



**Universitas Negeri Surabaya
Faculty of Vocational Studies
D4 Fashion Design Study Program**

Document Code

SEMESTER LEARNING PLAN

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| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fashion History | 9441002089 | Compulsory Study Program Subjects | T=2 | P=0 | ECTS=3.18 | 1 | August 25, 2023 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Dra. Yulistiana, M.PSDM | | Indarti, S.Pd, M.Sn | | | Dr. Irma Russanti, S.Pd., M.Ds. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-10 | Able to apply research results in developing fashion designs that are creative, innovative, based on local culture and global issues, as well as paying attention to market trends and opportunities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-14 | Have in-depth theoretical concepts about various types of textile materials, fashion history, fashion design principles, fashion trends, fashion industry structure, sustainable practices in fashion, cultural exploration, and an understanding of business aspects in the fashion industry, to carry out the entire creative process and formulate procedural problem solving. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20%;">P.O</td> <td style="width: 20%;">PLO-10</td> <td style="width: 20%;">PLO-14</td> <td colspan="4"></td> </tr> </table> | | | | | | P.O | PLO-10 | PLO-14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P.O | PLO-10 | PLO-14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">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 | This course discusses the basic principles of clothing/fashion in prehistoric times, the development of ancient clothing/fashion (Egypt, Mesopotamia), the development of classical clothing (Crete, Hellas, Etrusia, Roman), the development of European fashion (Byzantine, Roman, Gothic, Renaissance, Baroque, Regence, Rococo, Louis), and the development of clothing/fashion in Indonesia from the 19th to 20th centuries. Implementation of learning uses Case Study and Project Based Learning methods and models, as well as giving assignments within the scope of fashion history. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Moch Alim Zaman. 2001. Kostum Barat dari Masa ke Masa . Jakarta : Meutia Cipta Sarana 2. Moch Alim Zaman. 2002 . 100 Tahun Mode di Indonesia1901- 2000 . Jakarta : Meutia Cipta Sarana. 3. Peacock John. 1993. 20th- Century Fashion The Complete Sourcebook . London : Thames and Hudson, Ltd | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Eubank Keith & Tortora Phyllis. 2006. Survey Of Historic Costume . Fourth Edition 2. Hart, Avril, dan North, Susan, 2007, Historical Fashion in Detail - The 17 th and 18 th Centuries , London: V & A Publications. 3. English, Bonnie, 2013, A Cultural History of Fashion in the 20 th and 21 st Centuries - From Catwalk to Sidewalk - Second Edition, London: Bloomsbury Publishing Plc. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Dra. Yulistiana, M.PSDM. Dr. Yuhri Inang Prihatina, S.Pd., M.Sn. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| 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 basic concepts of the History and Development of Fashion. | 1. Explain the concept and meaning of fashion history. 2. Explain the development of fashion fashion. 3. Explain the historical benefits and development of fashion fashion | Criteria: Get good marks if you can answer well Form of Assessment : Participatory Activities | Approach: deductive Discussion and lecture method Model: Case Study, online using the WA Group, Google meet and Vinesa platforms. | 2 X 50 | | 0% |
| 2 | Understand the basic forms of Ancient Egyptian Clothing | 1. Explain the basic forms of clothing. 2. Explain the background of Ancient Egyptian civilization. 3. Explain the ancient Egyptian costume system | Criteria: Good grades if you can answer the questions correctly Form of Assessment : Participatory Activities | Approach: deductive Method: discussion and lecture Model: Case Study, online using the WA Group, Google meet and Vinesa platforms | 2 X 50 | | 0% |
| 3 | Understanding the development of Ancient World costume | 1. Explain the civilization of the Mesopotamian Valley. 2. Explain the costume system of the Mesopotamian Valley. 3. Describe civilizations outside the Mesopotamian Valley. 4. Describes the costume system outside the Mesopotamian Valley | Criteria: Good marks are given if the report meets the criteria. Form of Assessment : Participatory Activities | Approach: deductive Discussion method. Model: Case Study, online using the WA Group, Google Meet and Vinesa platforms | 2 X 50 | | 0% |
| 4 | Understanding the development of Classical World Costumes | 1. Costume arrangement for the Egeia Sea area 2. Costume arrangement for the Jajirah Apennines | Criteria: Good grades if you can express your opinion well and accurately. Form of Assessment : Participatory Activities | Approach: deductive Discussion and lecture method Model: Case Study, online using the WA Group, Google meet and Vinesa platforms | 2 X 50 | | 0% |

