



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Music Arts Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																		
Companion Instruments	9122104133		T=4 P=0 ECTS=6.36	5	July 18, 2024																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																			
	Agus Suwahyono, S.Sn., M.Pd.																																			
Learning model	Case Studies																																						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																						
	PLO-12	Master the principles and theory of music through designing and implementing musical activities																																					
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		<table border="1" style="margin: auto;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 50px;">PLO-12</td> </tr> </table>		P.O	PLO-12																																		
P.O	PLO-12																																						
PO Matrix at the end of each learning stage (Sub-PO)																																							
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16					
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																							
Short Course Description	This course contains an understanding of the musical repertoire for musical instruments as well as mastering the basic skills of playing them using accompanying level songs and etudes.																																						
References	Main :																																						
	<ol style="list-style-type: none"> 1. Lewis, Catherine. (2001). Violin Technical Work Book. Melbourne: Allars Publishing. 2. Whistler, Harvey S. (...). Beginning Method for Violin. Chicago: Rubank Inc. 3. Suzuki, Shinichi. (...).Violin Method Vol 2. Japan. 4. Wohlfart, Franz (Copyright 2004). Wohlfart Sixty Studies For Violin Op.45. NewYork : G. Schirmer,Inc. 5. Seybold, Arthur. (...). A. Seybold New Violin Study School. London, A.J .Benjamin Hamburg. 6. Mazas, F. (Copyright). F.Mazas Duet for Violins Op.38. NewYork : G. Schirmer,Inc. 																																						
	Supporters:																																						
Supporting lecturer	Drs. Heri Murbiyantoro, M.Pd. Agus Suwahyono, S.Sn., M.Pd. Dhani Kristiandri, S.Pd., M.Sn. Budi Dharmawanputra, S.Pd., M.Pd. Raden Roro Maha Kalyana Mitta Anggoro, S.Pd., M.Pd. Vivi Ervina Dewi, 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	Able to identify the characteristics of musical instruments or vocals correctly. Able to play musical instruments or sing musical repertoire correctly	Students can play musical instruments with fingerings or sing songs with the right notes according to the musical repertoire.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students are declared very good if they are able to answer 2 descriptive questions and 1 practical question. Students are declared good if they are able to answer 1 descriptive question and 1 practical question. 2.Students are declared sufficient if they are not able to answer the description questions but can answer 1 practice question 3.Students are declared inadequate if they are not able to answer all the description questions and all the practical questions. <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, questions and answers, and demonstrations, Drill 2 X 50		<p>Material: Able to identify the characteristics of a musical instrument or vocal correctly. Able to play a musical instrument or sing musical repertoire correctly.</p> <p>Reader: <i>Lewis, Catherine. (2001). Violin Technical Workbook. Melbourne: Allars Publishing.</i></p>	4%
2	Able to identify the characteristics of musical instruments or vocals correctly. Able to play musical instruments or sing musical repertoire correctly	<ol style="list-style-type: none"> 1.Students can play musical instruments with fingerings or sing songs with the right notes according to the musical repertoire. 2.Students can play or sing scales correctly. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students are declared very good if they are able to answer 2 descriptive questions and 1 practical question. Students are declared good if they are able to answer 1 descriptive question and 1 practical question. 2.Students are declared sufficient if they are not able to answer the description questions but can answer 1 practice question. 3.Students are declared inadequate if they are not able to answer all the description questions and all the practical questions. <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lecture, question and answer, and demonstration 2 X 50		<p>Material: Students can play musical instruments with fingerings or sing songs with the right notes according to the musical repertoire.</p> <p>Bibliography: <i>Whistler, Harvey S. (...). Beginning Method for Violin. Chicago: Rubank Inc.</i></p>	4%

