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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Inclusive Arts Education	8821002300		T=2	P=0	ECTS=3.18	5	August 21, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PO - 1 — Students can implement the concept of arts education as a basis for designing, implementing and evaluating learning for children with special needs and inclusion classes.
	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	This course provides knowledge, understanding and case studies that are studied both theoretically and practically. The coverage includes the basics and characteristics of children with special needs and inclusion classes, the point of view of arts education for children with special needs and inclusion classes, theories underlying inclusive arts education, case studies of education for children with special needs and inclusion classes, capacity building for collaborative arts education for children with special needs and inclusion classes, developing the therapeutic potential of art for the education of children with special needs and inclusion classes. Furthermore, this course also invites exploration of interdisciplinary art learning and eco-education for art education for children with special needs and inclusion classes.

References	**Main :**

1. Joseph P. Huston. 2015. Art, Aesthetics, and the Brain. Oxford University Press.
2. Mihaly Csikszentmihalyi. 1990. Flow: The Psychology of Optimal Experience. Harper Collins.
3. Lev Semenovich Vygotsky. 1974. The Psychology of Art . MIT Press.
4. Al Hurwitz. 2011. Children and Their Art: Art Education for Elementary and Middle Schools. Cengage Learning.
5. Shelly Meyers. 2019. The Art of Inclusive Education: Best Practices for All Learners. Cognella Academic Publishing.
6. Alice Fox. 2015. Inclusive Arts Practice and Research: A Critical Manifesto. Routledge.
7. Helen Goren Safton. 2012. Making Art Special: A Curriculum for Special Education Art. CreateSpace Independent Publishing Platform
8. @font-face {font-family:"Cambria Math"; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:roman; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;}@font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:swiss; mso-font-pitch:variable; mso-font-signature:-469750017 -1073732485 9 0 511 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-unhide:no; mso-style-qformat:yes; mso-style-parent:""; margin:0cm; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Calibri",sans-serif; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;}.MsoChpDefault {mso-style-type:export-only; mso-default-props:yes; font-family:"Calibri",sans-serif; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi;}div.WordSection1 {page:WordSectio

Supporters:

	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	Lecture orientation and understanding the scope of inclusive arts education	describes the history of the development of arts education, inclusive education, and inclusive arts education both internationally and domestically	**Criteria:** Students are able to describe the history of the development of arts education, inclusive education, and inclusive arts education both internationally and domestically **Form of Assessment** : Participatory Activities	Lectures, discussions 2 X 50		**Material:** inclusive education **Reader:** *Shelly Meyers. 2019. The Art of Inclusive Education: Best Practices for All Learners. Cognella Academic Publishing.*	5%
2	Describe context, co-text, and content in education, arts education, inclusive education, and inclusive arts education	Describe the context of education, arts education, inclusive education, and inclusive arts education	**Criteria:** Students are able to describe the context of education, arts education, inclusive education, and inclusive arts education **Form of Assessment** : Test	lecture, discussion 2 X 50		**Material:** art education **Reader:** *Al Hurwitz. 2011. Children and Their Art: Art Education for Elementary and Middle Schools. Cengage Learning.*	5%
3	Understand context, co-text, and content in education, arts education, inclusive education, and inclusive arts education	Describes education, arts education, inclusive education, and inclusive arts education		lecture, discussion 2 X 50			0%
4	understand the discourse on inclusive arts education and "the next normal"	1.describes the current and future positioning of inclusive arts education 2.describes the role of art education scholars in the scope of inclusive education		lecture, discussion 2 X 50			0%
5	understand the discourse on inclusive arts education and "the next normal"	1.describes the current and future positioning of inclusive arts education 2.describes the role of art education scholars in the scope of inclusive education		lecture, discussion 2 X 50			0%
6	understand the discourse on inclusive arts education and "the next normal"	1.describes the current and future positioning of inclusive arts education 2.describes the role of art education scholars in the scope of inclusive education.		lecture, discussion 2 X 50			0%
7	Understand lectures 1-6	Understand lectures 1-6		reflection, group discussion, essay/opinion writing 2 X 50			0%

8	Understand lectures 1-6	Understand lectures 1-6		reflection, group discussion, essay/opinion writing 2 X 50			0%
9	understand the function of inclusive arts education from an arts educator's perspective. understand the intersection of inclusive arts education. understand its interdisciplinarity	1.describe the function of inclusive arts education from the perspective of arts educators 2.describe the intersection in inclusive arts education 3.describe its interdisciplinarity		discussion, lecture, document study 2 X 50			0%
10	understand the function of inclusive arts education from an arts educator's point of view understand the intersection of inclusive arts education understand its interdisciplinarity virtually visit inclusive/disability artworks	1.describe the function of inclusive arts education from the perspective of arts educators 2.describe the intersection in inclusive arts education 3.describe its interdisciplinarity 4.appreciate works of art for inclusion/disability virtually		discussions, lectures, document studies, 2 X 50 virtual visits			0%
11	understand the function of inclusive arts education from an arts educator's perspective. understand the intersection of inclusive arts education. understand its interdisciplinarity	1.describe the function of inclusive arts education from the perspective of arts educators 2.describe the intersection in inclusive arts education 3.describe its interdisciplinarity		discussion, lecture, document study 2 X 50			0%
12	Understanding children's works of art in terms of the development of inclusiveness. Understanding aspects of creativity in the artwork of children with special needs	1.Describe the concept of inclusive arts education from the perspective of philosophy, psychology, health 2.Describe the psychological approach to the artwork of children with special needs at school 3.Describe the creative power in the artwork of children with special needs		discussion, lecture 2 X 50			0%
13	understand inclusive arts education as a whole	1.understand the implications, implementation of arts education in inclusive education 2.understand the artwork of children with special needs 3.understand the creative potential of children with special needs		discussions, lectures, case studies 2 X 50			0%

14	understand inclusive arts education as a whole	1.understand the implications, implementation of arts education in inclusive education 2.understand the artwork of children with special needs 3.understand the creative potential of children with special needs		discussions, lectures, case studies 2 X 50				0%
15	understand inclusive arts education as a whole	1.understand the implications, implementation of arts education in inclusive education 2.understand the artwork of children with special needs 3.understand the creative potential of children with special needs		discussions, lectures, case studies 2 X 50				0%
16								0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Test	5%
		10%

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.