



**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
Advanced Piano Instruments	9122102027		T=2	P=0	ECTS=3.18	2	July 19, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Agus Suwahyono, S.Sn., M.Pd.	
Learning model	Project Based Learning						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	This course contains mastery of advanced piano instrument technical knowledge and skills. The discussion begins with understanding the characteristic shape of the piano musical instrument and how to use and care for it. The next discussion includes attitudes and techniques for using the piano instrument.						
	<p>References</p> <p>Main :</p> <ol style="list-style-type: none"> 1. Beyer, Ferdinand. First Lesson . China: Chuan Yin Music Publishing Co. 2. Ferrante, Damon. Piano Scales Chords Arpeggios Lessons. USA 3. Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc. 4. Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2005. Alfred 19s Basic Adult All In One Course level 2 . USA: Alfred Publishing Co., Inc. 5. maranGraphics Development Group. MARAN ILLUSTRATED Piano . USA: Thomson Course Technology PTR, a division of Thomson Course Technology. 25 Thomson Place Boston, MA 02210. <p>Supporters:</p>						
Supporting lecturer	Dhani Kristiandri, S.Pd., M.Sn. Budi Dharmawanputra, 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 the shape of a piano musical instrument, how to use and care for a piano musical instrument	<ol style="list-style-type: none"> 1. Students are able to name the different types of piano shapes. 2. Students are able to perform piano playing positions well and correctly. 3. Students are able to maintain the piano properly and correctly. 	Criteria: 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. Students are declared adequate if they are not able to answer descriptive questions but can answer 1 practical question. Students are declared inadequate if you are not able to answer all the description questions and all the practice questions.	Lectures, questions and answers, demonstrations. 1 X 50			0%
2	Able to identify the characteristics of the shape of a piano musical instrument, how to use and care for a piano musical instrument	<ol style="list-style-type: none"> 1. Students are able to name the different types of piano shapes. 2. Students are able to perform piano playing positions well and correctly. 3. Students are able to maintain the piano properly and correctly. 	Criteria: 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. Students are declared adequate if they are not able to answer descriptive questions but can answer 1 practical question. Students are declared inadequate if you are not able to answer all the description questions and all the practice questions.	Lectures, questions and answers, demonstrations. 1 X 50			0%
3	Able to identify the characteristics of the shape of a piano musical instrument, how to use and care for a piano musical instrument	<ol style="list-style-type: none"> 1. Students are able to name the different types of piano shapes. 2. Students are able to perform piano playing positions well and correctly. 3. Students are able to maintain the piano properly and correctly. 	Criteria: 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. Students are declared adequate if they are not able to answer descriptive questions but can answer 1 practical question. Students are declared inadequate if you are not able to answer all the description questions and all the practice questions.	Lectures, questions and answers, demonstrations. 1 X 50			0%

4	Able to play C, G, D, A, E major scales.	<p>1. Students are able to play the C, G, D, A, E major scales with their right fingers.</p> <p>2. Students are able to play the C, G, D, A, E major scales with their left fingers.</p>	<p>Criteria:</p> <p>1. Students are declared very good if they are able to play the scales C, G, D, A, E major 1 octave alternately using the right hand and left hand at a constant tempo. Students are declared good if they are able to play the scales C, G, D, A, E major 1 octave alternately using the right hand and left hand with an irregular tempo. Students are declared sufficient if they are able to play the C, G, D, A, E major 1 octave scale using the right hand with an irregular tempo.</p> <p>2. Students are declared deficient if they are unable to play the C, G, D, A, E major 1 octave scale alternately using the right hand and left hand at an irregular tempo.</p>	Lectures, questions and answers, demonstrations. 1 X 50			0%
5	Able to play C, G, D, A, E major scales.	<p>1. Students are able to play the C, G, D, A, E major scales with their right fingers.</p> <p>2. Students are able to play the C, G, D, A, E major scales with their left fingers.</p>	<p>Criteria:</p> <p>1. Students are declared very good if they are able to play the scales C, G, D, A, E major 1 octave alternately using the right hand and left hand at a constant tempo. Students are declared good if they are able to play the scales C, G, D, A, E major 1 octave alternately using the right hand and left hand with an irregular tempo. Students are declared sufficient if they are able to play the C, G, D, A, E major 1 octave scale using the right hand with an irregular tempo.</p> <p>2. Students are declared deficient if they are unable to play the C, G, D, A, E major 1 octave scale alternately using the right hand and left hand at an irregular tempo.</p>	Lectures, questions and answers, demonstrations. 1 X 50			0%

