



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																				
Music Composition	9122102130	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	July 16, 2024																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																					
	Moh Sarjoko, S.Sn., M.Pd				Agus Suwahyono, S.Sn., M.Pd.																																																																																																					
Learning model	Project Based Learning																																																																																																										
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																										
	PLO-5	Able to master the theory and practice of instruments/vocals for education, development, presentation, creation and study of music																																																																																																									
	PLO-6	Able to apply music theory and practice in social life																																																																																																									
	PLO-9	Able to apply theoretical and practical aspects in the field of music, the results of which are displayed in the form of lecture-recital presentations and instrumental/vocal presentations (recitals).																																																																																																									
	PLO-10	Able to work together in a musical ensemble/collaboration/orchestra, both as a leader and member, to apply musical knowledge and skills through a training process and artistic production managerial approach to produce a collaborative presentation of musical works.																																																																																																									
	Program Objectives (PO)																																																																																																										
	PO - 1	Able to explain the history of the development of musical composition from time to time.																																																																																																									
	PO - 2	Able to explain the measurable characteristics of musical talent possessed by composition students at an elementary or basic level																																																																																																									
	PO - 3	Able to explain in detail and detail the stages in teaching music composition																																																																																																									
	PO - 4	Able to work together in a musical ensemble/collaboration/orchestra, both as a leader and member, to apply musical knowledge and skills through a training process and artistic production managerial approach to produce a collaborative presentation of musical works.																																																																																																									
	PLO-PO Matrix																																																																																																										
		<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-6</th> <th>PLO-9</th> <th>PLO-10</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table>						P.O	PLO-5	PLO-6	PLO-9	PLO-10	PO-1		✓			PO-2	✓				PO-3			✓		PO-4				✓																																																																											
	P.O	PLO-5	PLO-6	PLO-9	PLO-10																																																																																																						
	PO-1		✓																																																																																																								
	PO-2	✓																																																																																																									
PO-3			✓																																																																																																								
PO-4				✓																																																																																																							
PO Matrix at the end of each learning stage (Sub-PO)																																																																																																											
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <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> </thead> <tbody> <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> <tr> <td>PO-4</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> </tbody> </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												✓	✓	✓	✓		PO-4								✓								✓
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												✓	✓	✓	✓																																																																																												
PO-4								✓								✓																																																																																											
Short Course Description	Knowledge and understanding of musical composition includes ideas, knowledge of musical form, arrangement, orchestration, conducting, forms of musical presentation, and musical genres.																																																																																																										
References	Main :																																																																																																										

1. Isfanhari dan Nugroho, Widyo. 1996. Pengetahuan Dasar Musik . Surabaya: Dinas Pendidikan dan Kebudayaan Jawa Timur
2. Banoe, Pono. 1984. Pengantar Pengetahuan Alat Musik . Jakarta: CV
3. Kamien, Roger. 2015. Music: An Appreciation . New York: McGraw-Hill
4. Prier, Edmund., Karl., SJ. 2009. Kamus Musik . Yogyakarta: Pusat Musik Liturgi

Supporters:

Supporting lecturer Moh Sarjoko, S.Sn., 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	Know the outline of lecture material. Understand the lecture contract	1.1. Explain the outline of the lecture material contained in the Semester Learning Plan 2.2. Agree on a study contract	Criteria: 1.1. ASSESSMENT RUBRIC 2.2. CRITERIA SCORES 3.4 Complete and precise explanation 4.4. 3 Complete explanation but not precise 5.5.2 The explanation is incomplete and inaccurate 6.6.1 Explanations are incomplete and inaccurate Form of Assessment : Participatory Activities	Lectures, discussions, practices and questions and answers 4 X 50		Material: Recognizing the form of song motifs References: Prier, Edmund., Karl., SJ. 2009. Music Dictionary. Yogyakarta: Liturgical Music Center	6%
2	Know the scientific scope of musical composition. Know the criteria for becoming a composer. Understand the characteristics and main duties of a composer.	1.1. Explain the meaning and scope of composer knowledge 2.2. Explain the criteria for becoming a composer 3.3. Explain the characteristics and main duties of composers	Criteria: 1.1. ASSESSMENT RUBRIC 2.2. CRITERIA SCORES 3.4 Complete and precise explanation 4.4. 3 Complete explanation but not precise 5.5.2 The explanation is incomplete and inaccurate 6.6.1 Explanations are incomplete and inaccurate Form of Assessment : Participatory Activities	Lectures, discussions, practices and questions and answers 4 X 50		Material: Making motifs References: Prier, Edmund., Karl., SJ. 2009. Music Dictionary. Yogyakarta: Liturgical Music Center	5%
3	Know the scientific scope of musical composition. Know the criteria for becoming a composer. Understand the characteristics and main duties of a composer.	1.1. Explain the meaning and scope of composer knowledge 2.2. Explain the criteria for becoming a composer 3.3. Explain the characteristics and main duties of composers	Criteria: 1.1. ASSESSMENT RUBRIC 2.2. CRITERIA SCORES 3.4 Complete and precise explanation 4.4. 3 Complete explanation but not precise 5.5.2 The explanation is incomplete and inaccurate 6.6.1 Explanations are incomplete and inaccurate Form of Assessment : Participatory Activities	Lectures, discussions, practices and questions and answers 4 X 50		Material: Making motifs References: Prier, Edmund., Karl., SJ. 2009. Music Dictionary. Yogyakarta: Liturgical Music Center	5%
4	Know the genres and eras and developments of music	1.Name several musical genres 2.Identify a musical era 3.Identify musical developments	Criteria: Assessment is based on the suitability of the choice of song/repertoire material with the application/implementation of composition techniques Form of Assessment : Participatory Activities, Practical Assessment	lecture, discussion, question and answer 4 X 50		Material: Making motifs Reader: Kamien, Roger. 2015. Music: An Appreciation. New York: McGraw-Hill	5%

