



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

**Document Code**

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																																																																														
Basic 2 Dimensional Shapes	9020103039	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	1	August 11, 2023																																																																																																														
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																																																															
	Wening Hesti Nawa Ruci		Wening Hesti Nawa Ruci			Dra. Indah Chrysanti Angge, M.Sn.																																																																																																															
<b>Learning model</b>	Case Studies																																																																																																																				
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																																				
	<b>PLO-6</b>	Detailing theoretical concepts, principles and procedures by applying creative thinking in creating works of art based on contextual problems																																																																																																																			
	<b>PLO-8</b>	Analyzing and linking historicity, concepts of ontology, epistemology, axiology in fine arts to cultivate creativity.																																																																																																																			
	<b>Program Objectives (PO)</b>																																																																																																																				
	<b>PO - 1</b>	Students will be able to identify, understand, and apply visual elements such as points, lines, planes, space, volume, color, and texture in the creation of two-dimensional works of art.																																																																																																																			
	<b>PO - 2</b>	Students will be able to apply the principles of composition, including unity, balance, contrast, rhythm, center of interest, and proportion, to create works of art that have visual and communicative appeal.																																																																																																																			
	<b>PO - 3</b>	Students will have the ability to relate visual elements to the principles of composition through arranging compositional variables such as position, shape, number, size, direction, distance and weight.																																																																																																																			
	<b>PO - 4</b>	Students will master the use of color and texture as important elements in creating depth, dimension and nuance in two-dimensional works of art.																																																																																																																			
	<b>PLO-PO Matrix</b>																																																																																																																				
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-6</th> <th>PLO-8</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td></tr> </tbody> </table>						P.O	PLO-6	PLO-8	PO-1			PO-2			PO-3			PO-4																																																																																																	
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																					
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<b>Short Course Description</b>	The course "Basic 2-Dimensional Design" is the basis for creating 2D fine art. Students will learn the visual elements and principles of composition that form the basis of creating visually and artistically strong works of art. In this course, students will explore their creative potential through an in-depth understanding of how to combine visual elements with the principles of composition to create compelling and meaningful works of art. This course aims to develop students' understanding of visual elements and principles. principles of composition in two-dimensional art. Students will learn how to apply elements such as points, lines, colors and textures, and understand how to design harmonious compositions through playing with compositional variables.																																																																																																																				
<b>References</b>	<b>Main :</b>																																																																																																																				

1. 1). Wong, Wucius. 1972. Principle of Two Dimensional Design. New York: Van Nostrand Reinhold Company.
2. 2). Waller, Louise. 1982. Art Fundamentals Theory And Practice. Wm.C. Brown Company Publishers.
3. 3). Ebd, Sadjiman S. 2009. Nirmana, Dasar-dasar Seni dan Desain. Yogyakarta&Bandung : Jalasutra
4. 4). Darmaprawira, Suharsimi. 2002. Warna dan teori dan kreativitas penggunaannya, ed 2. Bandung : Penerbit ITB

**Supporters:**

**Supporting lecturer** Wening Hesti Nawa Ruci, 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	Students are able to categorize two-dimensional visual elements and compositions correctly	Active participation in discussions, basic understanding of visual elements and composition.	<p><b>Criteria:</b> Engagement in discussions, ability to identify basic visual elements.</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Lectures, discussions and questions and answers. 3 X 50		<p><b>Material:</b> categorization of two-dimensional visual elements and composition correctly</p> <p><b>References:</b> 1). Wong, Wucius. 1972. Principles of Two Dimensional Design. New York: Van Nostrand Reinhold Company.</p>	4%
2	Students are able to organize points with a balanced composition and have points of interest	Ability to arrange points in a balanced manner in a composition.	<p><b>Criteria:</b> The quality and balance of the arrangement of points in a composition</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p>	Explanations, practical exercises. 3 X 50		<p><b>Material:</b> organizing points with composition.</p> <p><b>References:</b> 1). Wong, Wucius. 1972. Principles of Two Dimensional Design. New York: Van Nostrand Reinhold Company.</p>	5%
3	Students are able to organize lines with a balanced composition and have a point of interest	Ability to arrange lines with correct compositional principles.	<p><b>Criteria:</b> 1. Conformity with the theme.</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Explanations, practical exercises. 3 X 50		<p><b>Material:</b> organizing lines with composition.</p> <p><b>References:</b> 1). Wong, Wucius. 1972. Principles of Two Dimensional Design. New York: Van Nostrand Reinhold Company.</p>	5%
4	Students are able to organize fields with a balanced composition and have points of interest	Ability to arrange areas with attention to visual balance.	<p><b>Criteria:</b> Quality of field composition, accuracy in creating a focal point.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Explanations, practical exercises. 3 X 50		<p><b>Material:</b> Setting of Library fields : 1). Wong, Wucius. 1972. Principles of Two Dimensional Design. New York: Van Nostrand Reinhold Company.</p>	5%

