



**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
New Media Arts	9020103091		T=3 P=0 ECTS=4.77	4	July 16, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Asy Syams Elya Ahmad, S.Pd, M.Ds	.....	Dra. Indah Chrysanti Angge, M.Sn.

Learning model	Project Based Learning
----------------	------------------------

**Program Learning Outcomes (PLO)** PLO study program that is charged to the course

<b>PLO-7</b>	Examining principles and theories with actual issues in cross-disciplinary similarity discourse
<b>PLO-8</b>	Analyzing and linking historicity, concepts of ontology, epistemology, axiology in fine arts to cultivate creativity.

**Program Objectives (PO)**

<b>PO - 1</b>	Analyze the history and development of media arts
<b>PO - 2</b>	Analyze the basic concepts and paradigms of media art
<b>PO - 3</b>	Planning the creation of media artwork
<b>PO - 4</b>	Create media works of art
<b>PO - 5</b>	Publish media artworks through joint exhibitions in art spaces
<b>PO - 6</b>	Evaluating the development of media arts practice in the era of technological disruption

**PLO-PO Matrix**

	P.O	PLO-7	PLO-8
	PO-1		
	PO-2		
	PO-3		
	PO-4		
	PO-5		
	PO-6		

**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																
	PO-2																
	PO-3																
	PO-4																
	PO-5																
	PO-6																

**Short Course Description** This course produces works of art related to the functions and components of technology. Students carry out experiments based on the integration of computers, video, audio, internet, robotic/kinetic, and programming in artistic practice. Technical mastery of media is emphasized to encourage authentic formulation and realization of ideas. Providing arguments for the main themes and issues in contemporary art practice, discussed and elaborated through presentations and discussion of similar works. Comparing the structure of the creative process of certain artists' works and their relationship to the development of contemporary art in Indonesia and internationally. Through this lecture, artistic works of "media art" are produced, including: Biotech Art, Video Art, Digital Art, Electronic Art, Sound Art, Kinetic Art with the Project base Learning (PjBl) learning model.

References	Main :		<ol style="list-style-type: none"> <li>1. Oliver Grau. Media Art Histories. (2010). Cambridge: MIT Press.</li> <li>2. Edward A. Shanken. Art and Electronic Media. (2014). New York: Phaidon Press.</li> <li>3. Stephen Wilson. Art Science Now. (2013). United Kingdom: Thames &amp; Hudson.</li> <li>4. Beryl Graham. New Collecting: Exhibiting and Audiences After New Media Art. (2016). United Kingdom: Taylor &amp; Francis.</li> <li>5. Celia Soares, Emília Simão. Multidisciplinary Perspectives on New Media Art. (2020). United States: IGI Global.</li> <li>6. Christiane Paul, Dana Arnold. A Companion to Digital Art. (2022). Norway: Wiley.</li> </ol>				
	Supporters:		<ol style="list-style-type: none"> <li>1. YouTube</li> <li>2. Media Art Networking Website</li> <li>3. Multimedia Streaming</li> </ol>				
	Supporting lecturer		Asy Syams Elya Ahmad, S.Pd., M.Ds.				
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	Examining the basic concepts and paradigms of media art	<ol style="list-style-type: none"> <li>1. Describe the concepts of media art</li> <li>2. Differentiate the media art paradigm from the art medium</li> </ol>	<b>Criteria:</b> Observation of student activities in class  <b>Form of Assessment :</b> Participatory Activities	Expository, discussion and question and answer 3 X 50		<b>Material:</b> concepts and paradigms of media art <b>References:</b> <i>Celia Soares, Emília Simão. Multidisciplinary Perspectives on New Media Art. (2020). United States: IGI Global.</i>	2%
2	Linking historical and sociological foundations in the development of media arts practices	<ol style="list-style-type: none"> <li>1. Provide arguments related to the history and development of media arts</li> <li>2. Details the historical and sociological basis for the development of media arts</li> </ol>	<b>Criteria:</b> Quiz Assessment Instrument  <b>Form of Assessment :</b> Test	Expository, discussion and question and answer 3 X 50		<b>Material:</b> History and development of media arts <b>Reader:</b> <i>Oliver Grau. Media Art Histories. (2010). Cambridge: MIT Press.</i>	2%
3	Rearranging coding for video manipulation via Pure Data	<ol style="list-style-type: none"> <li>1. Categorize programming language or code to create visual effects</li> <li>2. Sequencing Pure Data coding to achieve sound response based visual effects</li> </ol>	<b>Criteria:</b> Work method  <b>Form of Assessment :</b> Practice / Performance	Demonstration, Tutorial 3 X 50		<b>Material:</b> Introducing Pure Data <b>Bibliography:</b> <i>Christiane Paul, Dana Arnold. A Companion to Digital Art. (2022). Norway: Wiley.</i>	4%
4	Integrating Pure Data-based visual manipulation in multimedia performances	<ol style="list-style-type: none"> <li>1. Combining Pure Data coding with live multimedia performances</li> <li>2. Combines various visual effects based on sound response, movement, rhythm</li> </ol>	<b>Criteria:</b> Demonstrate practical work  <b>Form of Assessment :</b> Practical Assessment	Demonstration, 3 X 50 experiment		<b>Material:</b> Introducing Pure Data <b>Bibliography:</b> <i>Christiane Paul, Dana Arnold. A Companion to Digital Art. (2022). Norway: Wiley.</i>	6%