6	Able to play C, G, D, A, E major scales with two hands	Students can play the C, G, D, A, E major scales with two hands simultaneously	Criteria: 1. Students are declared very good if they are able to play the C, G, D, A, E major scale 1 octave with two hands simultaneously using a fixed tempo. Students are declared good if they are able to play the C, G, D, A, E major scale 1 octave with two hands simultaneously using a variable tempo. Students are deemed sufficient if they are able to play the C and G major scales 1 octave, with two hands simultaneously using a fixed tempo. 2. Students are declared deficient if they are unable to play the C, G, D, A, E major 1 octave scale with two hands simultaneously using an irregular tempo.	Lectures, questions and answers, demonstrations. 1 X 50			0%
7	Able to play C, G, D, A, E major scales with two hands	Students can play the C, G, D, A, E major scales with two hands simultaneously	Criteria: 1. Students are declared very good if they are able to play the C, G, D, A, E major scale 1 octave with two hands simultaneously using a fixed tempo. Students are declared good if they are able to play the C, G, D, A, E major scale 1 octave with two hands simultaneously using a variable tempo. Students are deemed sufficient if they are able to play the C and G major scales 1 octave, with two hands simultaneously using a fixed tempo. 2. Students are declared deficient if they are unable to play the C, G, D, A, E major 1 octave scale with two hands simultaneously using an irregular tempo.	Lectures, questions and answers, demonstrations. 1 X 50			0%

8	Students are able to answer Sub-summative exam questions well and correctly	1.Students can write essays on the differences in characteristics of several types of piano. 2.Students can play scales	Criteria: Students are declared very good if they are able to answer 2 description questions and 2 practice questions well and correctly. Students are declared good if they are able to answer 1 description question and 2 practice questions well and correctly. Students are declared adequate if they are able to answer 1 question. description and 1 practical question item well and correctly. Students are declared lacking if they are not able to answer 2 description questions and 2 practical questions well and correctly.	Written test and practical test 1 X 50			0%
9	Able to play scales C, G, D, A, E major (1 Octave), and a, d, e Minor (harmonious and melodic) and can play Etude in Beyer's book	1.Students are able to play the scales C, G, D, A, E major (1 octave), and a, d, e minor (harmonious and melodic). 2.Students are able to play the etude in Beyer's book	Criteria: Students are declared very good if they are able to play scales at a fixed tempo, and can play etudes in Beyer's book at a fixed tempo. Students are declared good if they are able to play scales at a fixed tempo, and can play etudes in Beyer's book at a fixed tempo. Students are declared It is sufficient if they are able to play the scales at a fixed tempo, and can play the etudes in Beyer's book at a fixed tempo. Students are declared deficient if they are not able to play the scales at a fixed tempo, and can play the etudes in the Beyer book at a fixed tempo.	Lectures, questions and answers, demonstrations. 1 X 50			0%
10	Play and interpret the etude in Beyer's book with technique and expression	Students are able to play etude number 1 to etude number 50 in Beyer's book according to their technique and expression	Criteria: Students are declared very good if they are able to play the etude in Beyer's book according to the technique and expression at a fixed tempo. Students are declared good if they are able to play the etude in Beyer's book according to the technique and expression at an unfixed tempo. Students are declared adequate if their ability to play the etude in Beyer's book is not appropriate. technique and expression at a fixed tempo. Students are declared deficient if they are not able to play the etude in Beyer's book according to the technique and expression at a fixed tempo.	Lectures, questions and answers, demonstrations. 2 X 50			0%

