



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		
Directors	8820902037		T=2 P=0 ECTS=3.18	6	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					
Short Course Description	Knowledge, understanding, and application of conducting/directing in leading a choir group and/or ensemble/orchestra.						
References	Main :						
	1. Agastya Rama Listya. 2007. A-Z Direksi Paduan Suara. Jakarta: Yayasan Musik Gereja di Indonesia. 2. Karl Edmund Prier, SJ. 1983. Menjadi Dirigen Jilid I: Teknik Memberi Aba-Aba. Yogyakarta: Pusat Musik Liturgi. 3. Karl Edmund Prier, SJ. 1983. Menjadi Dirigen Jilid II: Membentuk Suara. Yogyakarta: Pusat Musik Liturgi. 4. Karl Edmund Prier, SJ. 1983. Menjadi Dirigen Jilid III: Membina Paduan Suara. Yogyakarta: Pusat Musik Liturgi. 5. Gunther A. Schuller . 1997. The Complete Conductor . London: Oxford University Press. 6. Max Rudolph, with Michael Stern. 1995. The Grammar of Conducting . New York: Schirmer Books.						
	Supporters:						
Supporting lecturer	Moh Sarjoko, S.Sn., M.Pd. Budi Dharmawanputra, 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)
1	Know the outline of lecture material. Understand the lecture contract	1.Explain the outline of the lecture material contained in the Semester Learning Plan 2.Agree on a study contract	Criteria: 1.ASSESSMENT RUBRIC 2.CRITERIA SCORES 3.4 Complete and precise explanation 4.3 Complete but inaccurate explanation 5.2 The explanation is incomplete and inaccurate 6.1 Explanation is incomplete and inaccurate	Lecture Discussion Questions and answers 2 X 50			0%

2	Know the scientific scope of the Board of Directors. Know the criteria for becoming a conductor. Understand the characteristics and main duties of a conductor/conductor.	<ol style="list-style-type: none"> 1.Explain the meaning and scope of the Board of Directors' knowledge 2.Explain the criteria for becoming a conductor 3.Explain the characteristics and main duties of the Conductor. 	Criteria: <ol style="list-style-type: none"> 1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Complete and precise explanation 6.3 7.Complete explanation but not precise 8.2 9.The explanation is incomplete and inaccurate 10.1 11.Explanations are incomplete and inaccurate 	ScientificLectureDiscussionQuestions and answers 2 X 50			0%
3	Know various directional/directing techniques. Understand directional techniques including body language, standing posture, arm and hand positions, various inseting, attacks and releases.	<ol style="list-style-type: none"> 1.Mention various techniques for directing/directing. 2.Demonstrate a variety of basic bowing techniques including body language, standing posture, arm and hand positions, various inseting, attacks and releases. 	Criteria: <ol style="list-style-type: none"> 1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Complete and precise explanation 6.3 7.Complete explanation but not precise 8.2 9.The explanation is incomplete and inaccurate 10.1 11.Explanations are incomplete and inaccurate 	Scientific Lecture Question and answer Demonstration Inquiry 2 X 50			0%
4	Knowing the 2/4 meter path pattern. Understanding the technique of changing the 2/4 meter path pattern.	<ol style="list-style-type: none"> 1.Describe the trajectory scheme of the 2/4 meter pattern. 2.Demonstrate the technique of composing a song with a simple 2 meter/measure (2/4 meter). 	Criteria: The assessment is based on the suitability of the choice of song/repertoire material with the application/implementation of the singing technique	Direct learningLectureDemonstrationQuestions and answersInquiry 2 X 50			0%
5	Know the trajectory pattern of the 3/4 meter. Understand the technique of changing the 3/4 meter.	<ol style="list-style-type: none"> 1.Describe the trajectory scheme of the 3/4 meter pattern. 2.Demonstrate the technique of composing a simple 3 chord song (3/4 chord). 	Criteria: The assessment is based on the suitability of the choice of song/repertoire material with the application/implementation of the singing technique	Lecture Discussion Questions and Answers Demonstration Giving assignments 2 X 50			0%
6	Know the trajectory pattern of the 4/4 meter. Understand the technique of changing the 4/4 meter pattern.	<ol style="list-style-type: none"> 1.Describes the trajectory scheme of the 4/4 meter pattern. 2.Demonstrate the technique of composing a simple 4 chord song (4/4 chord). 	Criteria: The assessment is based on the suitability of the choice of song/repertoire material with the application/implementation of the singing technique.	Lecture Discussion Questions and Answers Demonstration Giving 2 X 50 Assignments			0%
7	Know the meaning of hanging time signature. Understand attack techniques in performing songs with hanging time signatures in 2/4, 3/4, and 4/4.	<ol style="list-style-type: none"> 1.Distinguish between songs with perfect rhythm and songs with hanging rhythm. 2.Demonstrating attack in performing a song with a hanging rhythm in 2/4, 3/4, and 4/4. 	Criteria: The assessment is based on the suitability of the choice of song/repertoire material with the application/implementation of the singing technique.	Lecture Discussion Questions and Answers Demonstration Giving 2 X 50 Assignments			0%
8				2 X 50			0%
9	Know the pattern of the 2nd compound syllable (6/8 bar). Understand the technique of composing a 2nd compound song (6/8 bar).	<ol style="list-style-type: none"> 1.Explains the pattern of the meter track for compound 2 (6/8 bars). 2.Demonstrate the technique of composing a song with 2 compositions (bar 6/8). 	Criteria: Appropriateness of the weight or level of difficulty of songs/repertoire with the application of techniques for changing songs/repertoire with compound rhythm	Lecture Discussion Questions and Answers Demonstration Giving 2 X 50 Assignments			0%

