



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																																	
Piano II Minor	8820902322		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: 10%;">P.O</td> <td colspan="15"></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: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">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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	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 for the Piano II Minor instrument. The discussion begins with understanding the characteristic shape of the piano musical instrument and mastering the basic skills of playing it, using advanced songs and etudes with practice strategies.																																					
References	Main :																																					
	1. Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 2 . USA: Alfred Publishing Co 2. Beyer, Ferdinand. _____. First Lesson . China: Chuan Yin Music Publishing Co.																																					
	Supporters:																																					
Supporting lecturer	Dhani Kristiandri, S.Pd., M.Sn. 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	Able to play the scales C, G, D, A, E, F, B major, and able to identify block notes in a piano repertoire correctly.	<ol style="list-style-type: none"> 1. Able to identify notation members in the C, G, D, A, E, F, B major scales. 2. Able to apply the C, G, D, A, E, F, B major scales with the correct finger numbering. 3. Able to play piano repertoire with notation that matches sheet music. 	Criteria: <ol style="list-style-type: none"> 1. Students are declared very good if they are able to play the scales C, G, D, A, E, F, B major 1 octave alternately using the right hand and left hand at a constant tempo. Students are declared good if they are able to play the scales C, G, D, A, E, F, B major 1 octave alternately using the right hand and left hand with an irregular tempo. Students are declared sufficient if they are able to play the C, G, D, A, E, F, B major scale 1 octave using their hands right with an irregular tempo. 2. Students are declared deficient if they are unable to play the C, G, D, A, E, F, B major 1 octave scale alternately using the right hand and left hand at an irregular tempo. 	Lectures, questions and answers, demonstrations. 2 X 50			0%
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2	Able to play the scales C, G, D, A, E, F, B major, and able to identify block notes in a piano repertoire correctly.	<ol style="list-style-type: none"> 1. Able to identify notation members in the C, G, D, A, E, F, B major scales. 2. Able to apply the C, G, D, A, E, F, B major scales with the correct finger numbering. 3. Able to play piano repertoire with notation that matches sheet music. 	Criteria: <ol style="list-style-type: none"> 1. Students are declared very good if they are able to play the scales C, G, D, A, E, F, B major 1 octave alternately using the right hand and left hand at a constant tempo. Students are declared good if they are able to play the scales C, G, D, A, E, F, B major 1 octave alternately using the right hand and left hand with an irregular tempo. Students are declared sufficient if they are able to play the C, G, D, A, E, F, B major scale 1 octave using their hands right with an irregular tempo. 2. Students are declared deficient if they are unable to play the C, G, D, A, E, F, B major 1 octave scale alternately using the right hand and left hand at an irregular tempo. 	Lectures, questions and answers, demonstrations. 2 X 50			0%
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3	Able to play the scales C, G, D, A, E, F, B major, and able to identify block notes in a piano repertoire correctly.	<ol style="list-style-type: none"> 1. Able to identify notation members in the C, G, D, A, E, F, B major scales. 2. Able to apply the C, G, D, A, E, F, B major scales with the correct finger numbering. 3. Able to play piano repertoire with notation that matches sheet music. 	Criteria: <ol style="list-style-type: none"> 1. Students are declared very good if they are able to play the scales C, G, D, A, E, F, B major 1 octave alternately using the right hand and left hand at a constant tempo. Students are declared good if they are able to play the scales C, G, D, A, E, F, B major 1 octave alternately using the right hand and left hand with an irregular tempo. Students are declared sufficient if they are able to play the C, G, D, A, E, F, B major scale 1 octave using their hands right with an irregular tempo. 2. Students are declared deficient if they are unable to play the C, G, D, A, E, F, B major 1 octave scale alternately using the right hand and left hand at an irregular tempo. 	Lectures, questions and answers, demonstrations. 2 X 50			0%
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4	Able to play C, G, D, A, E, F, B major scales fluently, and able to play etudes and piano repertoire with proper articulation.	<p>1. Able to apply the C, G, D, A, E, F, B major scales with the correct finger numbering.</p> <p>2. Able to play piano repertoire with proper articulation and finger numbering.</p>	<p>Criteria:</p> <p>1. Students are declared very good if they are able to play the scales C, G, D, A, E, F, B major 1 octave in the same direction, against a fixed tempo. Students are declared good if they are able to play the scales C, G, D, A, E, F, B major 1 octave in the same direction, as opposed to a non-fixed tempo. Students are declared sufficient if they are able to play the scales C, G, D, A, E, F, B major 1 octave in the same direction with an unfixed tempo.</p> <p>2. Students are declared deficient if they are unable to play the C, G, D, A, E, F, B major scale 1 octave in the same direction at an irregular tempo.</p>	Lectures, questions and answers, demonstrations. 2 X 50			0%
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5	Able to play C, G, D, A, E, F, B major scales fluently, and able to play etudes and piano repertoire with proper articulation.	<ol style="list-style-type: none"> 1. Able to apply the C, G, D, A, E, F, B major scales with the correct finger numbering. 2. Able to play piano repertoire with proper articulation and finger numbering. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students are declared very good if they are able to play the scales C, G, D, A, E, F, B major 1 octave in the same direction, against a fixed tempo. Students are declared good if they are able to play the scales C, G, D, A, E, F, B major 1 octave in the same direction, as opposed to a non-fixed tempo. Students are declared sufficient if they are able to play the scales C, G, D, A, E, F, B major 1 octave in the same direction with an unfixed tempo. 2. Students are declared deficient if they are unable to play the C, G, D, A, E, F, B major scale 1 octave in the same direction at an irregular tempo. 	Lectures, questions and answers, demonstrations. 2 X 50		0%
6	Mastering the playing of the C, G, D, A, E, F, B major scales in various forms, and being able to skillfully apply the articulation of etude playing and piano repertoire.	<ol style="list-style-type: none"> 1. Able to apply playing scales C, G, D, A, E, F, B major in the form of one direction, the other way, with the appropriate tempo. 2. Able to play piano repertoire with proper articulation and finger numbering. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students are declared very good if they are able to play several types of major scales in various forms with a fixed tempo. Students are declared good if they are able to play several types of major scales in various forms with variable tempos. Students are declared adequate if they are able to play the C scale, G, D, A, E, F, B major 1 octave in the same direction with an irregular tempo. 2. Students are declared deficient if they are unable to play the C, G, D, A, E, F, B major scale 1 octave in the same direction at an irregular tempo. 	Lectures, questions and answers, demonstrations. 2 X 50		0%

