



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Undergraduate Study Program Drama Arts, Dance and Music**  
**Education**

Document  
Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Advanced Music Theory	8820902482		T=2	P=0	ECTS=3.18	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. Welly Suryandoko, S.Pd., M.Pd.

Learning model	Case Studies
----------------	--------------

Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																			
PLO-7	Applying areas of expertise and utilizing science and technology, in solving problems and being able to adapt to the situations faced.																																																																																																			
PLO-9	Able to create, innovate, study and present the cultural performing arts of East Java and Eastern Indonesia																																																																																																			
PLO-11	Analyze and develop learning tools that contain; objectives, content, learning experiences, and assessments in the curriculum in each educational unit.																																																																																																			
<b>Program Objectives (PO)</b>																																																																																																				
PO - 1	Have an ethical, communicative, appreciative, analytical and cooperative attitude in the essence of learning music theory																																																																																																			
PO - 2	Have the ability to read and write notation, notes, scales and musical symbols correctly as well as design, compile, discuss and present group learning results in front of the class which includes study material studied in Music Theory which includes aspects of Tone, Rhythm, Harmony , Melody, Rhythm and Dynamics																																																																																																			
PO - 3	Have knowledge of basic music theory including musical notation, tones, scales, and symbols used in music.																																																																																																			
<b>PLO-PO Matrix</b>																																																																																																				
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th>P.O</th> <th>PLO-7</th> <th>PLO-9</th> <th>PLO-11</th> </tr> <tr> <td>PO-1</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td>✓</td> </tr> </table>			P.O	PLO-7	PLO-9	PLO-11	PO-1	✓			PO-2		✓		PO-3			✓																																																																																	
P.O	PLO-7	PLO-9	PLO-11																																																																																																	
PO-1	✓																																																																																																			
PO-2		✓																																																																																																		
PO-3			✓																																																																																																	
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																				
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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> <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> </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										✓	✓		✓			
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										✓	✓		✓																																																																																							

Short Course Description	Advanced introductory understanding of basic music theory including musical elements, function of musical terms, pitch distance, advanced block notation with theoretical and practical strategies
--------------------------	--

References	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Sukohardi, Drs.Al. 2012. Teori Musik Umum. Yogyakarta: Pusat Musik Liturgi</li> <li>2. Banoe, Pono. 2003. Kamus Musik. Yogyakarta: Kanisius Liturgi</li> <li>3. Prier, Karl-Edmund. 2009. Ilmu Harmoni-Edisi Baru. Yogyakarta: Pusat Musik Liturgi</li> <li>4. Prier Karl-Edmund. 2011. Kamus Musik. Yogyakarta: Pusat Musik Liturgi</li> <li>5. Siegmeister, Elle. 1965. A workbook for Harmony and Melody, Vol.1. Wadsworth Publishing C.</li> </ol> <p><b>Supporters:</b></p>
------------	---

<b>Supporting lecturer</b>		Senyum Sadhana, S.Sn., M.Pd. Dhani Kristiandri, 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	Able to understand music theory from experts.	1.Be able to state the definition of music from music experts 2.Able to compare definitions of music from music experts 3.Able to conclude the definition of music from experts	<b>Criteria:</b> Accuracy in describing and developing assessment instruments  <b>Form of Assessment :</b> Participatory Activities	Constructivist Lectures 2 X 50		<b>Material:</b> Able to understand music theory from experts. <b>References:</b> <i>Sukohardi, Drs. Al. 2012. General Music Theory. Yogyakarta: Liturgical Music Center</i>	5%
2	Able to understand music theory from experts.	Able to present the results of group discussions in front of the class	<b>Criteria:</b> accuracy in explaining the material  <b>Form of Assessment :</b> Participatory Activities	Cooperative 2 X 50		<b>Material:</b> Able to understand music theory from experts. <b>References:</b> <i>Sukohardi, Drs. Al. 2012. General Music Theory. Yogyakarta: Liturgical Music Center</i>	5%
3	Able to understand the elements of music	1.Be able to name the elements of music 2.Able to explain the elements of music	<b>Criteria:</b> Accuracy in describing and developing assessment instruments  <b>Form of Assessment :</b> Participatory Activities	Lecture Discussion 2 X 50		<b>Material:</b> Able to understand the elements of music <b>Reader:</b> <i>Sukohardi, Drs.Al. 2012. General Music Theory. Yogyakarta: Liturgical Music Center</i>	5%
4	Able to identify sounds and tones and understand diatonic tone intervals in music	1.Be able to explain the difference between sound and tone 2.Able to analyze diatonic tone intervals in music	<b>Criteria:</b> Accuracy in describing and developing assessment instruments  <b>Form of Assessment :</b> Participatory Activities	Lecture Discussion Questions and answers 2 X 50		<b>Material:</b> Able to identify sounds and tones and understand diatonic tone intervals in music <b>References:</b> <i>Prier, Karl-Edmund. 2009. Harmony Science- New Edition. Yogyakarta: Liturgical Music Center</i>	5%

