



**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																																	
Basic Contraceptives	9122102070		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	Case Studies																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 50px; height: 30px;">P.O</td></tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">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
P.O	Week																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	Understanding, analytical skills, and practice in making one sound melody into two or three sounds using First species, Second species, Third species and Fourth species techniques																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Aldwell, Edward, dkk. 2011. Harmony & Voice Leading 4th Edition. Boston: Schirmer Cengage Learning 2. Fux's, Johann Joseph. 1971. The Study Of Counterpoint. New York: W. W. Norton & Company Inc 3. Piston, Walter. 1970. Counterpoint. London: Victor Gollancz Ltd 4. Salzer, Felix. dkk. 1969. Counterpoint In Composition. New York: Columbia University Press 																																					
	Supporters:																																					
Supporting lecturer	Drs. Heri Murbiyantoro, 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	Able to identify types of contrapuntal forms	Students are able to name the forms of counterpunctuation	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.	Cooperative Learning Model 2 X 50			0%
2	Able to identify types of contrapuntal forms	Students are able to name the forms of counterpunctuation	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.	Cooperative Learning Model 2 X 50			0%
3	Able to identify types of contrapuntal forms	Students are able to name the forms of counterpunctuation	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.	Cooperative Learning Model 2 X 50			0%
4	Able to identify types of contrapuntal forms	Students are able to name the forms of counterpunctuation	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.	Cooperative Learning Model 2 X 50			0%

5	Able to master the working concept of making melodies with counterpunctuation	Students are able to create melodies with various directions of melodic movement	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.	Cooperative Learning Model 2 X 50			0%
6	Able to master the working concept of making melodies with counterpunctuation	Students are able to create melodies with various directions of melodic movement	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.	Cooperative Learning Model 2 X 50			0%
7	Able to master the working concept of making melodies with counterpunctuation	Students are able to create melodies with various directions of melodic movement	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.	Cooperative Learning Model 2 X 50			0%
8	Sub Summative Exam (USS)	Students are able to present the contrapuntal form of a song in front of the class	Criteria: Students are declared very good if they are able to present the complete contrapuntal form of a song from the intro to the ending. Students are declared good if they are able to present the contrapuntal form to the ending without an intro. Contrapun without intro without ending.	Lectures and Discussions 2 X 50			0%

9	Able to develop the main melody (one voice) into the form of two melodies (two voices)	Students are able to create a second melody from the main melody using the counterpoint technique	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.	Cooperative Learning Model 2 X 50			0%
10	Able to develop the main melody (one voice) into the form of two melodies (two voices)	Students are able to create a second melody from the main melody using the counterpoint technique	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.	Cooperative Learning Model 2 X 50			0%
11	Able to develop the main melody (one voice) into the form of two melodies (two voices)	Students are able to create a second melody from the main melody using the counterpoint technique	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.	Cooperative Learning Model 2 X 50			0%
12	Able to develop the main melody of a regional song into two or more voices	1. Students are able to create choir or vocal group scores accompanied by pitched musical instruments. 2. Students are able to play regional songs that have been counterpointed.	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.	Cooperative Learning Model 2 X 50			0%

13	Able to develop the main melody of a regional song into two or more voices	<ol style="list-style-type: none"> 1. Students are able to create choir or vocal group scores accompanied by pitched musical instruments. 2. Students are able to play regional songs that have been counterpunched. 	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.	Cooperative Learning Model 2 X 50			0%
14	Able to develop the main melody of a regional song into two or more voices	<ol style="list-style-type: none"> 1. Students are able to create choir or vocal group scores accompanied by pitched musical instruments. 2. Students are able to play regional songs that have been counterpunched. 	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.	Cooperative Learning Model 2 X 50			0%
15	Able to develop the main melody of a regional song into two or more voices	<ol style="list-style-type: none"> 1. Students are able to create choir or vocal group scores accompanied by pitched musical instruments. 2. Students are able to play regional songs that have been counterpunched. 	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.	Cooperative Learning Model 2 X 50			0%
16	Summative Exam (US)	Students are able to present in front of the class the arrangement of regional song counterpoint techniques in a choir or ensemble format.	Criteria: Students are declared very good if they are able to present the complete contrapuntal form of a song from the intro to the ending. Students are declared good if they are able to present the contrapuntal form to the ending without an intro. Contrapun without intro without ending.	2 X 50 Demonstration			0%

Evaluation Percentage Recap: Case Study

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.