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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Manual Harmony	8820902098		T=2	P=0	ECTS=3.18	4	July 18, 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
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course contains the theory of understanding and introducing tonality and scales, melodies and chords and working on four sounds in the science of harmony.

References	Main :

1. Banoe, Pono.2003. Pengantar Pengetahuan Harmoni. Yogyakarta: Kaninsus
2. Levinson, J. 1990. The Concept of Musik, Musik, Art, and Metaphysics. Ithaca, NY: Cornell University Press. Hal. 273
3. Mack, Dieter. (2004). Ilmu Melodi. Yogyakarta: Pusat Musik Liturgi
4. Wyatt Keith and Carl Schroeder.(1998).Harmony and Theory. Minnesota :Hal.Leonard Corporation International

	Supporters:

Supporting lecturer	Drs. Heri Murbiyantoro, M.Pd. Agus Suwahyono, S.Sn., 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	Able to apply chord movements I - IV and I - V in SATB	apply the chord movements I - IV and I - V in SATB	**Criteria:** writing worksheet	lecture, discussion, practice 2 X 50			0%
2	Able to apply chord movements I - IV and I - V in SATB	apply the chord movements I - IV and I - V in SATB	**Criteria:** writing worksheet	lecture, discussion, practice 2 X 50			0%
3	Able to apply chord movements I - IV and I - V in SATB	apply the chord movements I - IV and I - V in SATB	**Criteria:** writing worksheet	lecture, discussion, practice 2 X 50			0%
4	Able to apply chord movements IV - I, V - I, and IV - V in SATB	apply the IV - I, V - I, and IV - V chord movements in SATB	**Criteria:** writing worksheet	lecture, discussion, practice 2 X 50			0%
5	Able to apply chord movements IV - I, V - I, and IV - V in SATB	apply the IV - I, V - I, and IV - V chord movements in SATB	**Criteria:** writing worksheet	lecture, discussion, practice 2 X 50			0%
6	Able to apply chord movements IV - I, V - I, and IV - V in SATB	apply the IV - I, V - I, and IV - V chord movements in SATB	**Criteria:** writing worksheet	lecture, discussion, practice 2 X 50			0%
7	Able to apply chord movements IV - I, V - I, and IV - V in SATB	apply the IV - I, V - I, and IV - V chord movements in SATB	**Criteria:** writing worksheet	lecture, discussion, practice 2 X 50			0%
8	UTS	UTS	**Criteria:** UTS	UTS 2 X 50			0%
9	students are able to apply secondary chord movements in SATB	implementing secondary chord movements in SATB	**Criteria:** writing worksheet	lecture, discussion, practice 2 X 50			0%
10	students are able to apply secondary chord movements in SATB	implementing secondary chord movements in SATB	**Criteria:** writing worksheet	lecture, discussion, practice 2 X 50			0%
11	students are able to apply secondary chord movements in SATB	implementing secondary chord movements in SATB	**Criteria:** writing worksheet	lecture, discussion, practice 2 X 50			0%
12	students are able to apply secondary chord movements in SATB	implementing secondary chord movements in SATB	**Criteria:** writing worksheet	lecture, discussion, practice 2 X 50			0%
13	students are able to apply secondary chord movements in SATB	implementing secondary chord movements in SATB	**Criteria:** writing worksheet	lecture, discussion, practice 2 X 50			0%
14	Students are able to apply chord movements in SATB by analyzing the melody	apply chord movements in SATB by analyzing the melody	**Criteria:** writing worksheet	lecture, discussion, practice 2 X 50			0%
15	Students are able to apply chord movements in SATB by analyzing the melody	apply chord movements in SATB by analyzing the melody	**Criteria:** writing worksheet	lecture, discussion, practice 2 X 50			0%

16	Students are able to apply chord movements in SATB by analyzing the melody	apply chord movements in SATB by analyzing the melody	**Criteria:** writing worksheet	lecture, discussion, practice 2 X 50			0%

Evaluation Percentage Recap: Case Study

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.