



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																																												
Basic Dance Creativity	8820902543		T=2 P=0 ECTS=3.18	7	July 18, 2024																																												
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																												
		Dr. Welly Suryandoko, S.Pd., M.Pd.																																												
Learning model	Project Based Learning																																																
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)																																																
	P.O	<table style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <tr> <td style="width: 5%;"></td> <td colspan="16" style="text-align: center; border-bottom: 1px solid black;">Week</td> </tr> <tr> <td style="border-right: 1px solid black; border-bottom: 1px solid black;"></td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">1</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">2</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">3</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">4</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">5</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">6</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">7</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">8</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">9</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">10</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">11</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">12</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">13</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">14</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">15</td> <td style="border-bottom: 1px solid black;">16</td> </tr> </table>															Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	This course examines the theory of creating children's dances and the practice of arranging/creating dances for kindergarten-primary school children with accompaniment, carried out through discussion and practice in groups.																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Purwatiningsih, dkk. 2003. Pendidikan Seni Tari-Drama (TK-SD) . Malang: Universitas Negeri Malang 2. Dewantara, Ki Hadjar. 1977. " Pendidikan" . Yogyakarta: Majelis Luhur Tamansiswa Yogyakarta. 3. Caturwati, Endang dkk. 2008. Tari anak-anak dan Permasalahannya . Bandung: L. Sunan ambu Press STSI 4. Kartini, Kartono. 1982. " Psikologi Anak" . Bandung: Alumni. 5. Smith, Jacqueline. 1985. "Komposisi Tari": Sebuah Petunjuk Praktis Bagi Guru . Terj. Ben Suharto. Yogyakarta: Ikalasti. 6. Hadi, Sumandiyo. 2003. "Asprk-aspek Dasar Komposisi Kelompok" . Yogyakarta: ELKAPI. 7. Murgianto, Sal. 1983. "Koreografi: Pengetahuan Dasar Komposisi Tari" . Jakarta: Proyek Pengadaan Buku Pendidikan Menengah Kejuruan Direktorat Pendidikan Menengah Kejuruan Dirjen Pendidikan Dasar dan Menengah Dekdikbud 8. Widaryanto, F.X. 2009. "Koreografi": Bahan Ajar Mata Kuliah Koreografi . Bandung: Jurusan Tari 																																																
	Supporters:																																																
Supporting lecturer	Dra. Noordiana, 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 concepts of educational choreography and be able to create concept designs for dance works.	1.Understand the concept of work and the differences between educational choreography and choreography. 2.Create a concept design for an educational dance work	Criteria: 1.Writing test: 2.If students can answer questions well and correctly without copying their friends' work, or by reading books, then they are declared to have mastered some of the concepts of educational choreography. 3.Assignment: 4.If students can make a design and explain their design well and correctly then they have succeeded.	2 X 50 direct learning model			0%
2	- Understand the creation methodology and techniques for transforming students through Movement & Songs/Solah Bawa.	- Understand the methodology for creating Movement & Songs/ Solah Bawa. - Review methods of motion analysis and evaluation. - Understand work transformation techniques. - Create a methodology design for Movement & Songs/Solah Bawa and Children's Play.	Criteria: 1.If students can answer questions well and correctly without copying their friends' work, or by reading books, then they are declared to have mastered some of the concepts of Movement & Songs/Solah Bawa and Children's Dolanan. 2.Assignment: 3.If students can make a design and explain their design well and correctly then they have succeeded.	direct learning 2 X 50			0%
3	- Able to create and study dance themes and can create movement motifs.	- Reviewing primary and secondary education curricula. - Understanding students' dancing abilities - Exploring themes and movements - Improvising movements.	Criteria: 1.Writing test: 2.If students can answer questions well and correctly without copying their friends' work, or by reading books, then they are declared to have mastered some of the concepts of Movement & Songs/Solah Bawa and Children's Dolanan. 3.Assignment: 4.If students can make a design and explain their design well and correctly then they have succeeded.	direct learning 2 X 50			0%

