.Pronounce vowels	Ì		
and consonants in the solfeggio	1		
method with clear	1		
but not precise sound colors	1		
31.2	1		
32.Pronouncing	1		
vowels and consonants in the	1		
solfeggio method	1		
with less clear but	1		
not precise sound colors	1		
33.1 34.Pronouncing	1		
vowels and	1		
consonants in the	Ì		
solfeggio method with unclear and	Ì		
imprecise sound			
colors 35.Resonance	Ì		
36.Score	Ì		
37.Rubric 38.4	Ì		
39.The sound	1		
resonance sounds			
stable and focused according to the	1		
sound register	1		
40.3 41.The sound	1		
resonance sounds	1		
stable but the focus does not match the	1		
sound register	1		
42.2 43.The sound	1		
resonance sounds	1		
less stable and the	1		
focus does not match the sound	1		
register	1		
44.1 45.The sound	1		
resonance sounds	1		
unstable and the focus does not	1		
match the sound	1		
register	1		
46.Frasering 47.Score	1		
48.Rubric	1		
49.4 50.Bring song	1		
phrases/sentences	1		
with the right intonation,	1		
articulation and	1		
breathing	1		
techniques according to the	1		
phrasing	1		
instructions/signs 51.3	1		
52.Brings song	1		
phrases/sentences	1		
with good intonation and articulation, but	1		
the breathing	1		
technique does not match the phrasing	1		
instructions/marks	1		
53.2	1		
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G.I. Bernging reperiorate/corp. state mouth the soul of the sorry messing a soury messing a so			59.Rubric		
with expressions that match the sould control that match the sould control that sould con					
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			104.Intonation 105.Resonance 106.Articulation 107.Frasering 108.Interpretation 109.5 110.ETUDE NO. 5 111.Breathing 112.Intonation 113.Resonance 114.Articulation 115.Frasering 116.Interpretation 117.Total Score for All Questions 118.Final Value (Total Score for All Questions: 120) x 100			
9	Understand song intonation material.	Sing the melodic intonation of model/repertoire songs according to the notation in the sheet music well.	Criteria: 1.Intonation/Tone Aiming 2.Score 3.Rubric 4.4 5.Aim for notes with a precise and stable pitch 6.3 7.Aim for a note with the right pitch at the start but lacks stability at the end 8.2 9.Aiming at notes with an unstable pitch 10.1 11.Aiming at notes with incorrect pitch	Hands-on learningDemonstrationDrillInquiry 2 X 50		0%
10	Understand song intonation material	Sing the melodic intonation of model/repertoire songs according to the notation in the sheet music well	Criteria:  1.Intonation/Tone     Aiming 2.Score 3.Rubric 4.4 5.Aim for notes with a precise and stable pitch 6.3 7.Aim for a note with the right pitch at the start but lacks stability at the end 8.2 9.Aiming at notes with an unstable pitch 10.1 11.Aiming at notes with incorrect pitch	2 X 50 Drill Demonstration Inquiry		0%
11	Understand song intonation material	Sing the melodic intonation of model/repertoire songs according to the notation in the sheet music well	Criteria:  1.Intonation/Tone Aiming 2.Score 3.Rubric 4.4 5.Aim for notes with a precise and stable pitch 6.3 7.Aim for a note with the right pitch at the start but lacks stability at the end 8.2 9.Aiming at notes with an unstable pitch 10.1 11.Aiming at notes with incorrect pitch	2 X 50 Drill Demonstration Inquiry		0%

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12	Understand song articulation material	Sing songs/repertoire by applying good articulation techniques	Criteria:  1.Articulation 2.Score 3.Rubric 4.4 5.Pronounce vowels and consonants in the solfeggio method with clear and precise sound colors 6.3 7.Pronounce vowels and consonants in the solfeggio method with clear but not precise sound colors 8.2 9.Pronouncing vowels and consonants in the solfeggio method with lesar but not precise sound colors 8.2 10.1 11.Pronouncing vowels and consonants in the solfeggio method with less clear but not precise sound colors 10.1 11.Pronouncing vowels and consonants in the solfeggio method with unclear and imprecise sound colors	2 X 50 Drill Demonstration Inquiry		0%
13	Understand song articulation material	Sing songs/repertoire by applying good articulation techniques	Criteria:  1.Articulation 2.Score 3.Rubric 4.4 5.Pronounce vowels and consonants in the solfeggio method with clear and precise sound colors 6.3 7.Pronounce vowels and consonants in the solfeggio method with clear but not precise sound colors 8.2 9.Pronouncing vowels and consonants in the solfeggio method with less clear but not precise sound colors 10.1 11.Pronouncing vowels and consonants in the solfeggio method with unclear and imprecise sound colors	2 X 50 Drill Demonstration Inquiry		0%

14	Mastering song dynamics. Interpreting the soul of the song.	1. Sing songs with the right dynamic delivery 2. Sing songs with the right interpretation according to the message contained in them	Criteria:  1.Interpretation 2.Score 3.Rubric 4.4 5.Bringing repertoire/songs with expressions that match the soul of the song/message contained in the song. 6.3 7.Performs the repertoire/songs well but the appreciation does not match the spirit of the song/message contained in the song/ song/message contained in the song. 8.2 9.Bringing repertoire/songs with expressions that do not support appreciation of the soul of the song/message contained in the song. 10.1 11.Bringing the repertoire/songs without understanding the song/message contained in the song t	2 X 50 Drill Demonstration Inquiry		0%
15	Mastering song dynamics. Interpreting the soul of the song	1. Sing songs with the right dynamic delivery 2. Sing songs with the right interpretation according to the message contained in them	Criteria:  1.Interpretation 2.Score 3.Rubric 4.4 5.Bringing repertoire/songs with expressions that match the soul of the song/message contained in the song. 6.3 7.Performs the repertoire/songs well but the appreciation does not match the spirit of the song/message contained in the song. 8.2 9.Bringing repertoire/songs with expressions that do not support appreciation of the soul of the song/message contained in the song. 10.1 11.Bringing the repertoire/songs without understanding the soul of the soul of the soul of the soul of the song/message contained in the song.	2 X 50 Drill Demonstration Inquiry		0%
16						0%

Evaluation Percentage Recap: Project Based Learning

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.
- 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.
- 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.
- 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.