									Document Code

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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Arrangement		9122102118		T=2	P=0	ECTS=3.18	3	July 18, 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

	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

Short Course Description	This course is the mastery of knowledge and technical skills for creating and arranging musical works in the form of vocal groups, choirs, musical ensembles, to be applied in the world of education in schools from junior high school to senior high school (SMA) level. The discussion begins with understanding the sound area of children to teenagers, then getting to know the musical instruments that are widely used by children and teenagers at school, then applying it by making a song with musical accompaniment for children and teenagers.

References	**Main :**	
	1. Pamadhi, hadjar. Dkk. 2008. Pendidikan Seni di SD. Jakarta: UniversitasTerbuka. 2. Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation	
	Supporters:	

Supporting lecturer	Agus Suwahyono, S.Sn., M.Pd. Dhani Kristiandri, S.Pd., M.Sn.

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	Identify the basic abilities and characteristics of children's art	Students are able to explain the forms of children's intellectual abilities	**Criteria:** Students are declared very good if they are able to answer 4 essay questions. Students are declared good if they are able to answer 3 description questions. Students are declared adequate if they are able to answer 2 description questions. Students are declared poor if they are able to answer 1 description question.	Lectures, discussions and questions and answers 2 X 50			0%
2	Identify the basic abilities and characteristics of children's art	Students are able to explain the forms of children's intellectual abilities	**Criteria:** Students are declared very good if they are able to answer 4 essay questions. Students are declared good if they are able to answer 3 description questions. Students are declared adequate if they are able to answer 2 description questions. Students are declared poor if they are able to answer 1 description question.	Lectures, discussions and questions and answers 2 X 50			0%
3	Identify the basic abilities and characteristics of children's art	Students are able to explain the forms of children's intellectual abilities	**Criteria:** Students are declared very good if they are able to answer 4 essay questions. Students are declared good if they are able to answer 3 description questions. Students are declared adequate if they are able to answer 2 description questions. Students are declared poor if they are able to answer 1 description question.	Lectures, discussions and questions and answers 2 X 50			0%
4	Arrangements of children's songs and mandatory songs	Students are able to make arrangements for children's songs and mandatory songs	**Criteria:** Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.	Lectures, discussions and questions and answers, 2 X 50			0%

				Lectures,			
5	Arrangements of children's songs and mandatory songs	Students are able to make arrangements for children's songs and mandatory songs	**Criteria:** Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.	Lectures, discussions and questions and answers, 2 X 50			0%
6	Arrangements of children's songs and mandatory songs	Students are able to make arrangements for children's songs and mandatory songs	**Criteria:** Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.	Lectures, discussions and questions and answers, 2 X 50			0%
7	Arrangements of children's songs and mandatory songs	Students are able to make arrangements for children's songs and mandatory songs	**Criteria:** Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.	Lectures, discussions and questions and answers, 2 X 50			0%
8	Sub Summative Exam (USS). Presentation of arrangements of children's songs and mandatory songs	Students are able to present in front of the class arrangements of children's songs and compulsory songs	**Criteria:** Students are declared very good if they are able to present a complete song arrangement from the intro to the ending. Students are declared good if they are able to present the arrangement to the ending without an intro. intro to ending.	2 X 50 Demonstration			0%
9	Arrangement of regional songs in choral format	Students are able to make arrangements of regional songs for choir groups	**Criteria:** Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.	Lectures, discussions and questions and answers, 2 X 50			0%
10	Arrangement of regional songs in choral format	Students are able to make arrangements of regional songs for choir groups	**Criteria:** Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.	Lectures, discussions and questions and answers, 2 X 50			0%

11	Arrangement of regional songs in choral format	Students are able to make arrangements of regional songs for choir groups	**Criteria:** Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.	Lectures, discussions and questions and answers, 2 X 50			0%
12	Arrangements of regional songs in similar ensemble and mixed ensemble formats	Students are able to make regional song arrangements for several musical instruments, both similar and mixed.	**Criteria:** Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.	Lectures, discussions and questions and answers, 2 X 50			0%
13	Arrangements of regional songs in similar ensemble and mixed ensemble formats	Students are able to make regional song arrangements for several musical instruments, both similar and mixed.	**Criteria:** Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.	Lectures, discussions and questions and answers, 2 X 50			0%
14	Arrangements of regional songs in similar ensemble and mixed ensemble formats	Students are able to make regional song arrangements for several musical instruments, both similar and mixed.	**Criteria:** Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.	Lectures, discussions and questions and answers, 2 X 50			0%
15	Arrangements of regional songs in similar ensemble and mixed ensemble formats	Students are able to make regional song arrangements for several musical instruments, both similar and mixed.	**Criteria:** Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.	Lectures, discussions and questions and answers, 2 X 50			0%
16	Summative Examination (US) Presentation in front of the class on regional song arrangements	Students are able to present in front of the class arrangements of regional songs in choir or ensemble format.	**Criteria:** Students are declared excellent if they are able to present a complete song arrangement from the intro to the ending. Students are declared good if they are able to present the arrangement to the ending without an intro. intro to ending.	2 X 50 Demonstration			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** 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.
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.