

		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																																								
Mixed Ensemble		8820902015			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	Case Studies																																															
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px; text-align: center;">P.O</td> <td colspan="7"></td> </tr> </table>							P.O																																							
P.O																																																
	PO Matrix at the end of each learning stage (Sub-PO)																																															
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">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	This course contains mastery of the basic skills of playing musical instruments together, mixed ensembles carried out with practice																																															
References	Main :																																															
	1. Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide . Japan: Yamaha Music Foundation 2. Rangkuti, R.E. DK. 1984. Kumpulan lagu-lagu Daerah . Jakarta: CV Titik Terang 3. Simanjuntak, W.S. 1984. Indonesia Persadaku . Jakarta: CV Titik Terang 4. Banoe, Pono. 2003. Kamus Musik . Yogyakarta: Kanisius																																															
	Supporters:																																															
Supporting lecturer	Agus Suwahyono, S.Sn., M.Pd. Harpang Yudha Karyawanto, 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	Understand the meaning and types of ensembles	Explain the meaning of ensemble and types of ensemble	Criteria: 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	Lectures 2 X 50			0%
2	Presenting children's song repertoire in the form of similar musical ensembles	Able to play together, according to notation, tempo, dynamics	Criteria: 1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Timing, Notation, Tempo, and Dynamics Clear and precise 6.3 7.Voice color, notation, tempo, and dynamics are clear and imprecise 8.2 9.Voice color, notation, tempo and dynamics are less clear and less precise	Lecture Discussion Questions and Answers Giving assignments 6 X 50			0%
3	Presenting children's song repertoire in the form of similar musical ensembles	Able to play together, according to notation, tempo, dynamics	Criteria: 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is not clear, the tempo is not enough and the dynamics are not right	Lectures, discussions, 4 X 50 drills			0%

4	Presenting children's song repertoire in the form of similar musical ensembles	Able to play together, according to notation, tempo, dynamics	Criteria: 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is not clear, the tempo is not enough and the dynamics are not right	Lectures, discussions, 4 X 50 drills			0%
5	Presenting a repertoire of regional songs in the form of similar musical ensembles	Able to play together, according to notation, tempo, dynamics	Criteria: 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is not clear, the tempo is not enough and the dynamics are not right	Lecture, practice 6 X 50			0%
6	Presenting a repertoire of regional songs in the form of similar musical ensembles	Able to play together, according to notation, tempo, dynamics	Criteria: 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is not clear, the tempo is not enough and the dynamics are not right	Lecture, practice 6 X 50			0%

7	Presenting a repertoire of regional songs in the form of similar musical ensembles	Able to play together, according to notation, tempo, dynamics	Criteria: 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is not clear, the tempo is not enough and the dynamics are not right	Lecture, practice 6 X 50			0%
8				2 X 50			0%
9	Presents children's song repertoire in the form of a mixed musical ensemble	Able to play together, according to notation, tempo, dynamics	Criteria: 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is less clear, the tempo is less and the dynamics are not quite right	Lectures, discussions, questions and answers, and 8 X 50 exercises			0%
10	Presents children's song repertoire in the form of a mixed musical ensemble	Able to play together, according to notation, tempo, dynamics	Criteria: 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is less clear, the tempo is less and the dynamics are not quite right	Lectures, discussions, questions and answers, and 8 X 50 exercises			0%

11	Presents children's song repertoire in the form of a mixed musical ensemble	Able to play together, according to notation, tempo, dynamics	Criteria: 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is less clear, the tempo is less and the dynamics are not quite right	Lectures, discussions, questions and answers, and 8 X 50 exercises			0%
12	Presents children's song repertoire in the form of a mixed musical ensemble	Able to play together, according to notation, tempo, dynamics	Criteria: 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is less clear, the tempo is less and the dynamics are not quite right	Lectures, discussions, questions and answers, and 8 X 50 exercises			0%
13	Presents a repertoire of regional songs in the form of a mixed musical ensemble	Able to play together, according to notation, tempo, dynamics	Criteria: 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is not clear, the tempo is not enough and the dynamics are not right	Lectures, discussions, questions and answers, and 6 X 50 exercises			0%

14	Presents a repertoire of regional songs in the form of a mixed musical ensemble	Able to play together, according to notation, tempo, dynamics	Criteria: 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is not clear, the tempo is not enough and the dynamics are not right	Lectures, discussions, questions and answers, and 6 X 50 exercises			0%
15	Presents a repertoire of regional songs in the form of a mixed musical ensemble	Able to play together, according to notation, tempo, dynamics	Criteria: 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is not clear, the tempo is not enough and the dynamics are not right	Lectures, discussions, questions and answers, and 6 X 50 exercises			0%
16							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.