

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

Document Code

			SEI	МE	ST	ER	R LI	ΞΑΙ	RN	IN	G F	PLA	N							
Courses			CODE				Cou	ırse F	amil	у		Cred	dit We	ight		SEM	IESTER	Co	mpilat te	ion
Basic Music	Composition		912210206	8								T=2	P=0	ECTS	5=3.18		5	Jul	y 19, 2	024
AUTHORIZATION			SP Developer					Cours	e Clu	ster C	oordir	ator	Stuc	ly Prog rdinato	ram r					
																Agı	us Suwa N	ahyon 1.Pd.	o, S.S	n.,
Learning model	Case Studies																			
Program	PLO study pro	gram t	ram that is charged to the course																	
Learning Outcomes (PLO)	PLO-8 Able to implement and develop curriculum, approaches, strategies, models, methods, techniques, teaching materials, media and innovative learning resources through the management and implementation of non-formal learning																			
	PLO-27	Demo	onstrate a re	spons	ible a	ttitud	e tow	ards	work i	n th	eir field	d of ex	pertis	e indep	enden	tly				
	PLO-29		to apply logic ce and techr tise																	
	Program Object	tives ((PO)																	
	PO - 1	Able to	o explain the	histo	ry of	the d	evelo	pmen	t of m	nusic	al con	npositi	on fro	m time	to time).				
	PO - 2		to explain tentary or bas			rable	cha	racter	istics	of	music	al tale	ent po	ssesse	ed by	comp	osition	stude	nts at	an
	PO - 3	Able to	o explain in (detail	and c	letail	the s	tages	in tea	achir	ng mus	sic cor	npositi	ion						
	PLO-PO Matrix																			
			P.O		PL	.O-8		F	PLO-2	27		PLC	-29							
			PO-1																	
			PO-2																	
			PO-3																	
	PO Matrix at th	e end	of each lea	rnin	n sta	ne (S	Suh-F	PO)												
	1 0 Matrix at th		0. 0001. 100		, ota	90 (0	-	٠,												
			P.O									Wee	ek]
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	•
		PC	D-1																	
		PC)-2																	1
		PC	D-3																	1
						1	<u> </u>	<u> </u>			1		l							1
Short Course Description	Knowledge and presentation, and			nusica	al con	nposi	ition i	nclud	es ide	eas,	arran	gemei	nts, or	chestra	ation, o	conduc	cting, fo	rms	of mus	ical
References	Main :																			
	1. Isfanhari 2. Banoe, F 3. Kamien, 4. Prier, Ed	Pono. 19 Roger.	984. Pengan 2015. Music	tar Pe :: An <i>i</i>	enget Appre	ahua ciatio	n Alat on . N	Musi ew Yo	k . Ja ork: M	kart lcGr	a: CV aw-Hil	1		Pendi	dikan d	an Ke	budaya	an Ja	wa Tin	nur
	Supporters:																			
1																				

Supporting lecturer

Moh Sarjoko, S.Sn., M.Pd.

Week-	Final abilities of each learning stage		Evaluation		lp Learning, ning methods, nt Assignments, timated time]	Learning materials	Assessmer Weight (%	
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)	References]		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	1.Creating compositions and mastering skills 2.Able to understand the characteristics of musical instrument sound sources	1.Students can understand and create musical compositions 2.Be able to name the types of musical instruments. 3.Able to explain the history of the development of musical composition from time to time. 4.Able to explain the measurable characteristics of musical talent possessed by composition students at an elementary or basic level 5.Able to explain in detail and detail the stages in teaching music composition 6.Able to explain step by step in preparation for composition practice 7.Able to explain the types of scales, both major scales and minor scales. 8.Be able to describe several motifs in the scale, including: short trivoice motifs, caturvoices, long trivoices, chromatics, and chord septimes. 9.Able to explain in detail the terms that often appear in musical compositions 10.Able to analyze concepts and themes of	Criteria: 1. Full marks are obtained if you make the composition correctly 2. Able to understand the characteristics of musical instrument sound sources 3. Able to understand the characteristics of musical talent in elementary level composition students 4. Able to understand the stages in teaching musical composition, as well as understanding the preparation stages for planning exercises 5. Able to identify types of scales, short trivocal motifs, caturvocal motifs, chromatic scales, and chord septimes. 6. Be able to explain several terms used in musical composition 7. Able to understand the concept of teaching composition using the Rhythm Pattern and Melodic Texture method. 8. Able to understand the concept of teaching composition using the Tonwortlehre method and Dewey method. 9. Able to understand the concept of teaching composition using the Tonwortlehre method and Dewey method. 9. Able to understand the concept of teaching composition using the Ward method and Dewey method. 10. Able to understand the concept of teaching composition using the Ward method and the Kreutzer method. 10. Able to understand the concept of teaching composition using the Ward method and the Kreutzer method. 10. Able to understand the concept of teaching composition using the Ward method and the Kreutzer method and the Kreutzer method.	Lectures, discussions, practices and questions and answers 4 X 50	(6)		7%	