5	Designing electronic circuits for the creation of light and sensor-based media works of art	<ol style="list-style-type: none"> <li>1. Constructing ideas in creating works of art based on sensors and light</li> <li>2. Produce electronic circuit design drawings for the creation of sensor and light-based media artworks</li> <li>3. Develop timelines and work procedures according to the characteristics of light and sensor-based media artworks</li> </ol>	<p><b>Criteria:</b> Work method</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	<p>PjBL stages:</p> <ol style="list-style-type: none"> <li>1. Basic questions to explore conceptual knowledge and ideas for creating sensor- and light-based media artworks</li> <li>2. Sketch electronic circuit designs for sensor- and light-based media artworks</li> <li>3. Arrange scheduling and practical work steps for creating sensor-based media artworks and light</li> </ol> <p>3 X 50</p>		<p><b>Material:</b> Electronic Circuit and Arduino Programming <b>Library:</b> <i>Media Art Networking Website</i></p>	4%
6	Create programming combinations for the creation of light and sensor-based media artworks	<ol style="list-style-type: none"> <li>1. Assemble circuit configurations and electronic components correctly</li> <li>2. Combines precise programming of motion and light sensors</li> </ol>	<p><b>Criteria:</b> Observation of student activities in the studio</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	<p>PjBL stages:</p> <ol style="list-style-type: none"> <li>4. Monitoring the progress of creating 3 X 50 light and sensor-based media artworks</li> </ol>		<p><b>Material:</b> Electronic Circuit and Arduino Programming <b>Library:</b> <i>Media Art Networking Website</i></p>	5%
7	Producing works of art based on sensor and light media	<ol style="list-style-type: none"> <li>1. Producing works of art based on sensor and light media</li> <li>2. Presenting the creative process of creating sensor and light-based media works of art</li> </ol>	<p><b>Criteria:</b> Project</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>PjBL stages:</p> <ol style="list-style-type: none"> <li>5. Evaluation of sensor and light based media artworks</li> <li>6. Evaluation of experience in creating sensor and light based media artworks</li> </ol> <p>3 X 50</p>		<p><b>Material:</b> Hybridization of Art &amp; Electronics <b>Reader:</b> <i>Edward A. Shanken. Arts and Electronic Media. (2014). New York: Phaidon Press.</i></p>	17%
8	Evaluate the relationship between aspects of concept, context, medium and technique in media arts practice	<ol style="list-style-type: none"> <li>1. Detecting weaknesses or deficiencies in media works of art that have been created</li> <li>2. Provide resolutions for improving the creation of the next media artwork</li> </ol>	<p><b>Criteria:</b> Formative, Written Test</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	3 X 50	Expository, Giving UTS Assignments	<p><b>Material:</b> Contemporary Art of Today: Materiality &amp; Media <b>Library:</b> <i>YouTube</i></p>	5%
9	Designing installation art works based on science and photography	<ol style="list-style-type: none"> <li>1. Constructing ideas in creating installation art works based on science and photography</li> <li>2. Produce design images for installation art works based on science and photography</li> </ol>	<p><b>Criteria:</b> Observation of student activities in class</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>PjBL stages:</p> <ol style="list-style-type: none"> <li>1. Basic questions to explore conceptual knowledge and ideas for creating installation art works</li> <li>2. Sketch the design of installation art works based on science and photography</li> </ol> <p>3 X 50</p>		<p><b>Material:</b> Interdisciplinary Approach in Creating Installation Art Works <b>Library:</b> <i>Stephen Wilson. Art Science Now. (2013). United Kingdom: Thames &amp; Hudson.</i></p>	5%

