



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Decorative Images	9020103022	Compulsory Study Program Subjects	T=3 P=0 ECTS=4.77	3	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Dra. Indah Chrysanti Angeg, M.Sn.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																					
PLO-5	Demonstrate independent, quality and measurable performance and be able to make appropriate decisions in solving problems																																																																																																					
PLO-8	Analyzing and linking historicity, concepts of ontology, epistemology, axiology in fine arts to cultivate creativity.																																																																																																					
	Program Objectives (PO)																																																																																																					
PO - 1	Classifying and making Indonesian decorations from various regions																																																																																																					
PO - 2	Classifying and making international decorations from various countries in Europe and Asia.																																																																																																					
PO - 3	Making decorations by deforming and stilling																																																																																																					
PO - 4	Able to make your own creative decorations																																																																																																					
	PLO-PO Matrix																																																																																																					
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	PO Matrix at the end of each learning stage (Sub-PO)																																																																																																					
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Short Course Description	This course hones skills in ornamental forms originating from the archipelago and abroad, in terms of philosophy and background as a reference in creating work. Equipping students with deformation and stylization of geometric and non-geometric decorative shapes, developing ornaments and patterns based on surrounding objects such as plants and animals, with theoretical and practical strategies.
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References	Main :
	<ol style="list-style-type: none"> 1. David Batterham. 2012. The World of Ornament, Vol 1 & 2. Taschen. 2. Franz Sales, Meyer. 1957. Handbook of Ornament. Dover. 3. Eva Wilson. Ornament. 1994. 8000 Years: An Illustrated Handbook pf Motifs. Harry N. Abrams. 4. Abdul Kadir. 1976. Nukilan Seni Ornamen Indonesia. Yogyakarta: STSRI ASRI. 5. Soengeng Toekio. 1984. Mengenal Ragam Hias Indonesia. Surakarta.

		Supporters:					
		1. A.N.J. Vander Hood. 1949. Ragam-ragam Perhiasan Indonesia. Batavia: Koninklijk Bataviansche Genootschap Van Kunsten en Wetenschappen.					
Supporting lecturer		Dra. Indah Chrysanti Angge, M.Sn.					
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	Able to explain the scope of Indonesian and foreign decorative images	<ol style="list-style-type: none"> 1. Describe the meaning of Decorative Variety. 2. Describe the function of decoration in the past and present. 3. Describe various types of Indonesian decoration (East Java, West Java, Central Java, DIY, Bali, Sulawesi, Kalimantan, Sumatra, Irian) 4. Describe various types of foreign decoration (Europe and Asia) 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A = If you are able to describe the meaning of decoration, function in the past and present and know the various decorations of the archipelago (100%). 2.A=If you are able to describe the meaning of decoration, function in the past and present and know the various decorations of the archipelago.(90%) 3.B = If you are able to describe the meaning of decoration, function in the past and present and know the various decorations of the archipelago. (80%) 4.B=If you are able to describe the meaning of decoration, function in the past and present and know the various decorations of the archipelago.(70%) 5.B=If you are able to describe the meaning of decoration, function in the past and present and know the various decorations of the archipelago.(60%) 6.C=If you are able to describe the meaning of decoration, function in the past and present and know the various decorations of the archipelago.(40-50%) 7.D=If you are able to describe the meaning of decoration, function in the past and present and know the various decorations of the archipelago.(10-40%) 8.E=If you are unable to describe the meaning of decoration, function in the past and present and know the various decorations of the archipelago.(0-10%)% <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Lectures, discussions, questions and answers 3 X 50		<p>Material: Regarding the meaning, characteristics of Indonesian decoration, namely the decoration of East Java, Central Java, West Java, DI Yogyakarta, Sumatra, Bali, Kalimantan, Sulawesi</p> <p>Reader: <i>Abdul Kadir. 1976. Excerpt from Indonesian Ornamental Art. Yogyakarta: STSRI ASRI.</i></p>	5%
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2	Able to make a variety of decoration from the archipelago - East Java (Surabaya, Mojokerto, Jombang, Gresik, Lamongan, Sidoarjo, Madura, Banyuwangi, Nganjuk, Madiun)	Able to make a picture of East Javanese decoration (Surabaya, Malang, Sidoarjo, Tuban, Lamongan, Mojokerto, Jombang, Ngawi, Madiun, Nganjuk, Gresik, Tanjungbumi, Sumenep).	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A = If you are able to correctly explain the characteristics of the decoration from one area and are able to draw the decoration well. 2.B=If you are not able to correctly explain the characteristics of the decoration from an area that is made and are able to draw the decoration well. 3.C = If you are not able to correctly explain the characteristics of the decoration from an area that is made and are not able to draw the decoration well, good 4.D=If you are unable to correctly explain the characteristics of the decoration from an area that is made and are unable to draw the decoration well. <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practical / Performance</p>	Practice drawing, presentation and discussion 3 X 50	-	<p>Material: Philosophy and characteristics of East Javanese decoration. Bibliography: <i>Soegeng Toekio. 1984. Getting to Know Indonesian Decorative Variety. Surakarta.</i></p> <hr/> <p>Material: Characteristics of regional decorative motifs and their philosophy. Bibliography: <i>Abdul Kadir. 1976. Excerpt from Indonesian Ornamental Art. Yogyakarta: STSRI ASRI.</i></p>	5%
3	Able to make a variety of Indonesian decorations - Central Java and Yogyakarta	Make one of the decorative images from Central Java (Solo, Lasem, Pekalongan, Semarang, Kudus, & DI Yogyakarta).	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A= If the student is able to explain and is able to create a picture of decoration from Central Java/DI Yogyakarta 2.B=If students are not able to explain and are able to make one of the decorative images from Central Java/DI Yogyakarta 3.C=If the student is a little unable to explain and is able to make one of the decorative images from Central Java/DI Yogyakarta 4.D=If the student is completely unable to explain and is able to create one of the decorative images from Central Java/DI Yogyakarta <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	Practice drawing, presentation and discussion 3 X 50		<p>Material: Definition, philosophy and characteristics of decoration from Central Java and DI Yogyakarta. Reader: <i>Soegeng Toekio. 1984. Getting to Know Indonesian Decorative Variety. Surakarta.</i></p>	5%