5	Students are able to organize volumes with a balanced composition and have a point of interest	Ability to organize volumes in two-dimensional compositions.	<p><b>Criteria:</b> Use of compositional principles to direct the eye.</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment</p>	Explanations, practical exercises. 3 X 50		<p><b>Material:</b> volume structure settings.</p> <p><b>References:</b> 1). Wong, Wucius. 1972. <i>Principles of Two Dimensional Design.</i> New York: Van Nostrand Reinhold Company.</p>	5%
6	Students are able to organize space with a balanced composition and have points of interest	Ability to organize volumes in two-dimensional compositions.	<p><b>Criteria:</b> Use of compositional principles to direct the eye.</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment</p>	Lecture, and Exercise 3 X 50		<p><b>Material:</b> space arrangement with composition</p> <p><b>References:</b> 2). Waller, Louise. 1982. <i>Art Fundamentals Theory and Practice.</i> Wm.C. Brown Company Publishers.</p>	5%
7	combining space and volume in a harmonious composition.	1. Can describe colors. 2. Can describe color dimensions. 3. Can describe the Color Circle.	<p><b>Criteria:</b> Effective use of space in creating a balanced composition.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Explanations, practical exercises. 3 X 50		<p><b>Material:</b> about combining space and volume in a harmonious composition.</p> <p><b>Bibliography:</b> 2). Waller, Louise. 1982. <i>Art Fundamentals Theory and Practice.</i> Wm.C. Brown Company Publishers.</p>	5%
8	Students are able to create three-dimensional works in two-dimensional space with a balanced composition and a point of interest	Ability to create three-dimensional works in two-dimensional space.	<p><b>Criteria:</b> Quality of execution, precision in creating a focal point.</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test</p>	Explanations, practical exercises.		<p><b>Material:</b> about creating three-dimensional works on a two-dimensional plane</p> <p><b>References:</b> 2). Waller, Louise. 1982. <i>Art Fundamentals Theory And Practice.</i> Wm.C. Brown Company Publishers.</p>	10%
9	Students are able to create primary, secondary and tertiary color compositions	Ability to organize color compositions based on color principles.	<p><b>Criteria:</b> Appropriate use of color, visual balance.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Explanations, practical exercises. 3 X 50		<p><b>Material:</b> About the composition of primary, secondary and tertiary colors</p> <p><b>References:</b> 2). Waller, Louise. 1982. <i>Art Fundamentals Theory and Practice.</i> Wm.C. Brown Company Publishers.</p>	5%

10	Students are able to organize areas with opaque colors	Ability to set fields with opaque colors.	<p><b>Criteria:</b> The quality of the opaque color arrangement, the composition principles applied</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Explanations, practical exercises. 3 X 50		<p><b>Material:</b> organizing fields with opact colors <b>References:</b> 2). Waller, Louise. 1982. <i>Art Fundamentals Theory and Practice.</i> Wm.C. Brown Company Publishers.</p>	5%
11	Students are able to organize areas with transparent colors	Students are able to organize areas with transparent colors that are balanced and have points of interest.	<p><b>Criteria:</b> Transparent color balance, interesting use of color, and the presence of a point of interest in the composition.</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p>	Lecture, and Exercise 3 X 50		<p><b>Material:</b> organizing fields with transparent colors <b>References:</b> 2). Waller, Louise. 1982. <i>Art Fundamentals Theory and Practice.</i> Wm.C. Brown Company Publishers.</p>	5%
12	Students are able to organize areas with color and texture	Students are able to organize areas with a balanced combination of colors and textures and have a point of interest.	<p><b>Criteria:</b> Color balance, use of texture, presence of points of interest, and strong visual impact.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lecture, and Exercise 3 X 50		<p><b>Material:</b> organizing areas with color and texture <b>References:</b> 3). EbdI, Sadjiman S. 2009. <i>Nirmana, Basics of Art and Design.</i> Yokyakarta &amp; Bandung : Jalasutra</p>	5%
13	Students are able to organize volumes with color composition	Students are able to organize volumes with a balanced color composition and have a point of interest.	<p><b>Criteria:</b> Volume balance, use of contrasting colors, presence of points of interest, and interesting visual effects.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lecture, and Exercise 3 X 50		<p><b>Material:</b> organizing volume with color composition. <b>References:</b> 3). EbdI, Sadjiman S. 2009. <i>Nirmana, Basics of Art and Design.</i> Yokyakarta &amp; Bandung : Jalasutra</p>	5%
14	Students are able to organize space with appropriate color composition	Students are able to organize space with appropriate color composition and a point of interest.	<p><b>Criteria:</b> Spatial balance, harmonious use of color, presence of points of interest, and deep visual effects.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures and Exercises 3 X 50		<p><b>Material:</b> organizing space with color composition. <b>Reference:</b> 4). Darmaprawira, Suharsimi. 2002. <i>Color and its theory and creative use, 2nd ed.</i> Bandung: ITB Publisher</p>	5%

15	Students are able to organize volume and space with appropriate color composition	Students are able to organize volume and space with appropriate color composition and a point of interest.	<b>Criteria:</b> Students are able to organize volume and space with appropriate color composition <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures and Exercises 3 X 50		<b>Material:</b> organizing volume and space with color composition. <b>Reference:</b> 4). Darmaprawira, Suharsimi. 2002. <i>Color and its theory and creative use</i> , 2nd ed. Bandung: ITB Publisher	5%
16	Students are able to create three-dimensional works in two-dimensional space with balanced color and composition and a point of interest	Students are able to create three-dimensional works in two-dimensional space using balanced color and composition and having a point of interest.	<b>Criteria:</b> Effective use of color and composition, visual balance, the presence of a point of interest, and a strong visual impression. <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test	3x50		<b>Material:</b> organizing areas with color and texture <b>References:</b> 3). Ebd, Sadjiman S. 2009. <i>Nirmana, Basics of Art and Design</i> . Yogyakarta & Bandung : Jalasutra <hr/> <b>Material:</b> organizing areas with color and texture. <b>References:</b> 4). Darmaprawira, Suharsimi. 2002. <i>Color and its theory and creative use</i> , 2nd ed. Bandung: ITB Publisher	20%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	9.51%
2.	Project Results Assessment / Product Assessment	60.01%
3.	Practical Assessment	10.84%
4.	Practice / Performance	6.17%
5.	Test	12.5%
		99.03%

#### 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.

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.