



**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																																
Youth Music Arrangements	9122102004		T=2	P=0	ECTS=3.18	5	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	Understanding and mastering the arrangements of various types of youth songs, as well as mastering the basic skills of playing them with theory and practice.																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 15%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Supporters:																																							
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	Playing various songs with various variations	Able to apply various melodic variations in making arrangements	Criteria: 1.Score 4 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is correct, precise and appropriate 2.Score 3 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is correct, appropriate and inappropriate 3.Score 2 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is correct, incorrect or inappropriate. 4.Score 1 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is incorrect, inappropriate or inappropriate.	Lectures, discussions and questions and answers, drill 10 X 50			0%
2	Playing various songs with various variations	Able to apply various melodic variations in making arrangements	Criteria: 1.Score 4 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is correct, precise and appropriate 2.Score 3 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is correct, appropriate and inappropriate 3.Score 2 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is correct, incorrect or inappropriate. 4.Score 1 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is incorrect, inappropriate or inappropriate.	Lectures, discussions and questions and answers, drill 10 X 50			0%

3	Playing various songs with various variations	Able to apply various melodic variations in making arrangements	Criteria: 1.Score 4 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is correct, precise and appropriate 2.Score 3 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is correct, appropriate and inappropriate 3.Score 2 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is correct, incorrect or inappropriate. 4.Score 1 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is incorrect, inappropriate or inappropriate.	Lectures, discussions and questions and answers, drill 10 X 50			0%
4	Playing various songs with various variations	Able to apply various melodic variations in making arrangements	Criteria: 1.Score 4 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is correct, precise and appropriate 2.Score 3 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is correct, appropriate and inappropriate 3.Score 2 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is correct, incorrect or inappropriate. 4.Score 1 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is incorrect, inappropriate or inappropriate.	Lectures, discussions and questions and answers, drill 10 X 50			0%

5	Playing various songs with various variations	Able to apply various melodic variations in making arrangements	Criteria: 1.Score 4 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is correct, precise and appropriate 2.Score 3 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is correct, appropriate and inappropriate 3.Score 2 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is correct, incorrect or inappropriate. 4.Score 1 if the addition of articulation, melodic filler, rhythmic filler, counter melody and obligato is incorrect, inappropriate or inappropriate.	Lectures, discussions and questions and answers, drill 10 X 50			0%
6	Developing various songs	Able to implement the development of various songs	Criteria: 1.Score 4 if the addition of the motif to the song melody is correct, appropriate and appropriate 2.Score 3 if the addition of the motif to the song melody is correct, appropriate but not appropriate 3.Score 2 if the addition of the motif to the song melody is correct, inappropriate or inappropriate 4.Score 1 if the addition of the motif to the song melody is incorrect, inappropriate or inappropriate	Lectures, discussions and questions and answers, drill 4 X 50			0%

7	Developing various songs	Able to implement the development of various songs	Criteria: 1.Score 4 if the addition of the motif to the song melody is correct, appropriate and appropriate 2.Score 3 if the addition of the motif to the song melody is correct, appropriate but not appropriate 3.Score 2 if the addition of the motif to the song melody is correct, inappropriate or inappropriate 4.Score 1 if the addition of the motif to the song melody is incorrect, inappropriate or inappropriate	Lectures, discussions and questions and answers, drill 4 X 50			0%
8	Playing various songs with various variations Developing various songs	1.Able to apply various melodic variations in making arrangements 2.Able to implement the development of various songs	Criteria: 1.Score 4 if you add Filler Melody, Rhythmic Filler, Counter melody, Obbligato, Motif, Lead In, Tail with correct writing and played correctly and appropriately. 2.Score 3 if the addition of Filler Melody, Rhythmic Filler, Counter melody, Obbligato, Motif, Lead In, Tail is written correctly and played correctly and is not appropriate. 3.Score 2 if the addition of Filler Melody, Rhythmic Filler, Counter melody, Obbligato, Motif, Lead In, Tail is written correctly and played incorrectly and inappropriately. 4.Score 1 if the addition of Filler Melody, Rhythmic Filler, Counter melody, Obbligato, Motif, Lead In, Tail is written incorrectly and played incorrectly and inappropriately.	Lectures, discussions and questions and answers, drill 2 X 50			0%

