



**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 Music Theory	9122102108		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	Case Studies						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	Knowledge and understanding of basic music theory including notation, tones, scales and symbols used in music.						
References	Main :						
	1. Isfanhari dan Nugroho, Widy. 1996. Pengetahuan Dasar Musik. Surabaya: Dinas Pendidikan dan Kebudayaan Jawa Timur. 2. Harnum, Jonathan. 2001. Basic Music Theory: How to Read, Write, and Understand Written Music. Chicago: Sol-Ut Press. 3. Sukohardi, Al., Drs. 2011. Teori Musik Umum. Yogyakarta: Pusat Musik Liturgi. 4. Yuniastuti, Yuyun. 2015. Teori Musik Tingkat Muda. Surabaya: Dinas Pendidikan dan Kebudayaan Jawa Timur.						
	Supporters:						
Supporting lecturer	Budi Dharmawanputra, S.Pd., M.Pd.						
	Harpang Yudha Karyawanto, S.Pd., M.Pd. Vivi Ervina Dewi, 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 understand music theory from experts	<ol style="list-style-type: none"> 1. Be able to state the definition of music from music experts 2. Able to compare definitions of music from music experts 3. Able to conclude the definition of music from experts 	Criteria: Accuracy in describing and developing assessment instruments Accuracy in determining the type and naming of chords Accuracy in reading rhythm through vocal media with a fast or slow tempo Accuracy in identifying block notation through media	Constructivist Lectures 2 X 50			0%
2	Able to understand music theory from experts	Able to present the results of group discussions in front of the class	Criteria: Accuracy in describing and developing assessment instruments Accuracy in determining the type and naming of chords Accuracy in reading rhythm through vocal media with a fast or slow tempo Accuracy in identifying block notation through media	Cooperative 2 X 50			0%
3	Able to understand the elements of music	<ol style="list-style-type: none"> 1. Be able to name the elements of music 2. Able to explain the elements of music 	Criteria: Accuracy in describing and developing assessment instruments Accuracy in determining the type and naming of chords Accuracy in reading rhythm through vocal media with a fast or slow tempo Accuracy in identifying block notation through media	Constructivist Lecture Discussion 2 X 50			0%
4	Able to identify sounds and tones and understand diatonic tone intervals in music	<ol style="list-style-type: none"> 1. Be able to explain the difference between sound and tone 2. Able to analyze diatonic note intervals in music 	Criteria: Accuracy in describing and developing assessment instruments	Lecture Discussion Questions and answers 2 X 50			0%
5	Able to identify sounds and tones and understand diatonic tone intervals in music	<ol style="list-style-type: none"> 1. Be able to explain the difference between sound and tone 2. Able to analyze diatonic note intervals in music 	Criteria: Accuracy in describing and developing assessment instruments	Lecture Discussion Questions and answers 2 X 50			0%

6	Able to identify tempo and understand rhythm in music	<ol style="list-style-type: none"> 1. Be able to name the types and types of tempo in music 2. Able to analyze and describe rhythm in music 	Criteria: Accuracy in determining the type and naming of chords	Lecture Discussion Questions and answers 2 X 50			0%
7	Able to identify tempo and understand rhythm in music	<ol style="list-style-type: none"> 1. Be able to name the types and types of tempo in music 2. Able to analyze and describe rhythm in music 	Criteria: Accuracy in determining the type and naming of chords	Lecture Discussion Questions and answers 2 X 50			0%
8	MIDDLE SEMESTER EXAMINATION (UTS)	MIDDLE SEMESTER EXAMINATION (UTS)	Criteria: Accuracy in determining the type and naming of chords	MIDDLE SEMESTER EXAMINATION (UTS) 2 X 50			0%
9	Able to understand and describe dynamics in music	Be able to mention the types and types of dynamics in music	Criteria: Accuracy in describing and developing assessment instruments	Lecture Discussion Questions and answers 2 X 50			0%
10	Able to understand and describe dynamics in music	Be able to mention the types and types of dynamics in music	Criteria: Accuracy in describing and developing assessment instruments	Lecture Discussion Questions and answers 2 X 50			0%
11	Able to understand and describe advanced harmonies in music	<ol style="list-style-type: none"> 1. Be able to name various primary and secondary chords in music 2. Able to analyze dominant seven chords 	Criteria: Accuracy in reading rhythm through vocal media with a fast or slow tempo Accuracy in stopping block notation through vocal media	Lecture Discussion Questions and answers 2 X 50			0%
12	Able to understand and describe advanced harmonies in music	<ol style="list-style-type: none"> 1. Be able to name various primary and secondary chords in music 2. Able to analyze dominant seven chords 	Criteria: Accuracy in reading rhythm through vocal media with a fast or slow tempo Accuracy in stopping block notation through vocal media	Lecture Discussion Questions and answers 2 X 50			0%
13	Accuracy in interpreting block notation through vocal media	<ol style="list-style-type: none"> 1. Able to analyze rhythm in music 2. Able to apply rhythm through vocal media 3. Able to apply block notation rhythms with slow or fast tempos 	Criteria: Accuracy in reading rhythm through vocal media with a fast or slow tempo Accuracy in stopping block notation through vocal media	Lecture Practice Questions and answers 2 X 50			0%

14	Accuracy in interpreting block notation through vocal media	1. Able to analyze rhythm in music 2. Able to apply rhythm through vocal media 3. Able to apply block notation rhythms with slow or fast tempos	Criteria: Accuracy in reading rhythm through vocal media with a fast or slow tempo Accuracy in stopping block notation through vocal media	Lecture Practice Questions and answers 2 X 50			0%
15	Able to understand and apply notation in music	1. Able to analyze block notation in music 2. Able to apply block notation	Criteria: Accuracy in reading rhythm through vocal media with a fast or slow tempo Accuracy in stopping block notation through vocal media	Behavioral lectures Questions and answers 2 X 50			0%
16	Able to understand and apply notation in music	1. Able to analyze block notation in music 2. Able to apply block notation	Criteria: Accuracy in reading rhythm through vocal media with a fast or slow tempo Accuracy in stopping block notation through vocal media	Behavioral lectures Questions and answers 2 X 50			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.**