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| 5 | Understand the development of European clothing/costumes up to the enlightenment period | 1. Understanding Byzantine costumes 2. Understanding Medieval Costumes 3. Understanding Renaissance Costumes 4. Understanding Costumes of the 17th and 18th centuries | Criteria: Good grade if the report prepared meets the criteria Form of Assessment : Participatory Activities | Approach: deductive Discussion and lecture method Model: Case Study, online using the WA Group, Google meet and Vinesa platforms | 2 X 50 | | 0% |
| 6 | Understand the development of fashion/costumes in the nineteenth century | 1. Explain the development of Neoclassical Western costume 2. Explain the development of Romantic Western costume 3. Explain the development of Western costume in the Last Decade of the XIX Century | Criteria: Value 1 - 100 Form of Assessment : Participatory Activities | Approach: deductive Discussion and lecture method Model: Case Study, online using the WA Group platform, Google meet Sidia | 2 X 50 | | 0% |
| 7 | Understanding the development of clothing/costumes in the 20th Century | 1. Describe the clothing of the period of glory and decline of the imperial form. 2. Describe the revolutionary period. 3. Describe the industrial revolution period | Criteria: Good marks if you can explain and give examples. Form of Assessment : Participatory Activities | Approach: deductive Discussion and lecture method Model: Case Study, online using the WA Group, Google meet and Vinesa platforms. | 2 X 50 | | 20% |
| 8 | Students are able to work on UTS questions | | Criteria: Value 1 - 100 Form of Assessment : Participatory Activities, Tests | | 2 X 50 | | 20% |
| 9 | Students are able to understand fashion in Indonesia at the beginning of the nineteenth century | 1. Explain the development of fashion for the period 1901-1920 2. Explain the development of fashion for the period 1921-1940 3. Explain the development of fashion for the period 1940-1960 | Criteria: Assessment includes: completeness of systematic information in media delivery, communication skills Form of Assessment : Participatory Activities | Approach: deductive Method: discussion and lecture Model: Case Study, online using the WA Group, Google meet and Vinesa platforms | 2 X 50 | | 0% |

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| 10 | Students are able to understand Fashion in Indonesia in the mid-19th Century | 1. Explain the development of fashion for the period 1961-1980 2. Explain the development of fashion for the period 1981-2000 | <p>Criteria: Assessment includes: completeness of systematic information in media delivery, communication skills</p> <p>Form of Assessment : Participatory Activities</p> | <p>Approach: deductive Method: discussion and lecture Model: Case Study, online using the WA Group, Google meet and Vinesa platforms</p> | 2 X 50 | | 0% |
| 11 | Students are able to understand Fashion in 20th Century Indonesia | 1. Explain the development of fashion in Indonesia from 2000-now 2. Explain events that occurred in the 20th century which influenced the development of fashion 3. Explain external influences on the development of fashion in Indonesia 4. Explain fashion terms in the 20th century 5. Explain the characteristics of fashion design in the XX Century | <p>Criteria: Assessment includes: completeness of systematic information in media delivery, communication skills</p> <p>Form of Assessment : Participatory Activities</p> | <p>Approach: deductive Method: discussion and lecture Model: Case Study, online using the WA Group, Google meet and Vinesa platforms</p> | 2 X 50 | | 0% |
| 12 | Students are able to create fashion designs based on historical fashion ideas | 1. Identify the source of fashion history ideas. 2. Analyze the source of fashion history ideas | <p>Criteria: Get good marks if you can look for sources of ideas based on fashion history and analyze them appropriately according to the criteria</p> <p>Form of Assessment : Participatory Activities</p> | <p>Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and Vinesa platforms</p> | 2 X 50 | | 0% |
| 13 | Students are able to create fashion designs based on historical fashion ideas | 1. Identify the source of fashion history ideas. 2. Analyze the source of fashion history ideas | <p>Criteria: Get good marks if you can look for sources of ideas based on fashion history and analyze them appropriately according to the criteria</p> <p>Form of Assessment : Participatory Activities</p> | <p>Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and Vinesa platforms</p> | 2 X 50 | | 0% |

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| 14 | Students are able to develop designs based on historical fashion ideas | 1. Developing clothing shapes 2. Developing clothing details 3. Creating clothing designs by applying clothing shapes and details | Criteria: Get good marks if you can create a clothing design according to the criteria Form of Assessment : Participatory Activities | Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and Vinesa platforms | 2 X 50 | | 0% |
| 15 | Students are able to present fashion designs based on historical fashion ideas | Presenting fashion designs based on historical fashion ideas | Criteria: Get good marks if you can present your fashion design well and according to the criteria. Form of Assessment : Participatory Activities, Portfolio Assessment | Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and Vinesa platforms | 2 X 50 | | 30% |
| 16 | Students are able to work on UAS questions | | Criteria: Value 1 - 100 Form of Assessment : Test | | 2 X 50 | | 30% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 45% |
| 2. | Portfolio Assessment | 15% |
| 3. | Test | 40% |
| | | 100% |

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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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.