	Universitas Negeri Surabaya Faculty of Education, Early Childhood Education Teacher Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Art Performance		8620706166			T=2	P=4	ECTS=9.54	8	July 18, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator		
		....		....			Kartika Rinakit Adhe, S.Pd., M.Pd.		

Learning model	Case Studies
Program Learning Outcomes (PLO)	**PLO study program which 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	

References	**Main :**

1. Setyowati, Sri. 2007. Pendidikan Seni Tari dan Koreografi untuk Anak TK . Surabaya: Unesa University Press.
2. Setyowati, Sri. 2012. Pembelajaran Tari Untuk Anak Usia Dini . Surabaya: Unesa University Press.
3. Murgiyanto, Sal. 1997. Sebuah Kritik Tari "Ketika Cahaya Merah Memudar". Jakarta: Deviri Ganan.
4. Bahari, Nooryan.2008. Kritik Seni Wacana Apresiasi dan Kreasi. yogkarta: pustaka pelajar
5. Dharsono. 2007. kritik seni. Bandung : rekayasa sains
6. Doni, Rekro. 1985. s eni Tata Rias dan Busana Tari .Surabaya: STKW
7. Margono, Sigit. 1985. Apresiasi Seni . Surabaya: STKW
8. A.T. Mahmud.2005. Musik dan Anak 2 . Departemen Pendidikan dan Kebudayaan Direktorat Pendidikan Tinggi Proyek Pendidikan Tenaga Guru
9. M.P.Siagian. 1975. Gembira . Yogyakarta :Penyebar Musik Indonesia
10. Susan M. Crowe . 2006. Dance. Drama and Musica Foundational for Education .

Supporters:

Supporting lecturer	Dr. Sri Setyowati, M.Pd. Dra. Nurhenti Dorlina Simatupang, M.Sn. Dr. Nurul Khotimah, 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)

#	Topic	Description	Criteria	Method / Duration			%
1	Mastering the meaning of art exhibitions and performances	· Can explain the meaning of exhibition · Can mention types of exhibitions and art performances · Can state the purpose of exhibitions and art performances	**Criteria:** 1.Attitude Assessment 2.Knowledge 3.Skills 4.1-100	Scientific Collaborative Humanistic Direct Development 6 X 50			0%
2	Planning concepts for fine arts, music and dance. (Art)	Can plan the concept of an art performance	**Criteria:** 0 - 100	6 X 50 art concepts			0%
3	Observation of art performances	Observation of art performances	**Criteria:** 0 - 100	Scientific Collaborative Direct Learning Humanistic 6 X 50			0%
4	Creating fine arts, music and dance (RUPA arts)	creating fine arts,	**Criteria:** 0 - 100	6 X 50			0%
5	The process of creating a work of fine art	creating fine arts,	**Criteria:** 1-100	Scientific Collaborative Direct Learning Humanistic 6 X 50			0%
6	The process of making works of fine art according to the ideas, creations and creativity that have been chosen.	Make art	**Criteria:** 0-100	Scientific Collaborative Direct Learning Humanistic 6 X 50			0%
7	Completion of making works of fine art according to the ideas, creations and creativity that have been chosen	Create fine art	**Criteria:** 1.- 0-100 2.- Artistic creation and creativity	6 X 50			0%
8	Planning art shows and exhibitions	Exhibition concept creation	**Criteria:** 1-100	Scientific Collaborative Direct Learning Humanistic 6 X 50			0%
9	USS FINE ARTS, MUSIC ARTS, DANCE ARTS			2 X 50			0%
10	Planning and preparation of art shows and exhibitions	Creating exhibition concepts and preparing exhibitions	**Criteria:** 0-100	Scientific Collaborative Direct Learning Humanistic 6 X 50			0%
11	Arts Performances (fine arts, dance and music) FINE ARTS EXHIBITIONS	Exhibition and appreciation of works of art	**Criteria:** 1.Ideas, processes and products 2.0- 100	Scientific Collaborative Direct Learning Humanistic 6 X 50			0%
12	Dance work ideas for AUD with various movement designs: top, bottom, group designs (ART OF DANCE)	Determine the idea of a dance work with various movement designs: top, bottom, group designs	**Criteria:** 1.Agree to the 35% assessment system 2.initial recognition as apperception 65%	Clarification, simulation, discussion, question and answer, presentation, demonstration 6 X 50			0%
13	Analyze levels, variations, repetitions, formations, balance, improvisation, etc	Identify top, bottom, group designs, etc	**Criteria:** 0-100	simulation, discussion, question and answer, presentation, demonstration 6 X 50			0%

No							
14	Production of dance movements with formation, balance, improvisation	Imitate the movements of dance material with formation, balance, improvisation.	**Criteria:** 1. Presentation 30% 2. Argumentation 35 % 3. Relevant illustrations 35 %	simulation, discussion, question and answer, presentation, demonstration 6 X 50			0%
15	Demonstration of initial exploratory movements	Demonstrate movements from initial exploration	**Criteria:** 0-100	simulation, discussion, question and answer, presentation, demonstration 6 X 50			0%
16	Demonstration of movements from advanced exploration with compositions created by students	Demonstrate movements from advanced exploration with student-created compositions	**Criteria:** 0-100	simulation, discussion, question and answer, presentation, demonstration 6 X 50			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.