10	Knowing the pattern of the 3 and 4 compound/compound meter (9/8 and 12/8 bars). Understanding composing techniques for 3 and 4 compound/compound songs (9/8 and 12/8 bars).	1.Explain the pattern of the 3 and 4 compound meter (9/8 and 12/8 bars). 2.Demonstrate the technique of composing songs in 3 and 4 compound (9/8 and 12/8 bars).	Criteria: Appropriateness of the weight or level of difficulty of songs/repertoire with the application of techniques for changing songs/repertoire with compound rhythm	Lecture Discussion Questions and Answers Demonstration Giving 2 X 50 Assignments			0%
11	Knowing the pattern of the 3 and 4 compound/compound meter (9/8 and 12/8 bars). Understanding composing techniques for 3 and 4 compound/compound songs (9/8 and 12/8 bars).	1.Explain the pattern of the 3 and 4 compound meter (9/8 and 12/8 bars). 2.Demonstrate the technique of composing songs in 3 and 4 compound (9/8 and 12/8 bars).	Criteria: Appropriateness of the weight or level of difficulty of songs/repertoire with the application of techniques for changing songs/repertoire with compound rhythm	Lecture Discussion Questions and Answers Demonstration Giving 2 X 50 Assignments			0%
12	Knowing the technique provides special signs in changes in dynamics, changes in tempo, articulation of techniques. Understanding the technique provides special signs in changes in dynamics, changes in tempo, articulation of techniques using the left hand.	1.Mentioning techniques provides special signs in changes in dynamics, changes in tempo, articulation of techniques. 2.Explaining the technique of giving special signs in changing dynamics, changing tempo, articulating techniques using the left hand	Criteria: The assessment is based on the suitability of the choice of song/repertoire material with the application/implementation of the singing technique.	Lecture Discussion Questions and Answers Demonstration Giving 2 X 50 Assignments			0%
13	Knowing the technique provides special signs in changes in dynamics, changes in tempo, articulation of techniques. Understanding the technique provides special signs in changes in dynamics, changes in tempo, articulation of techniques using the left hand.	1.Mentioning techniques provides special signs in changes in dynamics, changes in tempo, articulation of techniques. 2.Explaining the technique of giving special signs in changing dynamics, changing tempo, articulating techniques using the left hand	Criteria: The assessment is based on the suitability of the choice of song/repertoire material with the application/implementation of the singing technique.	Lecture Discussion Questions and Answers Demonstration Giving 2 X 50 Assignments			0%
14	Knowing the technique provides special signs in changes in dynamics, changes in tempo, articulation of techniques. Understanding the technique provides special signs in changes in dynamics, changes in tempo, articulation of techniques using the left hand.	1.Mentioning techniques provides special signs in changes in dynamics, changes in tempo, articulation of techniques. 2.Explaining the technique of giving special signs in changing dynamics, changing tempo, articulating techniques using the left hand	Criteria: The assessment is based on the suitability of the choice of song/repertoire material with the application/implementation of the singing technique.	Lecture Discussion Questions and Answers Demonstration Giving 2 X 50 Assignments			0%
15	Knowing the technique provides special signs in changes in dynamics, changes in tempo, articulation of techniques. Understanding the technique provides special signs in changes in dynamics, changes in tempo, articulation of techniques using the left hand.	1.Mentioning techniques provides special signs in changes in dynamics, changes in tempo, articulation of techniques. 2.Explaining the technique of giving special signs in changing dynamics, changing tempo, articulating techniques using the left hand	Criteria: The assessment is based on the suitability of the choice of song/repertoire material with the application/implementation of the singing technique.	Lecture Discussion Questions and Answers Demonstration Giving 2 X 50 Assignments			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
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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.