3	Able to identify the characteristics of musical instruments or vocals correctly. Able to play musical instruments or sing musical repertoire correctly	1.Students can play musical instruments with fingerings or sing songs with the right notes according to the musical repertoire. 2.Students can play or sing scales correctly.	Criteria: Able to play and master basic techniques. Able to play technique, scales and repertoire Form of Assessment : Participatory Activities, Practice/Performance	Lecture, question and answer, and demonstration 2 X 50		Material: Students are able to play and master basic techniques and are able to play Techniques, Scales, and Repertory Library: <i>Whistler, Harvey S. (...). Beginning Method for Violin. Chicago: Rubank Inc.</i>	5%
4	Able to identify the characteristics of stringed instruments and care for stringed instruments and tuning them correctly Able to play stringed instruments with 2 strings	1.Students can identify the characteristics of stringed instruments and care for stringed instruments and tune them properly 2.Able to play a stringed instrument with 2 strings	Criteria: Able to play and master the basic techniques of each selected main instrument (Violin, Viola, Cello) Able to play Technique, Scales and Repertory Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Lecture, question and answer, and practice 2 X 50		Material: Able to play and master the basic techniques of each selected main instrument (Violin, Viola, Cello) Able to play Technique, Scales and Repertory Library: <i>Lewis, Catherine. (2001). Violin Technical Workbook. Melbourne: Allars Publishing.</i>	5%
5	Able to play the C major scale and arpeggios	Students can play the C major scale and arpeggios	Criteria: Able to play and master the basic techniques of each selected main instrument (Violin, Viola, Cello) Able to play Technique, Scales and Repertory Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Lecture, question and answer, and practice 2 X 50		Material: Students are able to play and master the basic techniques of each selected main instrument (Violin, Viola, Cello). Able to play Techniques, Scales and Repertory Library: <i>Lewis, Catherine. (2001). Violin Technical Workbook. Melbourne: Allars Publishing.</i>	5%
6	Able to play the C major scale and arpeggios	Students can play the C major scale and arpeggios	Criteria: Able to play and master the basic techniques of each selected main instrument (Violin, Viola, Cello) Able to play Technique, Scales and Repertory Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Lecture, question and answer, and practice 2 X 50		Material: Students can play the C major scale and arpeggios Reference: <i>Whistler, Harvey S. (...). Beginning Method for Violin. Chicago: Rubank Inc.</i>	5%

7	Mastering basic tone production techniques Mastering bowing techniques (legato, staccato etc.)	Students can master basic tone production techniques. Master bowing techniques (legato, staccato etc.)	Criteria: Able to play and master the basic techniques of each selected main instrument (Violin, Viola, Cello) Able to play Technique, Scales and Repertory Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Lecture, question and answer, and practice 2 X 50		Material: Students can master basic tone production techniques. Master bowing techniques (legato, staccato etc.) References: <i>Whistler, Harvey S. (...). Beginning Method for Violin. Chicago: Rubank Inc.</i>	5%
8	MIDDLE SEMESTER EXAMINATION (UTS)	Students can master basic tone production techniques. Master bowing techniques (legato, staccato etc.)	Criteria: Able to play and master the basic techniques of each selected main instrument (Violin, Viola, Cello) Able to play Technique, Scales and Repertory Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Lecture, question and answer, and practice 2 X 50		Material: Students can master basic tone production techniques. Master bowing techniques (legato, staccato etc.) References: <i>Whistler, Harvey S. (...). Beginning Method for Violin. Chicago: Rubank Inc.</i>	10%
9	Able to play scales C, G, D (2 Octaves), F (1 Octave) and A, G Minor and play Etudes and level I repertoire	Students can play scales C, G, D (2 Octaves), F (1 Octave) and A, G Minor and play Etude and level I repertoire	Criteria: Able to play and master the basic techniques of each selected main instrument (Violin, Viola, Cello) Able to play Technique, Scales and Repertory Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Lectures, questions and answers, practice and exercises 2 X 50		Material: Students can play the scales C, G, D (2 Octaves), F (1 Octave) and A, G Minor and play Etudes and repertoire level I. Library: <i>Whistler, Harvey S. (...). Beginning Method for Violin. Chicago: Rubank Inc.</i>	6%
10	Able to play scales C, G, D (2 Octaves), F (1 Octave) and A, G Minor and play Etudes and level I repertoire	Students can play scales C, G, D (2 Octaves), F (1 Octave) and A, G Minor and play Etude and level I repertoire	Criteria: Able to play and master the basic techniques of each selected main instrument (Violin, Viola, Cello) Able to play Technique, Scales and Repertory Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Lectures, questions and answers, practice and exercises 2 X 50		Material: Students can play the scales C, G, D (2 Octaves), F (1 Octave) and A, G Minor and play Etudes and repertoire level I. Library: <i>Seybold, Arthur. (...). A. Seybold New Violin Study School. London, A.J .Benjamin Hamburg.</i>	6%