9	<p>Playing various types of songs with a variety of chord progressions Developing various songs with a variety of chord progressions</p>	<p>Able to apply chord progressions and variations in a song</p>	<p>Criteria: 1.Score 4 if the chord progression and writing variations are correct, the sound harmony is correct and appropriate 2.Score 3 if the chord progression and writing variations are correct, the sound harmony is correct but not appropriate 3.Score 2 if the chord progression and writing variations are correct, the sound harmony is less precise and less appropriate 4.Score 1 if the chord progression and writing variations are not correct, the sound harmony is less precise and less appropriate</p>	<p>Lectures, discussions, questions and answers, and exercises, drill 8 X 50</p>			0%
10	<p>Playing various types of songs with a variety of chord progressions Developing various songs with a variety of chord progressions</p>	<p>Able to apply chord progressions and variations in a song</p>	<p>Criteria: 1.Score 4 if the chord progression and writing variations are correct, the sound harmony is correct and appropriate 2.Score 3 if the chord progression and writing variations are correct, the sound harmony is correct but not appropriate 3.Score 2 if the chord progression and writing variations are correct, the sound harmony is less precise and less appropriate 4.Score 1 if the chord progression and writing variations are not correct, the sound harmony is less precise and less appropriate</p>	<p>Lectures, discussions, questions and answers, and exercises, drill 8 X 50</p>			0%

11	<p>Playing various types of songs with a variety of chord progressions Developing various songs with a variety of chord progressions</p>	<p>Able to apply chord progressions and variations in a song</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if the chord progression and writing variations are correct, the sound harmony is correct and appropriate 2.Score 3 if the chord progression and writing variations are correct, the sound harmony is correct but not appropriate 3.Score 2 if the chord progression and writing variations are correct, the sound harmony is less precise and less appropriate 4.Score 1 if the chord progression and writing variations are not correct, the sound harmony is less precise and less appropriate 	<p>Lectures, discussions, questions and answers, and exercises, drill 8 X 50</p>			0%
12	<p>Playing various types of songs with a variety of chord progressions Developing various songs with a variety of chord progressions</p>	<p>Able to apply chord progressions and variations in a song</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if the chord progression and writing variations are correct, the sound harmony is correct and appropriate 2.Score 3 if the chord progression and writing variations are correct, the sound harmony is correct but not appropriate 3.Score 2 if the chord progression and writing variations are correct, the sound harmony is less precise and less appropriate 4.Score 1 if the chord progression and writing variations are not correct, the sound harmony is less precise and less appropriate 	<p>Lectures, discussions, questions and answers, and exercises, drill 8 X 50</p>			0%

13	Applying variations of chord development to Indonesian regional songs. Playing Indonesian regional songs with various variations of chord pattern development	Able to apply the development of chord progressions and variations in a song	Criteria: 1.Score 4 if the chord progression and writing variations are correct, the sound harmony is correct and appropriate 2.Score 3 if the chord progression and writing variations are correct, the sound harmony is correct but not appropriate 3.Score 2 if the chord progression and writing variations are correct, the sound harmony is less precise and less appropriate 4.Score 1 if the chord progression and writing variations are not correct, the sound harmony is less precise and less appropriate	Lectures, discussions, questions and answers, and 6 X 50 exercises			0%
14	Applying variations of chord development to Indonesian regional songs. Playing Indonesian regional songs with various variations of chord pattern development	Able to apply the development of chord progressions and variations in a song	Criteria: 1.Score 4 if the chord progression and writing variations are correct, the sound harmony is correct and appropriate 2.Score 3 if the chord progression and writing variations are correct, the sound harmony is correct but not appropriate 3.Score 2 if the chord progression and writing variations are correct, the sound harmony is less precise and less appropriate 4.Score 1 if the chord progression and writing variations are not correct, the sound harmony is less precise and less appropriate	Lectures, discussions, questions and answers, and 6 X 50 exercises			0%

15	Applying variations of chord development to Indonesian regional songs. Playing Indonesian regional songs with various variations of chord pattern development	Able to apply the development of chord progressions and variations in a song	Criteria: 1.Score 4 if the chord progression and writing variations are correct, the sound harmony is correct and appropriate 2.Score 3 if the chord progression and writing variations are correct, the sound harmony is correct but not appropriate 3.Score 2 if the chord progression and writing variations are correct, the sound harmony is less precise and less appropriate 4.Score 1 if the chord progression and writing variations are not correct, the sound harmony is less precise and less appropriate	Lectures, discussions, questions and answers, and 6 X 50 exercises			0%
16	Able to make arrangements of songs for elementary, middle and high school children	Able to apply chord progressions and variations in making song arrangements	Criteria: 1.Score 4 if the chord progression and writing variations are correct, the sound harmony is correct and appropriate 2.Score 3 if the chord progression and writing variations are correct, the sound harmony is correct but not appropriate 3.Score 2 if the chord progression and writing variations are correct, the sound harmony is less precise and less appropriate 4.Score 1 if the chord progression and writing variations are not correct, the sound harmony is less precise and less appropriate	Practice and Presentation 2 X 50			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.