7	Mastering the playing of the C, G, D, A, E, F, B major scales in various forms, and being able to skillfully apply the articulation of etude playing and piano repertoire.	<p>1. Able to apply playing scales C, G, D, A, E, F, B major in the form of one direction, the other way, with the appropriate tempo.</p> <p>2. Able to play piano repertoire with proper articulation and finger numbering.</p>	<p>Criteria:</p> <p>1. Students are declared very good if they are able to play several types of major scales in various forms with a fixed tempo. Students are declared good if they are able to play several types of major scales in various forms with variable tempos. Students are declared adequate if they are able to play the C scale, G, D, A, E, F, B major 1 octave in the same direction with an irregular tempo.</p> <p>2. Students are declared deficient if they are unable to play the C, G, D, A, E, F, B major scale 1 octave in the same direction at an irregular tempo.</p>	Lectures, questions and answers, demonstrations. 2 X 50		0%
8	Students are able to answer Sub-summative exam questions well and correctly	Students can play several types of scales with various variations	<p>Criteria:</p> <p>Students are declared very good if they are able to answer 4 practical questions. Students are declared good if they are able to answer 3 practical questions. Students are declared adequate if they are not able to answer 2 practical questions. Students are declared poor if they are not able to answer 1 practical question.</p>	2 X 50 Demonstration		0%

9	Able to play scales C, G, D, A, E, F, B Major (1 Octave) and a, e, d, g, c Minor (harmonious and melodic) as well as playing Etudes and piano repertoire by applying dynamics.	<ol style="list-style-type: none"> 1. Able to apply playing scales C, G, D, A, E, F, B major in the form of one direction, the other way, with the appropriate tempo. 2. Able to identify notation members in the scales a, e, d, g, c Minor (harmonious and melodic). 3. Able to apply playing scales a, e, d, g, c Minor (harmonious and melodic) with correct finger numbering. 4. Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions. 	Criteria: Students are declared very good if they are able to play 4 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared good if they are able to play 3 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared adequate if they are able to play 2 etudes and the Piano II Minor repertoire. by applying dynamics techniques. Students are declared deficient if they are able to play 1 etude and the Piano II Minor repertoire by applying dynamics techniques.	Lectures, questions and answers, demonstrations. 2 X 50			0%
10	Able to play scales C, G, D, A, E, F, B Major (1 Octave) and a, e, d, g, c Minor (harmonious and melodic) as well as playing Etudes and piano repertoire by applying dynamics.	<ol style="list-style-type: none"> 1. Able to apply playing scales C, G, D, A, E, F, B major in the form of one direction, the other way, with the appropriate tempo. 2. Able to identify notation members in the scales a, e, d, g, c Minor (harmonious and melodic). 3. Able to apply playing scales a, e, d, g, c Minor (harmonious and melodic) with correct finger numbering. 4. Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions. 	Criteria: Students are declared very good if they are able to play 4 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared good if they are able to play 3 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared adequate if they are able to play 2 etudes and the Piano II Minor repertoire. by applying dynamics techniques. Students are declared deficient if they are able to play 1 etude and the Piano II Minor repertoire by applying dynamics techniques.	Lectures, questions and answers, demonstrations. 2 X 50			0%