10	Making science experiments on fruit that produces sound and light rhythms to create installation art works	Combining electronics and fruit science to produce sound and light rhythms	<b>Criteria:</b> Observation of student activities  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	3 X 50	PjBL stages: 3. Guiding research or experiments	<b>Material:</b> Creative Process of New Media Art Artists <b>Library:</b> <i>Multimedia Streaming</i>	5%
11	Reproducing photographic images through datamoshing for the creation of science and photography-based installation art works	1.Reconciling the diversity of photographic image manipulation 2.Combining datamoshing to obtain artistic visual images	<b>Criteria:</b> Observation of student activities in the studio  <b>Form of Assessment :</b> Practice / Performance	PjBL stages: 4. Monitoring the progress of creating installation art works based on science and photography. 3 X 50		<b>Material:</b> Creative Process of New Media Art Artists <b>Library:</b> <i>YouTube</i>	5%
12	Producing installation art works based on science and photography	1.Producing installation art works based on science and photography 2.Presenting the creative process of creating installation art works based on science and photography	<b>Criteria:</b> Project  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBL stages: 5. Evaluation of the results of installation art works based on science and photography 6. Evaluation of experience in creating installation art works based on science and photography 3 X 50		<b>Material:</b> Interdisciplinary Approach in Creating Installation Art Works <b>Library:</b> <i>Stephen Wilson. Art Science Now. (2013). United Kingdom: Thames &amp; Hudson.</i>	17%
13	Make plans for media art exhibition activities in the art space	1.Prepare a media art exhibition project proposal 2.Designing the visual identity of a media art exhibition project	<b>Criteria:</b> Assignment  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBL stages: 1. Basic questions: related to exhibition ideas, exhibition strategies, exhibition trends 2. Designing a media arts exhibition project 3. Arranging a schedule for 3 X 50 exhibition activities		<b>Material:</b> Transmediale Festival for Art and Digital Culture <b>Library:</b> <i>YouTube</i>	5%
14	Collaboration in managing exhibitions	1.Categorize personal abilities in the framework of division performance 2.Compile a List of Works Matrix	<b>Criteria:</b> Checklists  <b>Form of Assessment :</b> Practice / Performance	PjBL stages: 4. Monitor the performance progress of each division in the 3 X 50 exhibition		<b>Material:</b> Exhibiting New Media Art <b>Reader:</b> <i>Beryl Graham. New Collecting: Exhibiting and Audiences After New Media Art. (2016). United Kingdom: Taylor &amp; Francis.</i>	4%
15	Organizing media art exhibitions in the art space	1.managing media art exhibitions according to art management rules 2.presenting works of media art with good displays in the exhibition hall	<b>Criteria:</b> Observations, Project Results  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBL stages: 5. Evaluation of the results of the exhibition organizing project 6. Evaluation and reflection on the experience of holding the exhibition 3 X 50		<b>Material:</b> Exhibiting New Media Art <b>Reader:</b> <i>Beryl Graham. New Collecting: Exhibiting and Audiences After New Media Art. (2016). United Kingdom: Taylor &amp; Francis.</i>	11%

16	Recommends the creation of media art based on today's technology	1.Criticize the impacts of current technological developments 2.Conclude the types of current technology that are relevant to use in creating media art	<b>Criteria:</b> Formative, Written Test  <b>Form of Assessment :</b> Participatory Activities	Expository, discussion, and problem solving		<b>Material:</b> New Media Art, WHATS NEXT? <b>Bibliography:</b> <i>Stephen Wilson. Art Science Now. (2013). United Kingdom: Thames &amp; Hudson.</i>	3%
----	--	--	--	---	--	---	----

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	7.5%
2.	Project Results Assessment / Product Assessment	60%
3.	Practical Assessment	6%
4.	Practice / Performance	22%
5.	Test	4.5%
		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** 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.