5	Know the genres and eras and developments of music	1.Name several musical genres 2.Identify a musical era 3.Identify musical developments	Criteria: Assessment is based on the suitability of the choice of song/repertoire material with the application/implementation of composition techniques Form of Assessment : Practical Assessment	lecture, discussion, question and answer 4 X 50		Material: Motif development References: <i>Prier, Edmund., Karl., S.J. 2009. Music Dictionary. Yogyakarta: Liturgical Music Center</i>	5%
6	Know the genres and eras and developments of music	1.Name several musical genres 2.Identify a musical era 3.Identify musical developments	Criteria: Assessment is based on the suitability of the choice of song/repertoire material with the application/implementation of composition techniques Form of Assessment : Participatory Activities, Practical Assessment	lecture, discussion, question and answer 4 X 50		Material: Motif development References: <i>Prier, Edmund., Karl., S.J. 2009. Music Dictionary. Yogyakarta: Liturgical Music Center</i>	5%
7	Know the genres and eras and developments of music	1.Name several musical genres 2.Identify a musical era 3.Identify musical developments	Criteria: Assessment is based on the suitability of the choice of song/repertoire material with the application/implementation of composition techniques Form of Assessment : Practical Assessment, Practice/Performance	lecture, discussion, question and answer 4 X 50		Material: Motif Development Literature: <i>Prier, Edmund., Karl., S.J. 2009. Music Dictionary. Yogyakarta: Liturgical Music Center</i>	5%
8	Able to compose musical parts	create composition part 2	Criteria: Full marks if you are able to play the basic education composition well Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	lecture, discussion, question and answer 4 X 50		Material: Composition 1 part References: <i>Prier, Edmund., Karl., S.J. 2009. Music Dictionary. Yogyakarta: Liturgical Music Center</i>	14%
9	Able to compose music part 2	create composition part 2	Criteria: Full marks if you are able to play the basic education composition well Form of Assessment : Participatory Activities	lecture, discussion, question and answer 4 X 50		Material: Making a 2-part composition References: <i>Prier, Edmund., Karl., S.J. 2009. Music Dictionary. Yogyakarta: Liturgical Music Center</i>	5%
10	Able to compose music part 2	create composition part 2	Criteria: Full marks if you are able to play the basic education composition well Form of Assessment : Project Results Assessment / Product Assessment	lecture, discussion, question and answer 4 X 50		Material: Making a 2-part composition References: <i>Prier, Edmund., Karl., S.J. 2009. Music Dictionary. Yogyakarta: Liturgical Music Center</i>	5%
11	Able to compose music part 2	create composition part 2	Criteria: Full marks if you are able to play the basic education composition well Form of Assessment : Participatory Activities, Practice/Performance	lecture, discussion, question and answer 4 X 50		Material: Making a 2-part composition References: <i>Prier, Edmund., Karl., S.J. 2009. Music Dictionary. Yogyakarta: Liturgical Music Center</i>	5%

12	Able to create a 3-part musical composition	create a 3-part composition	Criteria: Full marks if you are able to play the basic education composition well Form of Assessment : Participatory Activities	lecture, discussion, question and answer 4 X 50		Material: Making a 3-part composition Reader: <i>Kamien, Roger. 2015. Music: An Appreciation. New York: McGraw-Hill</i>	5%
13	Able to create a 3-part musical composition	create a 3-part composition	Criteria: Full marks if you are able to play the basic education composition well Form of Assessment : Participatory Activities	lecture, discussion, question and answer 4 X 50		Material: Making a 3-part composition Reader: <i>Kamien, Roger. 2015. Music: An Appreciation. New York: McGraw-Hill</i>	5%
14	Able to create a 3-part musical composition	create a 3-part composition	Criteria: Full marks if you are able to play the basic education composition well Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	lecture, discussion, question and answer 4 X 50		Material: Making a 3-part composition Reader: <i>Kamien, Roger. 2015. Music: An Appreciation. New York: McGraw-Hill</i>	5%
15	Able to create a 3-part musical composition	create a 3-part composition	Criteria: Full marks if you are able to play the basic education composition well Form of Assessment : Practice / Performance	lecture, discussion, question and answer 4 X 50		Material: Making a 3-part composition Reader: <i>Kamien, Roger. 2015. Music: An Appreciation. New York: McGraw-Hill</i>	5%
16	Able to create a complete composition from the introduction, parts 1,2,3 and Coda	create a complete composition	Criteria: Full marks if you are able to play the complete basic education composition well Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	arranging, orchestrating, conducting, 4 X 50 technique		Material: Create a complete composition Reader: <i>Kamien, Roger. 2015. Music: An Appreciation. New York: McGraw-Hill</i>	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	38.5%
2.	Project Results Assessment / Product Assessment	22%
3.	Practical Assessment	12.5%
4.	Practice / Performance	27%
		100%

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.