



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Fine Arts Education Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Audio visual	8821003012	Compulsory Study Program Subjects	T=3 P=0 ECTS=4.77	5	July 27, 2023
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 which is charged to the course

Program Objectives (PO)

PO - 1 Students are able to design audio-visual works.

PLO-PO Matrix

P.O	
PO-1	

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	
PO-1																	

Short Course Description Audio Visual is studied to create various public communication needs, especially making videos, both for presentation purposes and learning media. Material includes shooting angles, camera movement, video types and characteristics. Learning activities will produce designs, video profiles, video tutorials, as well as video analysis of futuristic ideas in accordance with the SDGs with the PjBL learning model with assessments seen from the design, process and production work.

References

Main :

1. Sony, 2003. Menjadi Penulis Scenario Profesional , Gracindo. Jakarta.
2. Yadin, Daniel, L., 1999. Creating Effective Marketing Communication. Jakarta Gramedia.
3. Danie Satrio, Eddy Suhardy. 2007. Bikin Film, Kata 40 Pekerja Film. Jakarta: PT Penerbit Majalah Bobo.
4. Tino Saroengallo. 2008. Dongeng Sebuah Produksi ILM . Jakarta Gramedia.
5. de Oliveira Neto, J. D., Huang, W. D., & de Azevedo Melli, N. C. (2015). Online learning: audio or text? Educational Technology Research and Development, 63(4), 555–573. <http://www.jstor.org/stable/24546636>
6. Mercado, Gustavo. 2011. The Filmmaker's Eye: Learning (and Breaking) the Rules of Cinematic Composition. Amsterdam ; Boston : Focal Press/Elsevier
7. Fandos, Diego.2018. Writing for Short Film: In the Hollywood style. In the European way. Kindle Edition

Supporters:

1. <https://tinyurl.com/BTSPROFUKBM>
2. <https://ukbmav2020.blogspot.com/>
3. https://youtu.be/F_jxAuBTAr8

Supporting lecturer Ika Anggun Camelia, 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	1. Able to understand the meaning of Audio Visual 2. Can describe the AV systems of the world of Broadcast	1. Can describe the meaning of AV 2. Can describe AV systems on social media	Criteria: 1. Students are able to classify each type of shooting angle 2. Students are able to create a self-profile concept Form of Assessment : Participatory Activities, Tests	lectures, questions and answers, 3 X 50 games		Material: Angle shoot and Camera movement Reader: Tino Saroengallo. 2008. <i>Tales from an ILM Production.</i> Jakarta Gramedia. Material: Types of shooting angles and camera movement Library: https://ukbmav2020.blogspot.com/..... Material: Angle shoot and Camera movement Reader: Mercado, Gustavo. 2011. <i>The Filmmaker's Eye: Learning (and Breaking) the Rules of Cinematic Composition.</i> Amsterdam ; Boston : Focal Press/Elsevier	2%