4	Able to make archipelago decorations - West Java and DKI Jakarta	Create a picture of decorative designs from West Java (Cianjur, Bogor, Cirebon) & DKI Jakarta.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A= If Mamahiswa is able to explain and make one of the decorations from West Java 2.B=If Mamahiswa is a little less able to explain and make one of the decorations from West Java 3.C=If Mamahiswa is not able to explain and make one of the decorations from West Java 4.D=If Mamahiswa is unable to explain and make one of the decorations from West Java <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practical / Performance</p>	Practice drawing, presentation and discussion 3 X 50		<p>Material: Definition, philosophy and characteristics of decoration from West Java and DKI Jakarta. Bibliography: <i>Soegeng Toekio. 1984. Getting to Know Indonesian Decorative Variety. Surakarta.</i></p>	5%
5	Able to make a variety of Sulawesi & Sumatran decorations	Decorations from Sulawesi (Toraja, Sengkang, Makasar) & Sumatra (Palembang, Padang, Aceh).	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A= If Mamahiswa is able to explain and make one of the decorations from Sulawesi/Sumatra 2.B=If Mamahiswa is a little less able to explain and make one of the decorations from Sulawesi/Sumatra 3.C=If Mamahiswa is not able to explain and make one of the decorations from Sulawesi/Sumatra 4.D=If Mamahiswa is unable to explain and make one of the decorations from Sulawesi/Sumatra <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Practice drawing, presentation and discussion 3 X 50		<p>Material: Definition, philosophy and characteristics of decoration from Sulawesi and Sumatra. Bibliography: <i>Soegeng Toekio. 1984. Getting to Know Indonesian Decorative Variety. Surakarta.</i></p>	5%

