



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

Document
Code

SEMESTER LEARNING PLAN

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|--|--|--|-----------------------------------|--|---------------------------------------|--|------------------------------|---|---|----|----|----|----|----|----|----|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percussion I Minor | 8820902312 | | T=2 P=0 ECTS=3.18 | 5 | 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: auto;"> <tr><td style="width: 30px;">P.O</td></tr> </table> | | | | | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td><td style="width: 20px;">5</td><td style="width: 20px;">6</td><td style="width: 20px;">7</td><td style="width: 20px;">8</td><td style="width: 20px;">9</td><td style="width: 20px;">10</td><td style="width: 20px;">11</td><td style="width: 20px;">12</td><td style="width: 20px;">13</td><td style="width: 20px;">14</td><td style="width: 20px;">15</td><td style="width: 20px;">16</td> </tr> </table> | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 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 mastery of knowledge and technical skills of Percussion I Minor instruments. The discussion begins with attitudes and techniques for using percussion instruments properly and correctly according to the sheet music. The following discussion includes reading notation and playing it at a slow and fast tempo. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1. Lattham Rick. 1980. Advanced Funk Studies . Los Angeles: Rick Latham Publishing Company 2. Houllib, Murray. 1980. The Fusion Drummer . USA: Alfred Publishing Company 3. _____. Drums 2. USA: Yamaha Music Foundation. 4. _____. 1972. Ultimate Realistic Rock . California: Carmine Appice Enterprises Inc | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 1 | Able to master the technique of playing Percussion I Minor instruments | <p>1.Students are able to practice playing techniques for Percussion I Minor</p> <p>2.Students are able to read notation for Percussion I Minor playing patterns</p> | <p>Criteria: Students are declared very good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with a fixed tempo. Students are declared good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with The tempo is not fixed. Students are declared adequate if they are able to practice the Sticking, Single Stroke, technique with an irregular tempo. Students are declared inadequate if they are not able to practice the Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with an irregular tempo.</p> | Lectures, questions and answers, demonstrations. 2 X 50 | | | 0% |
| 2 | Able to master the technique of playing Percussion I Minor instruments | <p>1.Students are able to practice playing techniques for Percussion I Minor</p> <p>2.Students are able to read notation for Percussion I Minor playing patterns</p> | <p>Criteria: Students are declared very good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with a fixed tempo. Students are declared good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with The tempo is not fixed. Students are declared adequate if they are able to practice the Sticking, Single Stroke, technique with an irregular tempo. Students are declared inadequate if they are not able to practice the Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with an irregular tempo.</p> | Lectures, questions and answers, demonstrations. 2 X 50 | | | 0% |

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| 3 | Able to master the technique of playing Percussion I Minor instruments | <p>1.Students are able to practice playing techniques for Percussion I Minor</p> <p>2.Students are able to read notation for Percussion I Minor playing patterns</p> | <p>Criteria: Students are declared very good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with a fixed tempo. Students are declared good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with The tempo is not fixed. Students are declared adequate if they are able to practice the Sticking, Single Stroke, technique with an irregular tempo. Students are declared inadequate if they are not able to practice the Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with an irregular tempo.</p> | Lectures, questions and answers, demonstrations. 2 X 50 | | | 0% |
| 4 | Able to master the technique of playing Percussion I Minor instruments | <p>1.Students are able to practice playing techniques for Percussion I Minor</p> <p>2.Students are able to read notation for Percussion I Minor playing patterns</p> | <p>Criteria: Students are declared very good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with a fixed tempo. Students are declared good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with The tempo is not fixed. Students are declared adequate if they are able to practice the Sticking, Single Stroke, technique with an irregular tempo. Students are declared inadequate if they are not able to practice the Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with an irregular tempo.</p> | Lectures, questions and answers, demonstrations. 2 X 50 | | | 0% |

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|---|--|---|---|---|--|--|----|
| 5 | Able to read and play the notation of the Percussion I Minor instrument patterns | Students are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises in a moderate tempo. | <p>Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo</p> | Lectures, questions and answers, demonstrations. 2 X 50 | | | 0% |
| 6 | Able to read and play the notation of the Percussion I Minor instrument patterns | Students are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises in a moderate tempo. | <p>Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo</p> | Lectures, questions and answers, demonstrations. 2 X 50 | | | 0% |

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|---|--|---|--|---|--|--|----|
| 7 | Able to read and play the notation of the Percussion I Minor instrument patterns | Students are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises in a moderate tempo. | Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo | Lectures, questions and answers, demonstrations. 2 X 50 | | | 0% |
| 8 | Students are able to answer Sub Summative Examination (USS) questions well and correctly | Students can practice Percussion I Minor playing techniques | Criteria: Students are declared very good if they are able to answer 4 practice questions at a moderate tempo. Students are declared good if they are able to answer 3 practice questions at a moderate tempo. Students are declared adequate if they are able to answer 2 practice questions at a moderate tempo. Students are declared inadequate if they are not able to answer 1 practice question at medium tempo. | 2 X 50 Demonstration | | | 0% |

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| 9 | Able to read and play the notation of the Percussion I Minor instrument patterns | Students are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fast tempo. | Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo | Lectures, questions and answers, demonstrations. 2 X 50 | | | 0% |
| 10 | Able to read and play the notation of the Percussion I Minor instrument patterns | Students are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fast tempo. | Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo | Lectures, questions and answers, demonstrations. 2 X 50 | | | 0% |

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|----|--|---|--|---|--|--|----|
| 11 | Able to read and play the notation of the Percussion I Minor instrument patterns | Students are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fast tempo. | Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo | Lectures, questions and answers, demonstrations. 2 X 50 | | | 0% |
| 12 | Able to develop Percussion I Minor form patterns | Students are able to play back the Percussion I Minor patterns that have been developed by the lecturer | Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo | Lectures, questions and answers, demonstrations. 2 X 50 | | | 0% |

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|----|--|---|---|---|--|--|----|
| 13 | Able to develop Percussion I Minor form patterns | Students are able to play back the Percussion I Minor patterns that have been developed by the lecturer | <p>Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo</p> | Lectures, questions and answers, demonstrations. 2 X 50 | | | 0% |
| 14 | Able to develop Percussion I Minor form patterns | Students are able to play back the Percussion I Minor patterns that have been developed by the lecturer | <p>Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo</p> | Lectures, questions and answers, demonstrations. 2 X 50 | | | 0% |

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| 15 | Able to develop Percussion I Minor form patterns | Students are able to play back the Percussion I Minor patterns that have been developed by the lecturer | <p>Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo</p> | Lectures, questions and answers, demonstrations. 2 X 50 | | | 0% |
| 16 | Students are able to answer Summative Examination (US) questions well and correctly | Students are able to play Percussion I Minor notes according to the technique and tempo stated in the question. | <p>Criteria: Students are declared very good if they are able to play 5 questions at a fixed tempo. Students are declared good if they are able to play 5 questions at an irregular tempo. Students are declared adequate if they are able to play 4 questions at an irregular tempo. Students are declared inadequate if they are not able to play 3 questions at an irregular tempo.</p> | 2 X 50 Demonstration | | | 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.