	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
Similar Ensemble	8820902018		T=2	P=0	ECTS=3.18	4	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	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course is the mastery of knowledge and technical skills for playing music in groups using similar musical instruments. The discussion begins with an explanation of similar ensembles, then knowledge of the sound characteristics of similar musical instruments when played together, then applied by playing songs that students have composed in music education courses.
References	**Main :**

1. Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation.
2. Rangkuti, R.E. DK.1984. Kumpulan lagu-lagu Daerah. Jakarta: CV Titik Terang.
3. Simanjuntak, W.S. 1984. Indonesia Persadaku. Jakarta: CV Titik Terang.
4. Banoe, Pono. 2003. Kamus Musik. Yogyakarta: Kanisius.

	Supporters:
Supporting lecturer	Dr. Subianto Karoso, M.Kes. Drs. Heri Murbiyantoro, 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	Definition of similar ensembles, the sound character of similar instruments,	Students are able to explain again the meaning of similar ensembles and the sound characteristics of similar instruments.	**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.	Lectures, questions and answers, discussions 2 X 50			0%
2	Definition of similar ensembles, the sound character of similar instruments,	Students are able to explain again the meaning of similar ensembles and the sound characteristics of similar instruments.	**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.	Lectures, questions and answers, discussions 2 X 50			0%
3	Definition of similar ensembles, the sound character of similar instruments,	Students are able to explain again the meaning of similar ensembles and the sound characteristics of similar instruments.	**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.	Lectures, questions and answers, discussions 2 X 50			0%

4	Play children's songs	Students are able to play children's songs in groups with similar musical instruments	**Criteria:** Students are declared very good if they are able to play children's song scores from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play children's song scores without intro and ending in groups with similar instruments according to punctuation and tempo markings. .Students are declared sufficient if they are able to play children's song scores without intro and ending in groups. Students are declared deficient if they are able to play children's song scores individually.	Lecture, question and answer, 2 X 50 demonstration			0%
5	Play children's songs	Students are able to play children's songs in groups with similar musical instruments	**Criteria:** Students are declared very good if they are able to play children's song scores from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play children's song scores without intro and ending in groups with similar instruments according to punctuation and tempo markings. .Students are declared sufficient if they are able to play children's song scores without intro and ending in groups. Students are declared deficient if they are able to play children's song scores individually.	Lecture, question and answer, 2 X 50 demonstration			0%

6	Play children's songs	Students are able to play children's songs in groups with similar musical instruments	**Criteria:** Students are declared very good if they are able to play children's song scores from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play children's song scores without intro and ending in groups with similar instruments according to punctuation and tempo markings. .Students are declared sufficient if they are able to play children's song scores without intro and ending in groups. Students are declared deficient if they are able to play children's song scores individually.	Lecture, question and answer, 2 X 50 demonstration			0%
7	Play children's songs	Students are able to play children's songs in groups with similar musical instruments	**Criteria:** Students are declared very good if they are able to play children's song scores from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play children's song scores without intro and ending in groups with similar instruments according to punctuation and tempo markings. .Students are declared sufficient if they are able to play children's song scores without intro and ending in groups. Students are declared deficient if they are able to play children's song scores individually.	Lecture, question and answer, 2 X 50 demonstration			0%

8	Sub Summative Exam (USS)	Students are able to present in front of the class an arrangement of children's songs using similar instruments with the theme of love for the homeland and nation	**Criteria:** Students are declared very good if they are able to play children's song scores from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play children's song scores without intro and ending in groups with similar instruments according to punctuation and tempo markings. .Students are declared sufficient if they are able to play children's song scores without intro and ending in groups. Students are declared deficient if they are able to play children's song scores individually.	2 X 50 Demonstration			0%
9	Playing regional songs	Students are able to play regional songs in groups with similar musical instruments	**Criteria:** Students are declared very good if they are able to play folk song scores from intro to ending in a group with similar instruments according to punctuation and tempo marks. Students are declared good if they are able to play folk song scores without intro and ending in groups with similar instruments according to punctuation and tempo marks. .Students are declared sufficient if they are able to play regional song scores without an intro and ending in a group. Students are declared deficient if they are able to play regional song scores individually.	Lecture, question and answer, 2 X 50 demonstration			0%

