



**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																																
Bands	9122102006		T=2 P=0 ECTS=3.18	1	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 knowledge and skills in band playing techniques. The discussion begins by understanding the characteristics of domestic band groups and foreign band groups. The next discussion includes attitudes and playing techniques in a band group.																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 20%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">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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References	Main :																																				
	<ol style="list-style-type: none"> 1. Ignaz Playel. 1976. Violin Method, Violin Study. New york Univercity Press 2. Lewis, Catherine. 2001. Violin Technical Work Book. Melbourne: Allars Publising 3. Whistler, Harvey S. (...). Beginning Method for Violin. Chicago: Rubank Inc. 4. Suzuki, Shinichi. (...).Violin Method Vol 2. Japan. 5. Wohlfart, Franz (Copyright 2004.). Wohlfart Sixty Studies For Violin Op 6. Seybold, Arthur. (...). A. Seybold New Violin Study School. London, A.J .Benjamin Hamburg. 7. Mazas, F. (Copyright). F.Mazas Duet for Violins Op.38. NewYork : G. Schirmer,Inc 8. Lynch, Peter. 1994. Guitar : Technical Work Book, For The Public Examinations in Music Conducted by the office of the ministry of Education, Youth and Woman 19s Affairs, Neh South Wales. The Departmen of Education Queensland and the Universities of Melbourne, Adelaide, Western Australia and Tasmania, 9. Leavitt, G. William. 1966. A Modern Method For Guitar Vol 1. Boston, Mass USA: Berklee Press Publications 10. Koizumi, T 1974. Fundamental Classic Guitar Course Dasar ke Intermediate (Classic, Pop, Folk Guitar). Japan: Yamaha Music Foundation 																																				
Supporting lecturer	Supporters:																																				
	Drs. Heri Murbiyantoro, M.Pd. Har pang Yudha Karyawanto, S.Pd., M.Pd. Marda Putra Mahendra, 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	Definition, objectives, materials and form of evaluation of band courses	Students can understand the meaning, objectives, material and form of evaluation of the Band course	<p>Criteria: Students are declared very good if they are able to answer 4 description 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.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Questions and Answers, Discussions 2 X 50		<p>Material: Definition, objectives, materials, and form of evaluation of band courses. Reference: <i>Koizumi, T 1974. Fundamentals of Classic Guitar Course from Basic to Intermediate (Classic, Pop, Folk Guitar).</i> Japan: Yamaha Music Foundation</p>	50%
2	Able to identify the types of musical instruments in the band group, the sounds used, and the character of each type of musical instrument in band playing	Students can mention the type of musical instrument, the sound system used, and the character of each musical instrument in a band group.	<p>Criteria: Students are declared very good if they are able to answer 4 description 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.</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Lectures, Questions and Answers, Discussions 2 X 50			0%
3	Students are able to present a repertoire of songs with an 8 beat rhythm, slow rock in the form of a band	<p>1. Students can name the characteristics of an 8 beat rhythmic song, with a slow rock rhythm pattern</p> <p>2. Students can play songs with an 8 beat rhythm, with a slow rock rhythm</p>	<p>Criteria:</p> <p>1. Students are declared deficient if they are unable to play an 8-beat rhythmic song with an irregular tempo.</p> <p>2. Students are declared very good if they are able to play songs with a rhythm of 8 beats, 16 beats, slow rock with a fixed tempo. Students are declared good if they are able to play songs with a rhythm of 8 beats, slow rock with a fixed tempo. tempo is not fixed.</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lecture, Question and Answer, Demonstration 2 X 50			50%

