



**Universitas Negeri Surabaya
Faculty of Engineering
, Undergraduate Culinary Education Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																									
Design Basics	8321102011		T=2	P=0	ECTS=3.18	1	July 18, 2024																																									
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																										
				Dr. Hj. Sri Handajani, S.Pd., M.Kes.																																										
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)																																															
	<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 style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Conduct studies and provide an understanding of art concepts, design, design elements and design principles and be able to apply them in the form of design drawings in the culinary field. The discussion includes: understanding art, types of art, understanding design, design process, types of design, understanding design elements and their application which includes: elements of line, direction, shape, size, texture, color and light/dark value (value) in various related design works. with the culinary field as well as understanding design principles and their application which include: the principles of unity, proportion, balance, center of attention and rhythm in various design works related to the culinary field.																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. Darmaprawira. WA Sulasmi. 1989.Warna sebagai salah satu Unsur Seni &Desain. Jakarta: P2LPTK 2. 2002.Warna: Teori Dan Kreativitas Penggunaannya. Bandung: ITB 3. Ebd. S Sadjiman. 2005.Dasar-dasar Tata Rupa & Desain (Nirmana).Yogyakarta: Arti Bumilntaran 4. Sipahelut, Atisah dan Petrussumadi. 1991. Dasar Desain. Jakarta: Departemen Pendidikan dan Kebudayaan 																																															
	Supporters:																																															
Supporting lecturer	Dra. Arita Puspitorini, 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	Students are able to understand the basic concepts of art	1.Explain the meaning of art 2.Explain types of art	Criteria: Students get points if they can express according to their understanding the meaning of art and can provide examples	Presentation, group discussion and reflection 2 X 50			0%																																									

2	Students are able to understand the basic concepts of design	1. Explain the meaning of design 2. Explain the scope of design 3. Explain types of design 4. Explain design requirements	Criteria: Students get a score if they have submitted a summary of the group discussion results	Presentation, group discussion and reflection 2 X 50			0%
3	Students are able to understand the elements of design	1. Explain the meaning of design elements. 2. Explain the various design elements	Criteria: Students get a score if they have submitted a summary of the results of the presentation	Presentation, group discussion and reflection 2 X 50			0%
4	Students are able to apply elements of line and direction to works of art in the culinary field according to the student's characteristics/creations	1.Explain the meaning of lines and directions 2.Explain the types of lines and types of figures 3.Explain line types 4.Explain the characteristics of lines and directions 5.Drawing lines and directions into one composition of the work of art	Criteria: Students get a score if they have collected the results of the discussion and collected pictures	Presentation, group discussion and individual drawing assignments 2 X 50			0%
5	Students are able to apply elements of form to works of art in the culinary field according to the student's characteristics/expressions	1. Explain the meaning of form elements 2. Explain the characteristics of form elements 3. Draw form elements into a composition of art works in the culinary field	Criteria: Students get a score if they have submitted their drawing assignments and presentation results	Presentation, group discussion and drawing assignment 2 X 50			0%
6	Students are able to apply size elements to works of art in the culinary field according to the student's characteristics/expressions	1.Explain the meaning of size elements 2.Explain the various sizes 3.Drawing size elements into one composition of a culinary work of art	Criteria: Students get a score if they have submitted their drawing assignments and presentation results	Presentation, group discussion and drawing 2 X 50			0%
7	Students are able to apply texture elements to culinary design work according to the student's characteristics/expressions	1.Explain the meaning of texture 2.Explain the types of textures 3.Drawing texture elements into a culinary design composition	Criteria: Students get a score if they have submitted presentation assignments and drawing assignments	Discussion, presentation and drawing 2 X 50			0%
8	Students can answer mid-semester exam questions correctly and correctly according to the rubric and get maximum marks	-	Criteria: Students get a score of 100 if they can answer UTS questions correctly and correctly according to the rubric that has been created	Written test 2 X 50			0%

9	Students are able to apply color elements to culinary design work according to the student's characteristics/expressions	<ol style="list-style-type: none"> 1.Explain color development 2.Explain various colors 3.Explain the psychology of color 4.Explains color intensity 5.Explain the concept of the color circle 6.Draw color circles 	Criteria: Students get a score if they have collected the results of the discussion and drawing assignments	Presentation, group discussion and drawing 2 X 50			0%
10	Students are able to apply elements of value to works of art in the culinary field according to the student's characteristics/expressions	<ol style="list-style-type: none"> 1. Explain the meaning of value 2. Explain the types of value 3. Draw the elements of value into a composition of a work of art 	Criteria: Students get a score if they have submitted presentation assignments and drawing assignments	Presentation, group discussion and drawing 2 X 50			0%
11	Students are able to understand the principles of design and are able to apply the principle of unity to works of art in the culinary field according to the student's characteristics/expressions	<ol style="list-style-type: none"> 1. Explain the meaning of design principles 2. Explain the various design principles 3. Explain the meaning of the unity principle 4. Explain the types of unity principles 5. Explain the design elements that influence the unity principle 6. Draw the design elements into one composition that depicts unity principle 	Criteria: Students get a score if they have submitted presentation assignments and drawing assignments	Presentation, group discussion and drawing 2 X 50			0%
12	Students are able to understand the principles of proportion and are able to apply design elements into a composition that illustrates the principles of proportion in works of art in the culinary field according to the student's characteristics/expressions	<ol style="list-style-type: none"> 1. Explain the meaning of the principle of proportion 2. Explain the various principles of proportion 3. Explain the design elements that influence the principles of proportion 4. Applying design elements into a composition that illustrates the principles of proportion in culinary works of art 	Criteria: Students get a score if they have collected discussion results and drawing results	Presentation, group discussion and reflection 2 X 50			0%
13	Students are able to apply the principle of balance to works of art in the culinary field according to the student's characteristics/expressions	<ol style="list-style-type: none"> 1. Explain the meaning of the principle of balance 2. Explain the types of principles of balance 3. Explain the design elements that influence the principle of balance 4. Draw the design elements into one composition that illustrates the principle of balance 	Criteria: Students get a score if they have submitted discussion assignments and drawing assignments	Written test and drawing test 2 X 50			0%

14	Students are able to apply the principle of center of attention to works of art in the culinary field according to the student's characteristics/expressions	1. Explain the meaning of the principle of center of attention 2. Explain the types of principle of center of attention 3. Explain the design elements that influence the principle of center of attention 4. Draw design elements into one composition that illustrates the principle of center of attention	Criteria: Students get a score if they have submitted discussion assignments and drawing assignments	Presentation, group discussion and drawing of design elements into one composition that illustrates the 2 X 50 center of attention principle			0%
15	Students are able to apply the principles of rhythm to works of art in the culinary field according to the student's characteristics/expressions	1. Explain the meaning of the principle of rhythm 2. Explain the types of principles of rhythm 3. Explain the design elements that influence the principle of rhythm 4. Draw design elements into a composition that illustrates the principle of rhythm	Criteria: Students get a score if they have submitted discussion assignments and drawing assignments	Presentation, group discussion and drawing of design elements into one art composition that illustrates the principle of 2 X 50 rhythm			0%
16	Students can answer final semester exam questions correctly and get maximum marks	-	Criteria: Students get a score of 100 if they can answer all UAS questions correctly and correctly	- 2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.