		musical	Gaudig Scheibner		1		
		composition 11.Able to	method. 11.Able to				
		analyze	understand the				
		teaching concepts	concept of teaching music				
		according to	composition using				
		the composition	the Dalcroze method and				
		method	Project Teaching				
		through orchestration.	method 12.Able to				
		12.Able to	understand the				
		analyze teaching	concept of teaching music				
		concepts	composition using				
		according to the Kreutzer	the Montessori method and the				
		method	Pono Banoe				
		13.Able to analyze	method				
		teaching	Forms of				
		concepts according to	Assessment : Participatory Activities,				
		the Pono	Project Results Assessment / Product				
		Banoe method	Assessment, Portfolio				
		14.Able to	Assessment, Practice / Performance, Tests				
		analyze teaching	T Grieffinance, 1 dete				
		concepts					
		according to the Dalcroze					
		method and					
		Project Teaching					
		Method					
		15.Able to analyze					
		teaching					
		concepts according to					
		the					
		Montessori method and					
		the Pono Banoe					
		method.					
2	1.Creating	1.Students can	Criteria:	Lectures, discussions,		7%	
	compositions and mastering	understand and create	1.Full marks are obtained if you	practices and			
	skills 2.Able to	musical compositions	make the composition	questions and answers			
	understand the	2.Be able to	correctly	4 X 50			
	characteristics of musical	name the types of	2.Able to understand the				
	instrument	musical	characteristics of				
	sound sources	instruments. 3.Able to	musical instrument sound				
		explain the	sources				
		history of the development	3.Able to understand the				
		of musical	characteristics of				
		composition	musical talent in elementary level				
		trom time to					1
		from time to time.	composition				ļ
		time. 4.Able to					
		time. 4.Able to explain the measurable	composition students 4.Able to understand the				
		time. 4.Able to explain the	composition students 4.Able to				
		time. 4.Able to explain the measurable characteristics of musical talent	composition students 4.Able to understand the stages in teaching musical composition, as				
		time. 4.Able to explain the measurable characteristics of musical	composition students 4.Able to understand the stages in teaching musical				
		time. 4.Able to explain the measurable characteristics of musical talent possessed by composition students at an	composition students 4.Able to understand the stages in teaching musical composition, as well as understanding the preparation				
		time. 4.Able to explain the measurable characteristics of musical talent possessed by composition	composition students 4.Able to understand the stages in teaching musical composition, as well as understanding the				
		time. 4.Able to explain the measurable characteristics of musical talent possessed by composition students at an elementary or basic level 5.Able to	composition students 4.Able to understand the stages in teaching musical composition, as well as understanding the preparation stages for planning exercises				
		time. 4. Able to explain the measurable characteristics of musical talent possessed by composition students at an elementary or basic level	composition students 4.Able to understand the stages in teaching musical composition, as well as understanding the preparation stages for planning				
		time. 4.Able to explain the measurable characteristics of musical talent possessed by composition students at an elementary or basic level 5.Able to explain in detail and detail the	composition students 4.Able to understand the stages in teaching musical composition, as well as understanding the preparation stages for planning exercises 5.Able to identify types of scales, short trivocal				
		time. 4.Able to explain the measurable characteristics of musical talent possessed by composition students at an elementary or basic level 5.Able to explain in detail and	composition students 4.Able to understand the stages in teaching musical composition, as well as understanding the preparation stages for planning exercises 5.Able to identify types of scales,				
		time. 4. Able to explain the measurable characteristics of musical talent possessed by composition students at an elementary or basic level 5. Able to explain in detail and detail the stages in teaching music	composition students 4.Able to understand the stages in teaching musical composition, as well as understanding the preparation stages for planning exercises 5.Able to identify types of scales, short trivocal motifs, caturvocal motifs, long trivocal motifs,				
		time. 4. Able to explain the measurable characteristics of musical talent possessed by composition students at an elementary or basic level 5. Able to explain in detail and detail the stages in teaching	composition students 4.Able to understand the stages in teaching musical composition, as well as understanding the preparation stages for planning exercises 5.Able to identify types of scales, short trivocal motifs, caturvocal motifs, long				
		time. 4. Able to explain the measurable characteristics of musical talent possessed by composition students at an elementary or basic level 5. Able to explain in detail and detail the stages in teaching music composition	composition students 4. Able to understand the stages in teaching musical composition, as well as understanding the preparation stages for planning exercises 5. Able to identify types of scales, short trivocal motifs, caturvocal motifs, long trivocal motifs, chromatic scales,				
		time. 4. Able to explain the measurable characteristics of musical talent possessed by composition students at an elementary or basic level 5. Able to explain in detail and detail the stages in teaching music composition 6. Able to	composition students 4.Able to understand the stages in teaching musical composition, as well as understanding the preparation stages for planning exercises 5.Able to identify types of scales, short trivocal motifs, caturvocal motifs, long trivocal motifs, chromatic scales, and chord				