6	Able to make a variety of Indonesian-Kalimantan and Balinese decorations.	Create a picture of various decorations from Bali & Kalimantan.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A=If students are able to explain and create a picture of decoration from Bali/Kalimantan 2.B=If the student is a little less able to explain and make a picture of decoration from Bali/Kalimantan 3.C=If students are not able to explain and make a picture of decoration from Bali/Kalimantan 4.D=If students are unable to explain and create a picture of decoration from Bali/Kalimantan <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	Practice drawing, presentation and discussion 3 X 50		<p>Material: Definition, philosophy and characteristics of decorative varieties from Kalimantan and Bali. Bibliography: <i>Soegeng Toekio. 1984. Getting to Know Indonesian Decorative Variety. Surakarta.</i></p>	5%
7	Able to make Indonesian decorations	Students are able to draw a variety of decoration from NTT & Papua.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A= If Mamahiswa is able to explain and make one of the decorations from NTT / Papua 2.B=If Mamahiswa is a little less able to explain and make one of the decorations from NTT / Papua 3.C=If Mamahiswa is not able to explain and make one of the decorations from NTT / Papua 4.D=If Mamahiswa is unable to explain and make one of the decorations from NTT / Papua <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	Practice drawing, presentation and discussion 3 X 50		<p>Material: Definition, philosophy and characteristics of decoration from NTT and Papua. Bibliography: <i>Soegeng Toekio. 1984. Getting to Know Indonesian Decorative Variety. Surakarta.</i></p>	5%

8	Able to apply one of the Indonesian decorative styles to a functional object.	<p>1. Midterm exam</p> <p>2. Able to put together an Indonesian decorative variety on one functional object.</p>	<p>Criteria:</p> <p>1. A = If the student is able to explain and create one of the Indonesian decoration styles applied to functional objects</p> <p>2. B = If students are a little less able to explain and make one of the Indonesian decoration styles applied to functional objects</p> <p>3. C = If the student is not able to explain and make one of the Indonesian decoration styles applied to functional objects</p> <p>4. D = If the student is unable to explain and create one of the Indonesian decoration styles applied to functional objects</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	Practice drawing 3 X 50		<p>Material: Definition, philosophy and characteristics of Indonesian decoration.</p> <p>Bibliography: <i>Soegeng Toekio. 1984. Getting to Know Indonesian Decorative Variety. Surakarta.</i></p>	14%
9	Know and be able to make decorations from overseas Asia.	Students are able to draw Asian decorations (Japan, China, Korea, Taiwan, Philippines, Singapore, Malaysia).	<p>Criteria:</p> <p>1. A = If the student is able to explain and make one of the decorations from Asia</p> <p>2. B = If students are a little less able to explain and make one of the decorations from Asia</p> <p>3. C = If students are not able to explain and make one of the decorations from Asia</p> <p>4. D = If students are unable to explain and make one of the decorations from Asia</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	Practice drawing, presentation and discussion 3 X 50		<p>Material: Definition, philosophy and characteristics of decoration from ASIA (Japan, Singapore, Malaysia, Thailand, Philippines, Vietnam, Laos, Korea)</p> <p>Reader: <i>David Batterham. 2012. The World of Ornament, Vol 1 & 2. Taschen.</i></p>	5%

10	Knowledge and ability to develop European decorations (Germany, Netherlands, Poland).	Students create a decoration that is a development of European decoration (Germany, the Netherlands, Poland, Prague).	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A= If Mamahiswa is able to explain and make one of the decorations from Europe 2.B= If Mamahiswa is a little less able to explain and make one of the decorations from Europe 3.C=If Mamahiswa is not able to explain and make one of the decorations from Europe 4.D=If Mamahiswa is unable to explain and make one of the decorations from Europe <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Practice drawing, presentation and discussion 3 X 50		<p>Material: Definition, philosophy and characteristics of European decoration (Paris, Netherlands, Poland, Prague, Germany) Reader: <i>David Batterham. 2012. The World of Ornament, Vol 1 & 2. Taschen.</i></p>	5%
11	Able to create decorative images using stylization & deformation of 1 insect	Make your own decorative creations by stylizing & deforming 1 insect (butterfly, bee, dragonfly, ladybug.)	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A= If students are able to make their own decorative creations by stylizing and deforming 1 insect 2.B=If students are a little less able to make their own decorative creations by stylizing and deforming 1 insect 3.C=If students are not able to make their own decorative creations by stylizing and deforming 1 insect 4.D=If students are unable to make their own decorative creations by stylizing and deforming 1 insect <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p>	Practice drawing, presentation and discussion 3 X 50		<p>Material: Various decorative insects stylized and deformed. Bibliography: <i>Franz Sales, Meyer. 1957. Handbook of Ornament. Dover.</i></p>	5%