11	Play and interpret the etude in Beyer's book with technique and expression	Students are able to play etude number 1 to etude number 50 in Beyer's book according to their technique and expression	Criteria: Students are declared very good if they are able to play the etude in Beyer's book according to the technique and expression at a fixed tempo. Students are declared good if they are able to play the etude in Beyer's book according to the technique and expression at an unfixed tempo. Students are declared adequate if their ability to play the etude in Beyer's book is not appropriate. technique and expression at a fixed tempo. Students are declared deficient if they are not able to play the etude in Beyer's book according to the technique and expression at a fixed tempo.	Lectures, questions and answers, demonstrations. 2 X 50			0%
12	Play and interpret the etude in Beyer's book with technique and expression	Students are able to play etude number 1 to etude number 50 in Beyer's book according to their technique and expression	Criteria: Students are declared very good if they are able to play the etude in Beyer's book according to the technique and expression at a fixed tempo. Students are declared good if they are able to play the etude in Beyer's book according to the technique and expression at an unfixed tempo. Students are declared adequate if their ability to play the etude in Beyer's book is not appropriate. technique and expression at a fixed tempo. Students are declared deficient if they are not able to play the etude in Beyer's book according to the technique and expression at a fixed tempo.	Lectures, questions and answers, demonstrations. 2 X 50			0%
13	Play and interpret the etude in Beyer's book with technique and expression	Students are able to play etude number 61 to etude number 80 in Beyer's book according to their technique and expression	Criteria: Students are declared very good if they are able to play the etude in Beyer's book according to the technique and expression at a fixed tempo. Students are declared good if they are able to play the etude in Beyer's book according to the technique and expression at an unfixed tempo. Students are declared adequate if their ability to play the etude in Beyer's book is not appropriate. technique and expression at a fixed tempo. Students are declared deficient if they are not able to play the etude in Beyer's book according to the technique and expression at a fixed tempo.	Lectures, questions and answers, demonstrations. 2 X 50			0%

14	Play and interpret the etude in Beyer's book with technique and expression	Students are able to play etude number 61 to etude number 80 in Beyer's book according to their technique and expression	Criteria: Students are declared very good if they are able to play the etude in Beyer's book according to the technique and expression at a fixed tempo. Students are declared good if they are able to play the etude in Beyer's book according to the technique and expression at an unfixed tempo. Students are declared adequate if their ability to play the etude in Beyer's book is not appropriate. technique and expression at a fixed tempo. Students are declared deficient if they are not able to play the etude in Beyer's book according to the technique and expression at a fixed tempo.	Lectures, questions and answers, demonstrations. 2 X 50			0%
15	Play and interpret the etude in Beyer's book with technique and expression	Students are able to play etude number 91 to etude number 100 in Beyer's book according to their technique and expression	Criteria: Students are declared very good if they are able to play the etude in Beyer's book according to the technique and expression at a fixed tempo. Students are declared good if they are able to play the etude in Beyer's book according to the technique and expression at an unfixed tempo. Students are declared adequate if their ability to play the etude in Beyer's book is not appropriate. technique and expression at a fixed tempo. Students are declared deficient if they are not able to play the etude in Beyer's book according to the technique and expression at a fixed tempo.	Lectures, questions and answers, demonstrations. 2 X 50			0%
16	Students are able to answer Summative Examination questions well and correctly	Students are able to play the etudes in Beyer's book according to their technique and expression	Criteria: Students are declared very good if they are able to play the 5 etude numbers in Beyer's book according to their technique and expression at a fixed tempo. Students are declared good if they are able to play the 4 etude numbers in Beyer's book according to their technique and expression at an unfixed tempo. The etude in Beyer's book does not match the technique and expression with a fixed tempo. Students are declared deficient if they are not able to play the etude in Beyer's book according to the technique and expression with a fixed tempo.	2 X 50 Practice Test			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.