4	- Able to create and study movements & songs/Solah Bawa.	- Create an initial movement composition based on educational goals and objectives. - Analyze and evaluate the movement in the initial movement composition.	Criteria: 1. Writing test: 2. If students can answer questions well and correctly without copying their friends' work, or by reading books, then they are declared to have mastered some of the concepts of Movement & Songs/Solah Bawa and Children's Dolanan. 3. Assignment: 4. If students can make a design and explain their design well and correctly then they have succeeded.	direct learning 2 X 50			0%
5	- Able to create and study movements & songs/ middle part of the song.	- Composing the middle part of the movement, - Analyzing and evaluating the Movements & Songs/Solah Bawa in the middle part of the movement.	Criteria: 1. Writing test: 2. If students can answer questions well and correctly without copying their friends' work, or by reading books, then they are declared to have mastered some of the concepts of Movement & Songs/Solah Bawa and Children's Dolanan. 3. Assignment: 4. If students can make a design and explain their design well and correctly then they have succeeded.	direct learning 2 X 50			0%
6	- Able to create and review the final movement.	- Create the final movement, - Analyze and evaluate the Movement & Song/Solah Bring to the final movement.	Criteria: 1. Writing test: 2. If students can answer questions well and correctly without copying their friends' work, or by reading books, then they are declared to have mastered some of the concepts of Movement & Songs/Solah Bawa and Children's Dolanan. 3. Assignment: 4. If students can make a design and explain their design well and correctly then they have succeeded.	2 X 50 demonstration learning			0%
7	pre UTS	-	Criteria: -	- 2 X 50			0%

8	· Able to analyze and evaluate the music and clothing used.	· Reviewing musical compositions and clothing · Analyzing and evaluating musical compositions and clothing used	Criteria: 1. If students can answer questions well and correctly without copying their friends' work, or by reading books, then they are declared to have mastered some of the concepts of Movement & Songs/Solah Bawa and Children's Dolanan. 2. Assignment: 3. If students can make a design and explain their design well and correctly then they have succeeded.	2 X 50 demonstration learning			0%
9	· Able to create and review a model for assessing the success of children's play.	· Create a model for assessing the success of children's play. · Analyze and evaluate the models created.	Criteria: If in a relaxed state students can answer well and correctly then they have mastered the material	direct learning 2 X 50			0%
10	· Able to transform students' artistic sensibilities through Children's Play.	· Examining the concept of student transformation through work. Analyze and evaluate transformation assessment models.	Criteria: If in a relaxed state students can answer well and correctly then they have mastered the material	2 X 50 demonstration learning			0%
11	· Able to transform students' artistic sensibilities through Children's Play.	· Examining the concept of student transformation through work. · Analyze and evaluate transformation assessment models.	Criteria: If in a relaxed state students can answer well and correctly then they have mastered the material	2 X 50 demonstration learning			0%
12	· Able to transform students' artistic sensibilities through exploration of Children's Play	· Guiding the exploration of motorbike taxi material work carried out by students · Analyzing and evaluating education	Criteria: If in a relaxed state students can answer well and correctly then they have mastered the material	direct learning 2 X 50			0%
13	· Able to transform students' artistic sensibilities through Children's Play	· Examining the concept of student transformation through Children's Play. Analyze and evaluate transformation assessment models	Criteria: If in a relaxed state students can answer well and correctly then they have mastered the material	2 X 50 demonstration learning			0%
14	Able to present children's play performed by students	· Present the movements performed by the students. Examining dance presentations performed by students	Criteria: If in a relaxed state students can answer well and correctly then they have mastered the material	direct learning 2 X 50			0%
15	uas	-	Criteria: 1..compatibility of the theme with the motion presentation. 2.2.Memorization. 3.3.Harmony. 4.4.Wiraga and wirama presented. 5.5.Quantity	2 X 50 demonstration learning			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

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.