								Document Code
	Universitas Negeri Surabaya **Faculty of Engineering** **Bachelor of Fashion Education Study Program**							

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Fashion Portfolio		8321202170			T=2	P=0	ECTS=3.18	5	July 17, 2024

AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator
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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 studies: The basic concept of a fashion portfolio, including: definition, scope, objectives, benefits and types of fashion portfolios. Creating a fashion portfolio, consisting of: extracting sources of ideas, creating design concepts, looks, styles, target markets, creating moodboards (idea drawings, color plans, fabric plans, cutting, creative fabric), model drawings (figurines), basic clothing shapes (basic fashion design), developing clothing designs, making accessory designs, and clothing making equipment. Preparing a fashion portfolio, including: moodboard, clothing design, accessory design, technical drawings, and clothing equipment. Embodiment of clothing according to design.

References	Main :
	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 19s Cataloging-in-Publiction Data. 3. Tate, Sharon Lee. 1989. Inside Fashion Des ig n . New York: Herper Row Publisher. 4. Tatham, Caroline dan Seaman, Julian. 2003. Fashion Des ig n 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 concept of a fashion portfolio.	1. Defining fashion portfolio. 2. Explain the scope of a fashion portfolio 3. Explain the purpose of a fashion portfolio. 4. Explain the benefits of a fashion portfolio. 5. Explain the types of fashion portfolios.	**Criteria:** Assessment: accuracy of answers and views as well as examples related to fashion portfolios.	Learning Model: Direct Instruction Learning Method Lecture discussion and assignments Scientific Approach 2 X 50			0%
2	Students are able to create design concepts	Sources of ideas Defining sources of ideas Identifying categories of sources of ideas Determining sources of ideas Themes and Narratives Defining themes and narratives Determining themes Creating narratives Silhouettes Defining silhouettes Determining silhouettes Shapes Defining shapes Determining shapes Color plan Defining color plans Determining color plans Fabric plan (texture and motif) Defining fabric plan (texture and motif) Determining the fabric plan (texture and motif) Creative fabric plan Defining the creative fabric plan Determining the creative fabric plan Look & Style Determining the look & style Determining the look & style Identity Defining the identity Determining the identity Preparing the Moodboard Defining the moodboard Determining the moodboard	**Criteria:** 1. Oral test: accuracy in giving answers with examples. 2. Performance: accuracy in selecting images according to the source of the idea.	Learning Model: Direct Instruction Learning Method Lecture discussion and assignment Scientific Approach 4 X 50			0%

3	Students are able to create design concepts	Sources of ideas Defining sources of ideas Identifying categories of sources of ideas Determining sources of ideas Themes and Narratives Defining themes and narratives Determining themes Creating narratives Silhouettes Defining silhouettes Determining silhouettes Shapes Defining shapes Determining shapes Color plan Defining color plans Determining color plans Fabric plan (texture and motif) Defining fabric plan (texture and motif) Determining the fabric plan (texture and motif) Creative fabric plan Defining the creative fabric plan Determining the creative fabric plan Look & Style Determining the look & style Determining the look & style Identity Defining the identity Determining the identity Preparing the Moodboard Defining the moodboard Determining the moodboard	**Criteria:** 1. Oral test: accuracy in giving answers with examples. 2. Performance: accuracy in selecting images according to the source of the idea.	Learning Model: Direct Instruction Learning Method Lecture discussion and assignment Scientific Approach 4 X 50			0%
4	Students are able to create a target market concept	1. Explain the meaning of target market. 2. Determine the target market according to the design concept. 3. Compile a target market collage.	**Criteria:** 1. Assessment of the accuracy of target market selection according to the design concept. 2. Collage target market assessment	Learning Model: Direct Instruction Learning Method Lecture discussion and assignments Scientific Approach 2 X 50			0%
5	Students are able to make creative fabric	1. Define the meaning of creative fabric. 2. Identify the various types of creative fabric. 3. Explains the steps for determining creative fabric. 4. Determine creative fabric. 5. Make creative fabric.	**Criteria:** The assessment includes: accuracy in making creative fabric designs and their realization according to the design concept.	Learning Model: Direct Instruction Learning Method Lecture discussion and assignments Scientific Approach 2 X 50			0%

6	Students are able to create model images with special characters (figurines)	1.Define the meaning of figurine. 2.Identify various types of figurines. 3.Determine the figurine. 4.Making figurines.	**Criteria:** Assessment includes: uniqueness and accuracy of figurine proportions	Learning Model: Direct Instruction Learning Method Lecture discussion and assignments Scientific Approach 2 X 50			0%
7	Students are able to create basic shapes and develop clothing designs	1.Define the basic forms of clothing design and development of clothing design. 2.Identify the types and development of clothing designs. 3.Explains the steps for drawing basic clothing shapes and developing clothing designs. 4.Drawing basic clothing shapes and developing clothing designs.	**Criteria:** 1.: Performance test questions/assignments: 2.Design basic clothing shapes and develop clothing designs 3.: Assessment includes: proportional body proportions with appropriate characteristics for a design collection.	Learning Model: Direct Instruction Learning Method Lecture discussion and assignment Scientific Approach 4 X 50			0%
8	Students are able to create basic shapes and develop clothing designs	1.Define the basic forms of clothing design and development of clothing design. 2.Identify the types and development of clothing designs. 3.Explains the steps for drawing basic clothing shapes and developing clothing designs. 4.Drawing basic clothing shapes and developing clothing designs.	**Criteria:** 1.: Performance test questions/assignments: 2.Design basic clothing shapes and develop clothing designs 3.: Assessment includes: proportional body proportions with appropriate characteristics for a design collection.	Learning Model: Online Learning Method Lectures, discussions and assignments Scientific Approach 4 X 50			0%
9	UTS Students are able to work on UTS questions		**Criteria:** Assessment includes: accuracy of answers and creativity in making designs based on sources of inspiration.	Online/online 2 X 50			0%
10	Students are able to make technical drawings	1.Define the meaning of technical drawing. 2.Explain the purpose of making technical drawings. 3.Explain the steps for making technical drawings. 4.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 / Online Learning Method: Lecture, discussion, and giving assignments Scientific Approach 4 X 50			0%

11	Students are able to make technical drawings	1.Define the meaning of technical drawing. 2.Explain the purpose of making technical drawings. 3.Explain the steps for making technical drawings. 4.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 / Online (Online) Learning Method: Lecture, discussion/question and answer, and assignment Scientific Approach 4 X 50			0%
12	Students are able to arrange detailed designs	1.Define the meaning of detail. 2.Identify various details. 3.Explain the steps to compiling in detail. 4.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 2 X 50			0%
13	Students are able to make labels and packaging for design collections	1.Define the meaning of labels. 2.Identify various labels. 3.Explains label requirements. 4.Explains the steps to create a label. 5.Create labels. 6.Define the meaning of packaging. 7.Identify various types of packaging. 8.Explain packaging requirements. 9.Explain the steps for making packaging. 10.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 2 X 50			0%
14	Students are able to prepare a presentation board	1.Defines the presentation board. 2.Explain the functions and requirements of the presentation board. 3.Explain the steps for preparing a presentation board. 4.Arrange presentation boards.	**Criteria:** The assessment includes: completeness of the stages described from inspiration to design collection.	Learning Model: Direct Instruction Learning Method Discussion and assignments Scientific Approach 2 X 50			0%
15	Students are able to present design projects	1.Presenting a portfolio 2.Present the board 3.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 2 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.	2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.