



**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																																																		
Psychology of Art	9020102037	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	5	February 17, 2024																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																			
	Dr. Bayu Tejo Sampurno, S.Pd., M.A. dan Ika Anggun Camelia, M.Pd.		Dr. Bayu Tejo Sampurno, S.Pd. M.A.			Dra. Indah Chrysanti Angge, M.Sn.																																																			
Learning model	Case Studies																																																								
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																								
	PLO-11	Publish performance, processes and components analytically by considering aspects of effective communication, sustainability and networking.																																																							
	Program Objectives (PO)																																																								
	PO - 1	students are able to understand an interdisciplinary field that studies neurological sequences, perception, cognition, and creating art.																																																							
	PLO-PO Matrix																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="6" style="padding: 5px;">PLO-11</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td colspan="6" style="padding: 5px;"></td> </tr> </table>						P.O	PLO-11						PO-1																																										
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PO Matrix at the end of each learning stage (Sub-PO)																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">8</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;">14</td> <td style="padding: 5px;">15</td> <td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table>						P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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Short Course Description	This course examines the understanding of an interdisciplinary field that studies neurological sequences, perception, cognition, explaining how human consciousness develops to feel and create art. Exploring the aspects that make us interested in fine art aesthetics. Opens students' insight into a number of psychological theories, both currently and historically across various fields of science. The interpretation of the work will summarize a variety of readings ranging from psychoanalysis, personality development, and social psychology, with discussion strategies and literature searches.																																																								
References	Main :																																																								

1. Irma Damajanti. 2006. Psikologi Seni . Bandung: PT Kiblat Buku Utama.
2. Robert L. Solso. 2003. The Psychology of Art and The Evolution of the Conscious Brain . MIT Press.
3. Mihaly Csikszentmihalyi . 1990 . Flow: The Psychology of Optimal Experience. Harper Collins.
4. Lev Semenovich Vygotsky. 1974. The Psychology of Art . MIT Press.
5. Rudolf Arnheim. 1974. Art and Visual Perception: Psychology of The Creative Aye. University of California Press.
6. E.H. Gombrich. 1960. Art and Illusion: A Study in the Psychology of Pictorial Representation . Phaidon Press
7. Charles JM, Carpenter LA, Jenner W & Nicholas JS. 2008 Recent advances in autism spectrum disorder. I ntl. J. Psychiatry in Medicine 36(2):133-
8. Del Glacco, M. Art Therapy vs Psychotherapy
9. Depreeuw B, Eldar S, Conroy K & Hofmann SG. Psychotherapy Approaches
10. Edwards D. 2004 Art Therapy. London: Sage Publishing
11. Malchiodi CA 2005 Expressive Therapies – History, Theory and Practice
12. March C. 2016 Making Sense Art Therapy – A booklet
13. Shaffer DR & Kipp K. 2010 Developmental Psychology – Childhood and Adolescence . Baltimore, USA: Wadsworth Cengage Learning
14. Stangor C, Lally M & Valentine-French S. 2011 Introduction to Psychology. San Fransisco, CA, US: College Lake County
15. The British Assoc. of Art Therapists. 2014 Art Therapy Information. London: the British Assoc of Art Therapists
16. Waller D. Art Therapy for Children: How it Leads to Change
17. Young C. Twenty Different Definitions of European Psychotherapy

Supporters:

Supporting lecturer Fera Ratyaningrum, S.Pd., M.Pd.
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	Introduction and course contract	student activity	Criteria: art psychology pretest Form of Assessment : Participatory Activities	Discussion together 2 X 50		Material: art psychology Reader: <i>Irma Damajanti. 2006. Psychology of Art. Bandung: PT Qibla Buku Utama.</i>	5%
2	Lecture introduction – psychology in general and the psychology "school of thought".	1.Students can explain the meaning of art psychology. 2.Students can describe the psychological background of art.	Form of Assessment : Participatory Activities	Lectures and joint discussions examine the psychology of art 2 X 50			5%
3	Understand mental development theory and creative development theory.	Students can explain the theory of mental development and the theory of creative development		Lectures, discussions and student presentations 4 X 50			0%
4							0%
5	Understand the concept and process of creation.	Students can explain the concept and creation process		Lectures, discussions and student presentations 4 X 50			0%
6							0%
7	UTS	UTS		Take home and presentation 4 X 50			0%
8							0%

9	Understanding the creative thinking process. Understanding art as a creative process	1.Students can explain the creative thinking process 2.Students can explain art as a creative process		Lectures, discussions and student presentations 4 X 50			0%
10	Art therapy	Able to understand the basic concepts of art therapy		lectures, discussions, videos 6 X 50			0%
11	Art therapy	Able to understand the basic concepts of art therapy		lectures, discussions, videos 6 X 50			0%
12	Art therapy	Able to understand the basic concepts of art therapy		lectures, discussions, videos 6 X 50			0%
13	Art therapy	Able to understand the basic concepts of art therapy		lectures, discussions, videos 6 X 50			0%
14	UAS: Art therapy for yourself	Applying the concept of art therapy to yourself as an artist		Assignments, practices, reports and presentations 4 X 50			0%
15	UAS: Art therapy for yourself	Applying the concept of art therapy to yourself as an artist		Assignments, practices, reports and presentations 4 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	10%
		10%

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.