4	Students are able to present a repertoire of songs with an 8 beat rhythm, slow rock in the form of a band	<p>1.Students can name the characteristics of an 8 beat rhythmic song, with a slow rock rhythm pattern</p> <p>2.Students can play songs with an 8 beat rhythm, with a slow rock rhythm</p>	<p>Criteria:</p> <p>1.Students are declared deficient if they are unable to play an 8-beat rhythmic song with an irregular tempo.</p> <p>2.Students are declared very good if they are able to play songs with an 8 beat rhythm, slow rock with a fixed tempo.</p> <p>Students are declared good if they are able to play songs with an 8 beat rhythm, slow rock with a variable tempo. .</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lecture, Question and Answer, Demonstration 2 X 50			0%
5	Students are able to present a repertoire of songs with a 16 beat rhythm, slow rock in the form of a band	<p>1.Students can name the characteristics of a song with a 16 beat rhythm, with a slow rock rhythm pattern.</p> <p>2.Students can play songs with a 16 beat rhythm, with a slow rock rhythm pattern</p>	<p>Criteria:</p> <p>1.Students are declared very good if they are able to play songs with a 16 beat rhythm, slow rock with a fixed tempo.</p> <p>Students are declared good if they are able to play songs with a rhythm of 16 beats, slow rock with a fixed tempo.</p> <p>2.Students are declared deficient if they are unable to play an 8-beat rhythmic song with an irregular tempo.</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lecture, Question and Answer, Demonstration 2 X 50			0%
6	Students are able to present a repertoire of songs with a 16 beat rhythm, slow rock in the form of a band	<p>1.Students can name the characteristics of a song with a 16 beat rhythm, with a slow rock rhythm pattern.</p> <p>2.Students can play songs with a 16 beat rhythm, with a slow rock rhythm pattern</p>	<p>Criteria:</p> <p>1.Students are declared very good if they are able to play songs with a 16 beat rhythm, slow rock with a fixed tempo.</p> <p>Students are declared good if they are able to play songs with a rhythm of 16 beats, slow rock with a fixed tempo.</p> <p>2.Students are declared deficient if they are unable to play an 8-beat rhythmic song with an irregular tempo.</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lecture, Question and Answer, Demonstration 2 X 50			0%

7	Students are able to present a repertoire of songs with Latin rhythms in the form of a band group	<p>1.Students can name the characteristics of Latin rhythmic songs</p> <p>2.Students can play Latin rhythmic songs</p>	<p>Criteria:</p> <p>1.Students are declared very good if they are able to play songs with Latin rhythms at a fixed tempo. Students are declared good if they are able to play songs with Bossanova, Salsa and Rhumba rhythms at irregular tempos.</p> <p>2.Students are declared sufficient if they are able to play Bossanova and Salsa rhythmic songs with an irregular tempo. Students are declared deficient if they are unable to play Latin rhythmic songs with an irregular tempo.</p>	Lecture, Question and Answer, Demonstration 2 X 50			0%
8	Students are able to present a repertoire of songs with Latin rhythms in the form of a band group	<p>1.Students can name the characteristics of Latin rhythmic songs</p> <p>2.Students can play Latin rhythmic songs</p>	<p>Criteria:</p> <p>1.Students are declared very good if they are able to play songs with Latin rhythms at a fixed tempo. Students are declared good if they are able to play songs with Bossanova, Salsa and Rhumba rhythms at irregular tempos.</p> <p>2.Students are declared sufficient if they are able to play Bossanova and Salsa rhythmic songs with an irregular tempo. Students are declared deficient if they are unable to play Latin rhythmic songs with an irregular tempo.</p> <p>Form of Assessment : Participatory Activities</p>	Lecture, Question and Answer, Demonstration 2 X 50			0%

