



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Music Arts Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																										
The Science of Musical Form	9122102127		T=2	P=0	ECTS=3.18	2	July 18, 2024																																										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																											
			Agus Suwahyono, S.Sn., 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																																																
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	PO Matrix at the end of each learning stage (Sub-PO)																																																
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </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	Understanding and studying the science of forms of musical analysis including: musical structure with poetry, melodic style and harmony, as well as types of songs according to their nature and application with theoretical and practical strategies																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Prier, Karl. Edmund SJ. 1991. Ilmu Bentuk Musik . Yogyakarta: Pusat Musik Liturgi 2. Prier, Karl. Edmund SJ. 2009. Ilmu Harmoni . Yogyakarta: Pusat Musik Liturgi 3. Siegmester, Elise. 1965. A Workbook For Harmony and Melody Vol 1 . WadsworthPublishing Company 4. Stein, Leon. Structure & Style Expanded Edition The Study And Analysis Of Musical Form. : Summy-Birchard Music 5. Rangkuti, R.E. Dkk. 1981. Kumpulan lagu-lagu Daerah. Jakarta: CV Titik Terang 6. A.T. Mahmud. 2008. Pustaka Nada, Kumpulan lagu anak. Jakarta: PT Garasindo 																																																
	Supporters:																																																
Supporting lecturer	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	Understand the purpose of Song Form Science and basic terms	Know the objectives of Song Form Science and basic terms	<p>Criteria: 4. If students already know the purpose, function of Music Form Science and basic terms</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions and questions and answers, 4 X 50 assignments		<p>Material: students can understand the aims and functions of the Science of Musical Forms and understand the basic terms in the Science of Musical Forms</p> <p>Library: Prier, Karl. Edmund S.J. 1991. <i>The Science of Musical Form</i>. Yogyakarta: Liturgical Music Center</p>	0%
2	Understand the purpose of Song Form Science and basic terms	Know the objectives of Song Form Science and basic terms	<p>Criteria: 4/ A, if students know the purpose, function of Song Form Science and basic terms</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions and questions and answers, 4 X 50 assignments		<p>Material: students can determine the first motif of a song.</p> <p>Reference: <i>Rangkuti, RE et al. 1981. Collection of Regional Songs. Jakarta: CV Point Terang</i></p>	0%
3	Identify song motifs	Students are able to identify the motif in a song	<p>Criteria: able to identify the motif in a song</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions and questions and answers, assignments 2 X 50		<p>Material: Identifying motifs in a song</p> <p>Reference: <i>Rangkuti, RE et al. 1981. Collection of Regional Songs. Jakarta: CV Point Terang</i></p>	0%
4	Identify the motif and interrogative sentences of a song	Students are able to identify motifs and question sentences from a song	<p>Criteria: 4/A, if students are able to identify the motif and question sentence of a song</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions and questions and answers, assignments 2 X 50		<p>Material: identifying motifs and interrogative sentences from a song</p> <p>Reference: <i>Rangkuti, RE et al. 1981. Collection of Regional Songs. Jakarta: CV Point Terang</i></p>	0%
5	Identify the motif and interrogative sentences of a song	Students are able to identify motifs and question sentences from a song	<p>Criteria: 4/A, if students are able to identify the motif and question sentence of a song</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions and questions and answers, assignments 2 X 50		<p>Material: identifying motifs and interrogative sentences from a song</p> <p>Reference: <i>Rangkuti, RE et al. 1981. Collection of Regional Songs. Jakarta: CV Point Terang</i></p>	0%

6	Identify the motifs and answer sentences from a song	Students are able to identify motifs and answer sentences from a song	<p>Criteria: 4/A, if students are able to identify motifs and answer sentences from a song</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions and questions and answers, assignments 2 X 50		<p>Material: identifying motifs and response sentences from a song</p> <p>Reference: <i>Rangkuti, RE et al. 1981. Collection of Regional Songs. Jakarta: CV Point Terang</i></p>	0%
7	Create a 2 bar song motif	Students are able to create song motifs that are 2 bars long	<p>Criteria: 4/A, if the student is able to create a 2 bar motif well and correctly</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions and questions and answers, assignments 2 X 50		<p>Material: Create a 2 bar song motif.</p> <p>Reference: <i>Prier, Karl. Edmund SJ. 1991. The Science of Musical Form. Yogyakarta: Liturgical Music Center</i></p>	0%
8	UTS, make question and answer sentences	Students can make question sentences and answer sentences well and correctly.	<p>Criteria: 4/A, if students are able to make question sentences and answer sentences well and correctly</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	task 2 X 50		<p>Material: question sentences and answer sentences</p> <p>Reader: <i>Prier, Karl. Edmund SJ. 1991. The Science of Musical Form. Yogyakarta: Liturgical Music Center</i></p>	0%
9	Identify various processing motifs	Know various motif processing	<p>Criteria: 1.4, If the motif identification and processing are correct and complete 2.3, If the motif identification and processing are correct and complete 3.2, If the motif identification and processing are correct and complete 4.1, If the motif identification and processing are correct and complete</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions, questions and answers, and 10 X 50 exercises		<p>Material: Identifying various motif processing (development)</p> <p>References: <i>Prier, Karl. Edmund SJ. 1991. The Science of Musical Form. Yogyakarta: Liturgical Music Center</i></p>	0%
10	Identify various processing motifs	Know various motif processing	<p>Criteria: 4/A, if students are able to identify various forms of motif processing from a song completely and correctly</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions, questions and answers, and 10 X 50 exercises		<p>Material: Identifying various motif processing or development</p> <p>References: <i>Prier, Karl. Edmund SJ. 1991. The Science of Musical Form. Yogyakarta: Liturgical Music Center</i></p>	0%