11	Able to play scales C, G, D (2 Octaves), F (1 Octave) and A, G Minor and play Etudes and level I repertoire	Students can play scales C, G, D (2 Octaves), F (1 Octave) and A, G Minor and play Etude and level I repertoire	<p>Criteria: Able to play and master the basic techniques of each selected main instrument (Violin, Viola, Cello) Able to play Technique, Scales and Repertory</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Lectures, questions and answers, practice and 2 X 50 exercises		<p>Material: Students can play the scales C, G, D (2 Octaves), F (1 Octave) and A, G Minor and play Etudes and level I repertoire level I.</p> <p>Library: <i>Seybold, Arthur. (...). A. Seybold New Violin Study School. London, AJ Benjamin Hamburg.</i></p>	6%
12	Able to play, understand the meaning of the song and interpret level I songs with technique and expression	Students can play, understand the meaning of songs and interpret level I songs with technique and expression	<p>Criteria: Able to play and master the basic techniques of each selected main instrument (Violin, Viola, Cello) Able to play Technique, Scales and Repertory</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Lectures, questions and answers, practice and 2 X 50 exercises		<p>Material: Students can play, understand the meaning of songs and interpret level I songs with technique and expression.</p> <p>References: <i>Suzuki, Shinichi. (...). Violin Method Vol 2. Japan.</i></p>	6%
13	Able to play, understand the meaning of the song and interpret level I songs with technique and expression	Students can play, understand the meaning of songs and interpret level I songs with technique and expression	<p>Criteria: Able to play and master the basic techniques of each selected main instrument (Violin, Viola, Cello) Able to play Technique, Scales and Repertory</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Lectures, questions and answers, practice and 2 X 50 exercises		<p>Material: Students can play, understand the meaning of songs and interpret level I songs with technique and expression.</p> <p>References: <i>Suzuki, Shinichi. (...). Violin Method Vol 2. Japan.</i></p>	6%
14	Able to play, understand the meaning of the song and interpret level I songs with technique and expression	Students can play, understand the meaning of songs and interpret level I songs with technique and expression	<p>Criteria: Able to play and master the basic techniques of each selected main instrument (Violin, Viola, Cello) Able to play Technique, Scales and Repertory</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Lectures, questions and answers, practice and 2 X 50 exercises		<p>Material: Students can play, understand the meaning of songs and interpret level I songs with technique and expression.</p> <p>References: <i>Suzuki, Shinichi. (...). Violin Method Vol 2. Japan.</i></p>	6%
15	Able to play songs and interpret level I songs with technique and expression, paying attention to the tempo and dynamics of the song	Students can play songs and interpret level I songs with technique and expression,	<p>Criteria: Able to play and master the basic techniques of each selected main instrument (Violin, Viola, Cello) Able to play Technique, Scales and Repertory</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Practice, and practice 2 X 50		<p>Material: Students can play, understand the meaning of songs and interpret level I songs with technique and expression.</p> <p>References: <i>Suzuki, Shinichi. (...). Violin Method Vol 2. Japan.</i></p>	6%

16	Able to play songs and interpret level I songs with technique and expression, paying attention to the tempo and dynamics of the song	Students can play songs and interpret level I songs with technique and expression,	Criteria: Able to play and master the basic techniques of each selected main instrument (Violin, Viola, Cello) Able to play Technique, Scales and Repertory Form of Assessment : Project Results Assessment / Product Assessment	Practice and exercise, using lecture methods, demonstrations, assignments. 2 X 50		Material: Students can play, understand the meaning of songs and interpret level I songs with technique and expression. References: <i>Suzuki, Shinichi. (...). Violin Method Vol 2. Japan.</i>	15%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	6.5%
2.	Project Results Assessment / Product Assessment	51%
3.	Practice / Performance	42.5%
		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.