9	Students are able to present a repertoire of songs with keroncong and dangdut rhythms in the form of a band	Students can mention the characteristics of keroncong and dangdut rhythmic songs Students can play keroncong and dangdut rhythmic songs	Criteria: 1. Students are declared very good if they are able to play keroncong and dangdut rhythmic songs with a fixed tempo. Students are declared good if they are able to play keroncong and dangdut rhythmic songs with an irregular tempo. 2. Students are declared sufficient if they are able to play keroncong rhythmic songs with an irregular tempo. Students are declared deficient if they are unable to play keroncong rhythmic songs with an irregular tempo	Lecture, Question and Answer, Demonstration 2 X 50			0%
10	Students are able to present a repertoire of songs with keroncong and dangdut rhythms in the form of a band	Students can mention the characteristics of keroncong and dangdut rhythmic songs Students can play keroncong and dangdut rhythmic songs	Criteria: 1. Students are declared very good if they are able to play keroncong and dangdut rhythmic songs with a fixed tempo. Students are declared good if they are able to play keroncong and dangdut rhythmic songs with an irregular tempo. 2. Students are declared sufficient if they are able to play keroncong rhythmic songs with an irregular tempo. Students are declared deficient if they are unable to play keroncong rhythmic songs with an irregular tempo	Lecture, Question and Answer, Demonstration 2 X 50			0%

11	Students are able to present a repertoire of songs with keroncong and dangdut rhythms in the form of a band	Students can mention the characteristics of keroncong and dangdut rhythmic songs Students can play keroncong and dangdut rhythmic songs	Criteria: 1. Students are declared very good if they are able to play keroncong and dangdut rhythmic songs with a fixed tempo. Students are declared good if they are able to play keroncong and dangdut rhythmic songs with an irregular tempo. 2. Students are declared sufficient if they are able to play keroncong rhythmic songs with an irregular tempo. Students are declared deficient if they are unable to play keroncong rhythmic songs with an irregular tempo	Lecture, Question and Answer, Demonstration 2 X 50			0%
12	Students are able to present a repertoire of songs with keroncong and dangdut rhythms in the form of a band	Students can mention the characteristics of keroncong and dangdut rhythmic songs Students can play keroncong and dangdut rhythmic songs	Criteria: 1. Students are declared very good if they are able to play keroncong and dangdut rhythmic songs with a fixed tempo. Students are declared good if they are able to play keroncong and dangdut rhythmic songs with an irregular tempo. 2. Students are declared sufficient if they are able to play keroncong rhythmic songs with an irregular tempo. Students are declared deficient if they are unable to play keroncong rhythmic songs with an irregular tempo	Lecture, Question and Answer, Demonstration 2 X 50			0%

13	Students are able to present a repertoire of songs with Islamic nuances in the form of a band group	Students can mention the characteristics of songs with Islamic nuances. Students can play songs with Islamic nuances	Criteria: 1. Students are declared very good if they are able to play songs with Islamic nuances at a fixed tempo. Students are declared good if they are able to play songs with Islamic nuances at a fixed tempo. 2. Students are declared sufficient if they are able to play songs with a tambourine musical instrument consistently. 3. Students are declared deficient if they are not able to play songs with a tambourine musical instrument at an irregular tempo.	Lecture, Question and Answer, Demonstration 2 X 50			0%
14	Students are able to present a repertoire of songs with Islamic nuances in the form of a band group	Students can mention the characteristics of songs with Islamic nuances. Students can play songs with Islamic nuances	Criteria: 1. Students are declared very good if they are able to play songs with Islamic nuances at a fixed tempo. Students are declared good if they are able to play songs with Islamic nuances at a fixed tempo. 2. Students are declared sufficient if they are able to play songs with a tambourine musical instrument consistently. 3. Students are declared deficient if they are not able to play songs with a tambourine musical instrument at an irregular tempo.	Lecture, Question and Answer, Demonstration 2 X 50			0%
15	Students are able to present a repertoire of songs with Islamic nuances in the form of a band group	Students can mention the characteristics of songs with Islamic nuances. Students can play songs with Islamic nuances	Criteria: 1. Students are declared very good if they are able to play songs with Islamic nuances at a fixed tempo. Students are declared good if they are able to play songs with Islamic nuances at a fixed tempo. 2. Students are declared sufficient if they are able to play songs with a tambourine musical instrument consistently. 3. Students are declared deficient if they are not able to play songs with a tambourine musical instrument at an irregular tempo.	Lecture, Question and Answer, Demonstration 2 X 50			0%

16							0%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	75%
2.	Practice / Performance	25%
		100%

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.**