5	Able to identify tempo and understand rhythm in music	1.Be able to name the types and types of tempo in music 2.Able to analyze and describe rhythm in music	<b>Criteria:</b> Accuracy in describing and developing assessment instruments  <b>Form of Assessment :</b> Participatory Activities	Lecture Discussion Questions and answers 2 X 50		<b>Material:</b> Able to identify tempo and understand rhythm in music <b>Reader:</b> <i>Prier, Karl-Edmund. 2009. Harmony Science- New Edition. Yogyakarta: Liturgical Music Center</i>	5%
6	Able to understand and describe dynamics in music	Be able to mention the types and types of dynamics in music	<b>Criteria:</b> Accuracy in describing and developing assessment instruments  <b>Form of Assessment :</b> Participatory Activities	Lecture Discussion Questions and answers 2 X 50		<b>Material:</b> Able to understand and describe dynamics in music <b>References:</b> <i>Prier, Karl-Edmund. 2009. Harmony Science- New Edition. Yogyakarta: Liturgical Music Center</i>	5%
7	Able to understand and describe basic harmony in music	1.Be able to name the various scales in music 2.Able to analyze major and minor scales in music	<b>Criteria:</b> Accuracy in describing and developing assessment instruments  <b>Form of Assessment :</b> Participatory Activities	Lecture Discussion Questions and answers 2 X 50		<b>Material:</b> Able to understand and describe basic harmony in music. <b>Reference:</b> <i>Prier, Karl-Edmund. 2009. Harmony Science- New Edition. Yogyakarta: Liturgical Music Center</i>	5%
8	UTS	UTS	<b>Criteria:</b> Accuracy in describing and developing assessment instruments  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	UTS 1 X 1			10%
9	Able to understand and describe advanced harmonies in music	1.Be able to name various primary and secondary chords in music 2.Able to analyze dominant seven chords	<b>Criteria:</b> Accuracy in describing and developing assessment instruments  <b>Form of Assessment :</b> Participatory Activities	Lecture Discussion Questions and answers 2 X 50		<b>Material:</b> Able to understand and describe advanced harmony in music <b>Reader:</b> <i>Sukohardi, Drs.Al. 2012. General Music Theory. Yogyakarta: Liturgical Music Center</i>	5%

10	Able to understand and describe advanced harmonies in music	<ol style="list-style-type: none"> <li>1. Be able to name various primary and secondary chords in music</li> <li>2. Able to analyze dominant seven chords</li> </ol>	<p><b>Criteria:</b> Accuracy in describing and developing assessment instruments</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecture Discussion Questions and answers 2 X 50		<p><b>Material:</b> Able to understand and describe advanced harmonies in music</p> <p><b>Reader:</b> <i>Banoe, Pono. 2003. Music Dictionary. Yogyakarta: Liturgical Canisius</i></p>	5%
11	Able to understand and describe advanced harmonies in music	<ol style="list-style-type: none"> <li>1. Be able to name various primary and secondary chords in music</li> <li>2. Able to analyze dominant seven chords</li> </ol>	<p><b>Criteria:</b> Accuracy in describing and developing assessment instruments</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecture Discussion Questions and answers 2 X 50		<p><b>Material:</b> Able to understand and describe advanced harmonies in music</p> <p><b>References:</b> <i>Prier, Karl-Edmund. 2009. Harmony Science-New Edition. Yogyakarta: Liturgical Music Center</i></p>	5%
12	Able to understand and apply rhythm in music	<ol style="list-style-type: none"> <li>1. Able to analyze rhythm in music</li> <li>2. Able to apply rhythm through vocal media</li> <li>3. Able to apply block notation rhythms with slow or fast tempos</li> </ol>	<p><b>Criteria:</b> Accuracy in describing and developing assessment instruments</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecture Practice Questions and answers 2 X 50		<p><b>Material:</b> Able to understand and apply rhythm in music</p> <p><b>References:</b> <i>Prier, Karl-Edmund. 2009. Harmony Science-New Edition. Yogyakarta: Liturgical Music Center</i></p>	5%
13	Able to understand and apply rhythm in music	<ol style="list-style-type: none"> <li>1. Able to analyze rhythm in music</li> <li>2. Able to apply rhythm through vocal media</li> <li>3. Able to apply block notation rhythms with slow or fast tempos</li> </ol>	<p><b>Criteria:</b> Accuracy in describing and developing assessment instruments</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecture Practice Questions and answers 2 X 50		<p><b>Material:</b> Able to understand, apply rhythm in music</p> <p><b>Reader:</b> <i>Sukohardi, Drs. Ai. 2012. General Music Theory. Yogyakarta: Liturgical Music Center</i></p>	5%

14	Able to understand and apply rhythm in music	1. Able to analyze rhythm in music 2. Able to apply rhythm through vocal media 3. Able to apply block notation rhythms with slow or fast tempos	<b>Criteria:</b> Accuracy in describing and developing assessment instruments  <b>Form of Assessment :</b> Participatory Activities	Lecture Practice Questions and answers 2 X 50		<b>Material:</b> Able to understand and apply rhythm in music <b>References:</b> <i>Prier, Karl-Edmund. 2009. Harmony Science-New Edition. Yogyakarta: Liturgical Music Center</i>	5%
15	Able to understand and apply notation in music	1. Able to analyze block notation in music 2. Able to apply block notation	<b>Criteria:</b> Accuracy in describing and developing assessment instruments  <b>Form of Assessment :</b> Participatory Activities	Practical lectures Questions and answers 2 X 50		<b>Material:</b> Able to understand, apply notation in music <b>Reader:</b> <i>Prier, Karl-Edmund. 2009. Harmony Science-New Edition. Yogyakarta: Liturgical Music Center</i>	5%
16	UAS	UAS	<b>Criteria:</b> Accuracy in describing and developing assessment instruments  <b>Form of Assessment :</b> Test	UAS 2 X 50			20%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	75%
2.	Portfolio Assessment	5%
3.	Test	20%
		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** 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.
- 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.