2	Students are able to classify types of shooting angles and camera movements	<ol style="list-style-type: none"> 1.Can understand and apply Audio Visual characteristics 2.Can understand and apply camera movements 	<p>Criteria: suitability of the meaning and purpose of using the type of angle shot and camera movement in the presentation of group discussion results</p> <p>Form of Assessment : Participatory Activities, Tests</p>	discussion, presentation 3 X 50		<p>Material: Video type Reader: <i>Danie Satrio, Eddy Suhardy. 2007. Making Films, Says 40 Film Workers. Jakarta: Bobo Magazine Publisher PT.</i></p> <p>Material: Video characteristics Reader: <i>Sony, 2003. Becoming a Professional Scenario Writer, Gracindo. Jakarta.</i></p> <p>Material: Angle shoot and Camera movement Reader: <i>Mercado, Gustavo. 2011. The Filmmaker's Eye: Learning (and Breaking) the Rules of Cinematic Composition. Amsterdam; Boston : Focal Press/Elsevier</i></p>	2%
3	2.1 Students are able to design publication concepts through audio-visual works independently or in groups	<ol style="list-style-type: none"> 1.Students are able to analyze the concept of making promotional videos 2.Students are able to design concepts for making promotional videos or storyboards 	<p>Criteria: 1.Students are able to communicate ideas with group members 2.Students design a storyboard</p> <p>Form of Assessment : Practice / Performance</p>	PjBL 1. Fundamental questions: students analyze the design concept for making a promotional video 2. Design and develop: students create a design concept for making a promotional video or Storyboard 3 X 50		<p>Material: Conceptual practice Library: https://tinyurl.com/.....</p> <p>Material: Scenario writing Reference: <i>Sony, 2003. Becoming a Professional Scenario Writer, Gracindo. Jakarta.</i></p> <p>Material: Making a film Reference: <i>Fandos, Diego.2018. Writing for Short Films: In the Hollywood style. In the European way. Kindle Edition</i></p>	5%
4	Able to master the operation of Audio Sound Forge 10 software and Audio Converter	<ol style="list-style-type: none"> 1.Students are able to design concepts for making promotional videos or storyboards 2.Students are able to plan assignment deadlines 	<p>Criteria: 1.Can design a complete storyboard 2.suitability of the promotional video concept with the design or storyboard</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PjBL continuation 2. Design and develop: students create a design concept for making promotional videos or Storyboards 3. Determine deadlines: design a 3 X 50 work schedule		<p>Material: video characteristics Reader: <i>Sony, 2003. Becoming a Professional Scenario Writer, Gracindo. Jakarta.</i></p> <p>Material: design concept Library: https://tinyurl.com/...</p>	8%
5	3.1 Students are able to make promotional videos	<ol style="list-style-type: none"> 1.Students are able to make videos according to the concept 2.Students are able to use shooting angles in taking videos correctly 3.Students are able to use camera movement to support strengthening the meaning of the video 	<p>Criteria: 1.The video results match the concept or delivery of the message 2.the ability to choose shooting angles and utilize camera movement 3.video editing results</p> <p>Form of Assessment : Practice / Performance</p>	PjBL continued 4. Monitoring: students make videos according to the 3 X 50 promotional video design concept		<p>Material: Taking pictures Library: https://youtu.be/...</p> <p>Material: video production Readers: <i>Danie Satrio, Eddy Suhardy. 2007. Making Films, Says 40 Film Workers. Jakarta: Bobo Magazine Publisher PT.</i></p>	5%
6	Able to understand film production management.	<ol style="list-style-type: none"> 1.Students are able to present the results of the videos they have made clearly 2.Students are able to determine follow-up plans from the results of the video evaluation 	<p>Criteria: 1.1. suitability of the stages of the video making process 2.2. suitability of the concept to the given theme 3.3. suitability of planning to the resulting video</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PjBL continued 5. Test results: Students present the promotional video they made 6. Evaluation: Provide input on the results of the video 3 X 50		<p>Material: how to communicate Reference: <i>Yadin, Daniel, L. 1999. Creating Effective Marketing Communication. Jakarta Gramedia.</i></p>	10%
7	Able to understand film production management.	<ol style="list-style-type: none"> 1.Students are able to analyze the concept of making learning videos 2.Students are able to design concepts for making learning videos or storyboards 3.Students are able to set deadlines for completing assignments 	<p>Criteria: 1.1. suitability of the stages of the video making process 2.2. suitability of the concept to the given theme 3.3. suitability of planning to the resulting video</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PjBL 1. In-depth questions: Students analyze the design concept for making learning videos 2. Design and develop: students create a design concept for making promotional videos or Storyboards 3. Determine deadlines: design a work schedule 3 X 50		<p>Material: storyboard design Reference: <i>Sony, 2003. Becoming a Professional Scenario Writer, Gracindo. Jakarta.</i></p> <p>Material: learning media References: <i>de Oliveira Neto, JD, Huang, WD, & de Azevedo Melli, NC (2015). Online learning: audio or text? Educational Technology Research and Development, 63(4), 555–573. http://www.jstor.org/...</i></p>	9%