11	Able to play scales C, G, D, A, E, F, B Major (1 Octave) and a, e, d, g, c Minor (harmonious and melodic) in various forms as well as playing Etude and piano repertoire by applying dynamics.	<p>1. Able to apply playing scales C, G, D, A, E, F, B major and a, e, d, g, c Minor (harmonious and melodic) in the form of one direction, opposite, with the appropriate tempo.</p> <p>2. Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions.</p>	<p>Criteria: Students are declared very good if they are able to play 4 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared good if they are able to play 3 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared adequate if they are able to play 2 etudes and the Piano II Minor repertoire. by applying dynamics techniques. Students are declared deficient if they are able to play 1 etude and the Piano II Minor repertoire by applying dynamics techniques.</p>	Lectures, questions and answers, demonstrations. 2 X 50			0%
12	Able to play scales C, G, D, A, E, F, B Major (1 Octave) and a, e, d, g, c Minor (harmonious and melodic) in various forms as well as playing Etude and piano repertoire by applying dynamics.	<p>1. Able to apply playing scales C, G, D, A, E, F, B major and a, e, d, g, c Minor (harmonious and melodic) in the form of one direction, opposite, with the appropriate tempo.</p> <p>2. Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions.</p>	<p>Criteria: Students are declared very good if they are able to play 4 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared good if they are able to play 3 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared adequate if they are able to play 2 etudes and the Piano II Minor repertoire. by applying dynamics techniques. Students are declared deficient if they are able to play 1 etude and the Piano II Minor repertoire by applying dynamics techniques.</p>	Lectures, questions and answers, demonstrations. 2 X 50			0%
13	Able to play scales C, G, D, A, E, F, B Major (1 Octave) and a, e, d, g, c Minor (harmonious and melodic) in various forms as well as playing Etude and piano repertoire by applying articulation, the right tempo, as well as appropriate dynamics and spirit.	<p>1. Able to apply playing scales C, G, D, A, E, F, B major and a, e, d, g, c Minor (harmonious and melodic) in the form of one direction, opposite, with the appropriate tempo.</p> <p>2. Able to play the piano repertoire by showing expression/soul in his playing.</p>	<p>Criteria: Students are declared very good if they are able to play 4 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared good if they are able to play 3 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared adequate if they are able to play 2 etudes and the Piano II Minor repertoire. by applying dynamics techniques. Students are declared deficient if they are able to play 1 etude and the Piano II Minor repertoire by applying dynamics techniques.</p>	Lectures, questions and answers, demonstrations. 2 X 50			0%

14	Able to play scales C, G, D, A, E, F, B Major (1 Octave) and a, e, d, g, c Minor (harmonious and melodic) in various forms as well as playing Etude and piano repertoire by applying articulation, the right tempo, as well as appropriate dynamics and spirit.	<p>1. Able to apply playing scales C, G, D, A, E, F, B major and a, e, d, g, c Minor (harmonious and melodic) in the form of one direction, opposite, with the appropriate tempo.</p> <p>2. Able to play the piano repertoire by showing expression/soul in his playing.</p>	<p>Criteria: Students are declared very good if they are able to play 4 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared good if they are able to play 3 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared adequate if they are able to play 2 etudes and the Piano II Minor repertoire. by applying dynamics techniques. Students are declared deficient if they are able to play 1 etude and the Piano II Minor repertoire by applying dynamics techniques.</p>	Lectures, questions and answers, demonstrations. 2 X 50			0%
15	Able to master playing scales C, G, D, A, E, F, B Major (1 Octave) and a, e, d, g, c Minor (harmonious and melodic) in various forms as well as playing Etude and piano repertoire with apply articulation, appropriate tempo, as well as appropriate dynamics and spirit.	<p>1. Able to apply playing scales C, G, D, A, E, F, B major and a, e, d, g, c Minor (harmonious and melodic) in the form of one direction, opposite, with the appropriate tempo.</p> <p>2. Able to play the piano repertoire by paying attention to all elements of piano playing (fingering, articulation, tempo, and emotional character).</p>	<p>Criteria: Students are declared very good if they are able to play 4 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared good if they are able to play 3 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared adequate if they are able to play 2 etudes and the Piano II Minor repertoire. by applying dynamics techniques. Students are declared deficient if they are able to play 1 etude and the Piano II Minor repertoire by applying dynamics techniques.</p>	Lectures, questions and answers, demonstrations. 2 X 50			0%
16	Able to master playing scales C, G, D, A, E, F, B Major (1 Octave) and a, e, d, g, c Minor (harmonious and melodic) in various forms as well as playing Etude and piano repertoire with apply articulation, appropriate tempo, as well as appropriate dynamics and spirit.	<p>1. Able to apply playing scales C, G, D, A, E, F, B major and a, e, d, g, c Minor (harmonious and melodic) in the form of one direction, opposite, with the appropriate tempo.</p> <p>2. Able to play the piano repertoire by paying attention to all elements of piano playing (fingering, articulation, tempo, and emotional character).</p>	<p>Criteria: Students are declared very good if they are able to play 4 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared good if they are able to play 3 etudes and the Piano II Minor repertoire by applying dynamics techniques. Students are declared adequate if they are able to play 2 etudes and the Piano II Minor repertoire. by applying dynamics techniques. Students are declared deficient if they are able to play 1 etude and the Piano II Minor repertoire by applying dynamics techniques.</p>	Lectures, questions and answers, demonstrations. 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.