12	Able to create decorative images using stylization & deformation of 2 birds	Students are able to draw their own decorative bird creations using stylization & deformation.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A= If students are able to make their own decorative creations by stylizing and deforming birds 2.B=If students are a little less able to make their own decorative creations by stylizing and deforming birds 3.C=If students are not able to make their own decorative creations by stylizing and deforming birds 4.D=If students are unable to make their own decorative creations by stylizing and deforming birds <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Practice drawing, presentation and discussion 3 X 50		<p>Material: Stylization and deformation of bird decorations. Bibliography: <i>Franz Sales, Meyer. 1957. Handbook of Ornament. Dover.</i></p>	5%
13	Able to create a decorative image resulting from stylization & deformation of 3 fish	Students are able to create decorative images using stylization & deformation of 3 fish.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A= If students are able to make their own decorative creations by stylizing and deforming fish 2.B=If students are a little less able to make their own decorative creations by stylizing and deforming fish 3.C=If students are not able to make their own decorative creations by stylizing and deforming fish 4.D=If students are unable to make their own decorative creations by stylizing and deforming fish <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Practice drawing, presentation and discussion 3 X 50		<p>Material: Stylization and deformation of fish. Bibliography: <i>Franz Sales, Meyer. 1957. Handbook of Ornament. Dover.</i></p>	5%

14	Able to create decorative images resulting from stylization & deformation of mammals.	Students are able to draw by stylization & deformation of one of the mammals (horses, elephants, deer, monkeys, forest people, goats, cows).	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A= If students are able to make their own decorative creations by stylizing and deforming mammals 2.B=If students are a little less able to make their own decorative creations by stylizing and deforming fish 3.C=If students are not able to make their own decorative creations by stylizing and deforming fish 4.D=If students are unable to make their own decorative creations by stylizing and deforming fish <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Practice drawing, presentation and discussion 3 X 50		<p>Material: Making decorations using stylization and deformation. Bibliography: <i>Franz Sales, Meyer. 1957. Handbook of Ornament. Dover.</i></p>	5%
15	Able to create decorative images resulting from stylization & deformation of reptiles.	Students are able to make decorations by stylizing & deforming a reptile animal (chameleon, lizard, iguana).	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A= If students are able to make their own decorative creations by stylizing and deforming reptiles 2.B=If students are a little less able to make their own decorative creations by stylizing and deforming reptiles 3.C=If students are not able to make their own decorative creations by stylizing and deforming reptiles 4.D=If students are unable to make their own decorative creations by stylizing and deforming reptiles <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Practice drawing, presentation and discussion 3 X 50		<p>Material: Stylization and deformation of reptile animal decorations. Bibliography: <i>Franz Sales, Meyer. 1957. Handbook of Ornament. Dover.</i></p>	5%

16	Able to apply a variety of decoration of his own creation that is applied to functional objects.	Students are able to create a decorative creation of their own and apply it to an object.	<p>Criteria:</p> <p>1.A= If students are able to make their own decorative creations by means of stylization and deformation applied to an object</p> <p>2.B=If students are a little less able to make their own decorative creations by means of stylization and deformation applied to an object</p> <p>3.C=If students are not able to make their own decorative creations by means of stylization and deformation applied to an object</p> <p>4.D=If students are unable to create their own decorative creations by means of stylization and deformation applied to an object</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	the practice of applying decoration to functional objects.		<p>Material: Application of decoration.</p> <p>Bibliography: <i>Franz Sales, Meyer. 1957. Handbook of Ornament. Dover.</i></p>	15%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	8.34%
2.	Project Results Assessment / Product Assessment	51.17%
3.	Portfolio Assessment	1.67%
4.	Practical Assessment	14.17%
5.	Practice / Performance	7.5%
6.	Test	16.17%
		99.02%

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.