8	understanding of processes and terms and visual/film language.	<ol style="list-style-type: none"> Students are able to make videos according to the concept of learning media Students are able to use shooting angles in taking videos correctly Students are able to use camera movement to support strengthening the meaning of the video 	<p>Criteria:</p> <ol style="list-style-type: none"> The video results match the concept or delivery of the message Ability to choose shooting angles and utilize camera movement Video editing results <p>Form of Assessment : Practice / Performance</p>	Continued PjBl 4. Monitoring: students make videos according to the 3 X 50 video design concept		<p>Material: Video making Readers: <i>Danie Satrio, Eddy Suhardy. 2007. Making Films, Says 40 Film Workers. Jakarta: Bobo Magazine Publisher PT.</i></p> <hr/> <p>Material: Video capture from camera Library: https://youtu.be/...</p>	5%
9	Visual/film terms and language.	<ol style="list-style-type: none"> Students are able to present the results of the videos they have made clearly Students are able to determine follow-up plans from the results of the video evaluation 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. communication skills 2.2. video quality 3.3. Accuracy of report results and follow-up plans submitted <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	UTS PjBl 5. Results test: Students present the learning video they created 6. Evaluation: Provide input on the results of the video and students determine follow-up actions 3 X 50		<p>Material: Communication References: <i>Yadin, Daniel, L, 1999. Creating Effective Marketing Communication. Jakarta Gramedia.</i></p> <hr/> <p>Material: Media Library: <i>de Oliveira Neto, JD, Huang, WD, & de Azevedo Melli, NC (2015). Online learning: audio or text? Educational Technology Research and Development, 63(4), 555–573. http://www.jstor.org/...</i></p>	10%
10	Midterm exam	<ol style="list-style-type: none"> Students can connect various sources to analyze videos Students are able to communicate opinions 	<p>Criteria:</p> <ol style="list-style-type: none"> Literary sources used Discuss etiquette <p>Form of Assessment : Participatory Activities</p>	PBL 1. Student Orientation: provide examples and insight to students about video characteristics 2. Organize/understand the problem: students classify symbols to be represented 3. Guide investigations: discuss together about video representation 3 X 50		<p>Material: communication References: <i>Yadin, Daniel, L, 1999. Creating Effective Marketing Communication. Jakarta Gramedia.</i></p>	5%
11	4.1 Students are able to interpret symbols or representations in audio-visual works	<ol style="list-style-type: none"> Students are able to represent symbols in audio-visual works Students are able to present the results of observations they have made 	<p>Criteria:</p> <ol style="list-style-type: none"> Conformity of representation results with symbols Communication skills article writing <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	4. develop and present: students make a paper representing the results and present it in front of the class 5. Analyze and evaluate the process: students receive and provide input with other groups 3 X 50		<p>Material: Communication References: <i>Yadin, Daniel, L, 1999. Creating Effective Marketing Communication. Jakarta Gramedia.</i></p>	10%
12	Able to apply premise, synopsis, scenario, story board in the form of an Audio Visual Public Service Advertisement product.	<ol style="list-style-type: none"> Students are able to analyze environmental problems that must be resolved Students design problem-solving videos with futuristic ideas 	<p>Criteria:</p> <ol style="list-style-type: none"> Details of supporting data sources the quality of the topics raised in the video concept the quality of the topics raised in the video concept <p>Form of Assessment : Participatory Activities</p>	PjBl 1. Basic questions: students describe problems that are developing in society, analyze problems and discuss solutions. 2. Design and development: students prepare a concept for a futuristic idea video design 3. Determine deadlines: determine work schedule 3 X 50		<p>Material: Communication References: <i>Yadin, Daniel, L, 1999. Creating Effective Marketing Communication. Jakarta Gramedia.</i></p>	2%
13	4.2 Students are able to summarize ideas from audio-visual works	<ol style="list-style-type: none"> Students are able to visualize problems and the solutions offered Students are able to create concepts according to the SDGs 	<p>Criteria:</p> <ol style="list-style-type: none"> The results or quality of the video Utilization of shooting angles and camera movement <p>Form of Assessment : Participatory Activities</p>	4. monitoring: Students produce 3 X 50 GFK videos		<p>Material: Film production Readers: <i>Danie Satrio, Eddy Suhardy. 2007. Making Films, Says 40 Film Workers. Jakarta: Bobo Magazine Publisher PT.</i></p>	5%

14	4.2 Students are able to summarize ideas from audio-visual works	1. Students are able to visualize problems and the solutions offered 2. Students are able to create concepts according to the SDGs	Criteria: 1. The results or quality of the video 2. Utilization of shooting angles and camera movement Form of Assessment : Participatory Activities	4. monitoring: Students produce 3 X 50 GFK videos		Material: Film production Readers: <i>Danie Satrio, Eddy Suhardy. 2007. Making Films, Says 40 Film Workers. Jakarta: Bobo Magazine Publisher PT.</i>	5%
15	4.2 Students are able to summarize ideas from audio-visual works	1. suitability of the video display with the concept 2. video connection with SDGc	Criteria: video works Form of Assessment : Practice / Performance	5. Results Test: students consult the results of the video design with the lecturer and it is revised 3 X 50		Material: Learning Literature: <i>de Oliveira Neto, JD, Huang, WD, & de Azevedo Melli, NC (2015). Online learning: audio or text? Educational Technology Research and Development, 63(4), 555–573. http://www.jstor.org/...</i>	5%
16	4.2 Students are able to summarize ideas from audio-visual works	1. quality of video products from a concept perspective 2. video quality in terms of theme and content	Criteria: 1. quality video concept 2. quality of video content Form of Assessment : Project Results Assessment / Product Assessment	UAS PjBL 6. Evaluation: students revise the results of the discussion and present their video design. 3 X 50		Material: production Reader: <i>Tino Saroengallo. 2008. Tales from an ILM Production. Jakarta Gramedia.</i>	12%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	19%
2.	Project Results Assessment / Product Assessment	59%
3.	Practice / Performance	20%
4.	Test	2%
		100%

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** 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.
- 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.