10	Playing regional songs	Students are able to play regional songs in groups with similar musical instruments	**Criteria:** Students are declared very good if they are able to play folk song scores from intro to ending in a group with similar instruments according to punctuation and tempo marks. Students are declared good if they are able to play folk song scores without intro and ending in groups with similar instruments according to punctuation and tempo marks. .Students are declared sufficient if they are able to play regional song scores without an intro and ending in a group. Students are declared deficient if they are able to play regional song scores individually.	Lecture, question and answer, 2 X 50 demonstration			0%
11	Playing regional songs	Students are able to play regional songs in groups with similar musical instruments	**Criteria:** Students are declared very good if they are able to play folk song scores from intro to ending in a group with similar instruments according to punctuation and tempo marks. Students are declared good if they are able to play folk song scores without intro and ending in groups with similar instruments according to punctuation and tempo marks. .Students are declared sufficient if they are able to play regional song scores without an intro and ending in a group. Students are declared deficient if they are able to play regional song scores individually.	Lecture, question and answer, 2 X 50 demonstration			0%

12	Play youth or adult level songs	Students are able to play youth or adult level songs in groups with similar musical instruments	**Criteria:** Students are declared very good if they are able to play sheet music for youth or adult level songs from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play sheet music for youth or adult level songs without intro and ending in groups with similar instruments. according to punctuation and tempo markings. Students are declared sufficient if they are able to play youth or adult level song sheet music without an intro and ending in a group. Students are declared inadequate if they are able to play youth or adult level song sheet music individually.	Lecture, question and answer, 2 X 50 demonstration			0%
13	Play youth or adult level songs	Students are able to play youth or adult level songs in groups with similar musical instruments	**Criteria:** Students are declared very good if they are able to play sheet music for youth or adult level songs from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play sheet music for youth or adult level songs without intro and ending in groups with similar instruments. according to punctuation and tempo markings. Students are declared sufficient if they are able to play youth or adult level song sheet music without an intro and ending in a group. Students are declared inadequate if they are able to play youth or adult level song sheet music individually.	Lecture, question and answer, 2 X 50 demonstration			0%

14	Play youth or adult level songs	Students are able to play youth or adult level songs in groups with similar musical instruments	**Criteria:** Students are declared very good if they are able to play sheet music for youth or adult level songs from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play sheet music for youth or adult level songs without intro and ending in groups with similar instruments. according to punctuation and tempo markings. Students are declared sufficient if they are able to play youth or adult level song sheet music without an intro and ending in a group. Students are declared inadequate if they are able to play youth or adult level song sheet music individually.	Lecture, question and answer, 2 X 50 demonstration			0%
15	Play youth or adult level songs	Students are able to play youth or adult level songs in groups with similar musical instruments	**Criteria:** Students are declared very good if they are able to play sheet music for youth or adult level songs from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play sheet music for youth or adult level songs without intro and ending in groups with similar instruments. according to punctuation and tempo markings. Students are declared sufficient if they are able to play youth or adult level song sheet music without an intro and ending in a group. Students are declared inadequate if they are able to play youth or adult level song sheet music individually.	Lecture, question and answer, 2 X 50 demonstration			0%

16	Summative Exam (US)	Students are able to present in front of the class	**Criteria:** Students are declared very good if they are able to play sheet music for youth or adult level songs from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play sheet music for youth or adult level songs without intro and ending in groups with similar instruments. according to punctuation and tempo markings. Students are declared sufficient if they are able to play youth or adult level song sheet music without an intro and ending in a group. Students are declared inadequate if they are able to play youth or adult level song sheet music individually.	2 X 50 Demonstration			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** 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.
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.