



Universitas Negeri Surabaya
Faculty of Engineering,
Undergraduate Study Program, Fashion Design Education

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date										
Fashion Design II	8321203030		T=3	P=0	ECTS=4.77	7	July 17, 2024										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator											
	Dr. Deny Arifiana, S.Pd., M.A.		Dr. Inty Nahari, S.Pd., M.Ds.			Imami Arum Tri Rahayu, 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															
	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 consists of theory and practice which discusses the basic concepts of mode II design including the meaning, scope, objectives and benefits of mode II design. Create a portfolio and presentation board consisting of: collage, source of ideas, themes and narratives, color plan, fabric plan, creative fabric, target market, figurine, basic design, design development, technical drawings, accessories and details, and property																
References	Main :																
	<ol style="list-style-type: none"> 1. Drudi, Elisabetta dan Paci, Tiziana, 2001, Figure Drawing For Fashion Design, Amsterdam: The Pepin Press BV. 2. Riegelman, Nancy. 2003. 9 HEADS. California : Publisher 19sCataloging-in-Publication Data. 3. Tain, Linda. 2003. Portfolio Presentation for Fashion Designer. New York: Fairchild Publications, Inc. 3. Tate, Sharon Lee. 1989. Inside Fashion Design. Herper Row Publisher, New York. 4. Tatham, Caroline dan Seaman, Julian. 2003. Fashion Design Drawing Course. London: Thames & Hudson Ltd. 																
	Supporters:																
Supporting lecturer	Dr.Sn. Inty Nahari, S.Pd., M.Ds. Dr. Deny Arifiana, S.Pd., M.A.																
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	Describe the basic concepts of fashion design II.	a. Defining fashion design II.b. Explain the purpose of fashion design II.c. Explain the scope of fashion design.	Criteria: Assessment: accuracy of answers and views as well as examples related to fashion design II.	Learning Model: Direct Instruction Learning Method Lecture discussion and assignments Scientific Approach 3 X 50			0%
2	Students are able to compile a fashion design portfolio	Creating a portfolioDefining the meaning of portfolioExplaining the purpose and benefits of making a portfolioIdentifying types of portfoliosExplaining the stages of creating a portfolioSource of ideasDefining the meaning of source of ideasDetermining the source of ideasDetermining the source of ideasCreating a collageDefining the meaning of collageExplaining the purpose of making a collageExplaining the stages of creating a collageCreating a collageThemeDefining the meaning of themeDetermining a themeDetermining a themeColor planDefining the meaning of a color planIdentifying how to determine a color planDetermining a color planVolumeDefining understanding volumeIdentify the stages of determining volumeDetermine the volume in the design	Criteria: 1.Oral test assessment: accuracy in providing answers with examples. 2.Performance assessment: accuracy in selecting images that match the chosen inspiration, harmony in the arrangement of the selected images.	Learning Model: Direct Instruction Learning Method Lecture discussion and assignment Scientific Approach 6 X 50			0%
3							0%
4	Students are able to determine the color plan and fabric plan	a. Define the meaning of color planb. Determining the color plan for the design collectionc. Define the meaning of fabric plan d. Determine the fabric plan for the design collection	Criteria: The assessment includes accuracy in selecting colors and types of materials that are suitable for each category of design collections based on collage.	Learning Model: Direct Instruction Learning Method Lecture discussion and assignments Scientific Approach 3 X 50			0%
5	Students are able to make creative fabric	a. Define the meaning of creative fabric.b. Identify the various types of creative fabric.c. Explain the steps to determine creative fabric.d. Determine creative fabric.e. Make creative fabric.	Criteria: The assessment includes: accuracy in creating a design manipulating fabric and realizing it based on collage.	Learning Model: Direct Instruction Learning Method Lecture discussion and assignments Scientific Approach 3 X 50			0%
6	Students are able to determine the target market	a. Define the meaning of target market.b. Identify various target markets..c. Explain the steps for compiling a target market collage. d. Determining the target market...	Criteria: The assessment includes the accuracy of the target market determined and the harmony of the arrangement of images that show everything related to the target market.	Learning Model: Direct Instruction Learning Method Lecture discussion and assignments Scientific Approach 3 X 50			0%

7	Students are able to make figurines	a. Define the meaning of figurine.b. Identify various figurines..c. Explains the steps for drawing figurines. Draw figurines according to the theme.	Criteria: Assessment includes: proportional body proportions with appropriate characteristics for a design collection.	Learning Model: Direct Instruction Learning Method Lecture discussion and assignments Scientific Approach 3 X 50			0%
8	Students are able to create various designs according to clothing categories	a. Identify clothing categories based on occasion b. Identify the characteristics of each clothing category. c. Explain the steps for designing clothing according to category. d. Designing various categories of clothing based on occasions.	Criteria: Assessment includes: creativity in making various designs according to category.	Learning Model: Cooperative Learning Learning Method: Discussion & Assignment Approach: Scientific 3 X 50			0%
9	Students are able to work on UTS questions		Criteria: Assessment includes: accuracy of answers and creativity in making designs based on sources of inspiration.	3 X 50			0%
10	Students are able to make technical drawings	a. Define the meaning of technical drawing.b. Explain the purpose of making technical drawings.c. Explain the steps for making a technical drawing.d. Make technical drawings.	Criteria: The assessment includes: accuracy in drawing the design flat (technical drawing) in accordance with the characteristics and requirements in the depiction.	Learning Model: Direct Instruction Learning Method Lecture discussion and assignments Scientific Approach 6 X 50			0%
11							0%
12	Students are able to arrange detailed designs	a. Define the meaning of detail.b. Identify various details.c. Explain the steps for compiling details.d. Arranging details.	Criteria: The assessment includes the accuracy and suitability of the details applied to each design according to the clothing category.	Learning Model: Direct Instruction Learning Method Lecture discussion and assignments Scientific Approach 3 X 50			0%
13	Students are able to make labels and packaging for design collections	a. Define the meaning of label.b. Identify various labels.c. Explain the label requirements.d. Explain the steps for making a label.e. Create labels.f. Define the meaning of packaging.g. Identify various types of packaging.h. Explain packaging requirements.i. Explain the steps for making packaging.j. Make packaging.	Criteria: 1.Oral/discussion test assessment: accuracy in giving answers. 2.The performance test assessment includes: creativity in designing labels and packaging that is tailored to the design collection.	Learning Model: Direct Instruction Learning Method Lecture discussion and assignments Scientific Approach 3 X 50			0%

14	Students are able to prepare a presentation board	a. Defining the presentation board.b. Explain the functions and requirements of the presentation board.c. Explain the steps for preparing a presentation board.d. Arrange presentation boards.	Criteria: Assessment includes: completeness of the stages described from inspiration to design collection.	Learning Model: Direct Instruction Learning Method Discussion and assignments Scientific Approach 3 X 50			0%
15	Students are able to present design projects	a. Presenting a portfolio b. Presenting the boardc. Presenting the embodiment of the design	Criteria: The assessment includes: the completeness of the information conveyed, the systematic delivery of the media used for the implementation of the design.	Learning Model: Direct Instruction Learning Method Discussion and assignments Scientific Approach 3 X 50			0%
16	Students are able to work on the UAS questions given		Criteria: Assessment includes: accuracy of answers given, creativity in making designs according to the specified inspiration.	3 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.