11	Identify various processing motifs, question sentences, answer sentences, periods (parts) of 2-part song forms		<p>Criteria: 4/A, if students are able to identify various processing or development of motifs, question sentences, answer sentences, parts in a 2-part song form completely and correctly.</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions, questions and answers, and 10 X 50 exercises		<p>Material: Identifying various processing or development of motifs, question sentences, answer sentences, parts of song form 2 parts Reader: <i>Prier, Karl. Edmund S.J. 1991. The Science of Musical Form. Yogyakarta: Liturgical Music Center</i></p>	0%
12	identify various processing motifs, question sentences, answer sentences, parts in 2-part song form	Students are able to identify various processing motifs, question sentences, answer sentences, parts in a 2-part song form	<p>Criteria: 1.4, if students are able to identify various processing motifs, question sentences, answer sentences, parts in the form of a 2-part song completely and correctly 2.3, if students are able to identify various processing motifs, question sentences, answer sentences, parts in a 2-part song form that are incomplete and correct 3.2, if students are able to identify various processing motifs, question sentences, answer sentences, parts in a 2-part song form that are incomplete and incorrect 4.1, if students are unable to identify various processing motifs, question sentences, answer sentences, parts in the form of a 2-part song completely and correctly</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions, questions and answers, and 10 X 50 exercises		<p>Material: identifying various processing motifs, question sentences, answer sentences, parts of song form 2 parts References: <i>Stein, Leon. Structure & Style Expanded Edition The Study And Analysis Of Musical Form. : Summy-Birchard Music</i></p>	0%

13	identify various processing motifs, question sentences, answer sentences, parts in 2-part song form	Students are able to identify various processing motifs, question sentences, answer sentences, parts in a 2-part song form	<p>Criteria:</p> <p>1.4, if students are able to identify various processing motifs, question sentences, answer sentences, parts in the form of a 2-part song completely and correctly</p> <p>2.3, if students are able to identify various processing motifs, question sentences, answer sentences, parts in a 2-part song form that are incomplete and correct</p> <p>3.2, if students are able to identify various processing motifs, question sentences, answer sentences, parts in a 2-part song form that are incomplete and incorrect</p> <p>4.1, if students are unable to identify various processing motifs, question sentences, answer sentences, parts in the form of a 2-part song completely and correctly</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions, questions and answers, and 10 X 50 exercises		<p>Material: identifying various processing motifs, question sentences, answer sentences, parts of song form 2 parts</p> <p>References: <i>Stein, Leon. Structure & Style Expanded Edition The Study And Analysis Of Musical Form.</i> : <i>Summy-Birchard Music</i></p>	0%
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14	identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form	Students are able to identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form	<p>Criteria:</p> <p>1.4, if students are able to identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form completely and correctly</p> <p>2.3, if students are able to identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form incompletely and correctly</p> <p>3.2, if students are able to identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form that are incomplete and incorrect</p> <p>4.1, if students are unable to identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form completely and correctly</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions, questions and answers, and 10 X 50 exercises		<p>Material: identifying various processing motifs, question sentences, answer sentences, parts of song form 3 parts</p> <p>References: <i>Stein, Leon. Structure & Style Expanded Edition The Study And Analysis Of Musical Form. : Summy-Birchard Music</i></p>	0%
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15	identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form	Students are able to identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form	<p>Criteria:</p> <p>1.4, if students are able to identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form completely and correctly</p> <p>2.3, if students are able to identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form incompletely and correctly</p> <p>3.2, if students are able to identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form that are incomplete and incorrect</p> <p>4.1, if students are unable to identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form completely and correctly</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions, questions and answers, and 10 X 50 exercises		<p>Material: identifying various processing motifs, question sentences, answer sentences, parts of song form 3 parts</p> <p>References: <i>Stein, Leon. Structure & Style Expanded Edition The Study And Analysis Of Musical Form. : Summy-Birchard Music</i></p>	0%
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16	UAS, identifies various processing motifs, question sentences, answer sentences, parts in the 3-part song form	Students are able to identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form	<p>Criteria:</p> <p>1.4, if students are able to identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form completely and correctly</p> <p>2.3, if students are able to identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form incompletely and correctly</p> <p>3.2, if students are able to identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form that are incomplete and incorrect</p> <p>4.1, if students are unable to identify various processing motifs, question sentences, answer sentences, parts in the 3-part song form completely and correctly</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions, questions and answers, and 10 X 50 exercises		<p>Material: identifying various processing motifs, question sentences, answer sentences, parts of song form 3 parts</p> <p>References: <i>Stein, Leon. Structure & Style Expanded Edition The Study And Analysis Of Musical Form. : Summy-Birchard Music</i></p>	0%
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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.