		by step in preparation for composition practice 7. Able to explain the types of scales, both major scales and minor scales. 8. Be able to describe several motifs in the scale, including: short trivoice motifs, caturvoices, long trivoices, chromatics, and chord septimes. 9. Able to explain in detail the terms that often appear in musical compositions 10. Able to analyze concepts and themes of musical composition 11. Able to analyze teaching concepts according to the composition method through orchestration. 12. Able to analyze teaching concepts according to the Kreutzer method 13. Able to analyze teaching concepts according to the Kreutzer method 14. Able to analyze teaching concepts according to the Pono Banoe method 15. Able to analyze teaching concepts according to the Pono Banoe method 15. Able to analyze teaching concepts according to the Pono Banoe method 15. Able to analyze teaching concepts according to the Dalcroze method and Project Teaching Method 15. Able to analyze teaching concepts according to the Pono Banoe method and Project Teaching Method 15. Able to analyze teaching concepts according to the Pono Banoe method and Project Teaching Method 16. Able to analyze teaching concepts according to the Pono Banoe method and Project Teaching Method 16. Able to analyze teaching concepts according to the Pono Banoe method and Project Teaching Method	6.Be able to explain several terms used in musical composition 7.Able to understand the concept of teaching composition using the Rhythm Pattern and Melodic Texture method. 8.Able to understand the concept of teaching composition using the Tonwortlehre method and Dewey method. 9.Able to understand the concept of teaching composition using the Ward method and the Kreutzer method 10.Able to understand the concept of teaching music composition using the Gehrels method and Gaudig Scheibner method. 11.Able to understand the concept of teaching music composition using the Dalcroze method and Project Teaching method 12.Able to understand the concept of teaching music composition using the Dalcroze method and Project Teaching method 12.Able to understand the concept of teaching music composition using the Montessori method and the Pono Banoe method Forms of Assessment: Particle / Performance, Tests			
3	1.Creating compositions	1.Students can understand and create	Criteria: 1.Full marks are obtained if you	Lectures, discussions, practices and		7%

and mastering	musical	make the	questions and answers
skills 2.Able to	compositions 2.Be able to	composition correctly	4 X 50
understand the	name the	2.Able to	
characteristics	types of	understand the	
of musical	musical	characteristics of	
instrument	instruments.	musical	
sound sources	3.Able to	instrument sound	
	explain the	sources	
	history of the	3.Able to	
	development	understand the	
	of musical	characteristics of	
	composition	musical talent in	
	from time to time.	elementary level composition	
	4.Able to	students	
	explain the	4.Able to	
	measurable	understand the	
	characteristics	stages in	
	of musical	teaching musical	
	talent	composition, as	
	possessed by	well as	
	composition	understanding the	
	students at an	preparation	
	elementary or basic level	stages for planning	
	5.Able to	exercises	
	explain in	5.Able to identify	
	detail and	types of scales,	
	detail the	short trivocal	
	stages in	motifs, caturvocal	
	teaching	motifs, long	
	music	trivocal motifs,	
	composition	chromatic scales,	
	6.Able to	and chord	
	explain step by step in	septimes. 6.Be able to explain	
	preparation	several terms	
	for	used in musical	
	composition	composition	
	practice	7.Able to	
	7.Able to	understand the	
	explain the	concept of	
	types of	teaching	
	scales, both	composition using	
	major scales and minor	the Rhythm Pattern and	
	scales.	Melodic Texture	
	8.Be able to	method.	
	describe	8.Able to	
	several motifs	understand the	
	in the scale,	concept of	
	including:	teaching	
	short trivoice	composition using	
	motifs,	the Tonwortlehre	
	caturvoices, long trivoices,	method and Dewey method.	
	chromatics,	9.Able to	
	and chord	understand the	
	septimes.	concept of	
	9.Able to	teaching	
	explain in	composition using	
	detail the	the Ward method	
	terms that	and the Kreutzer	
	often appear	method	
	in musical compositions	10.Able to understand the	
	10.Able to	concept of	
	analyze	teaching music	
	concepts and	composition using	
	themes of	the Gehrels	
	musical	method and	
	composition	Gaudig Scheibner	
	11.Able to	method.	
	analyze toaching	11.Able to	
	teaching concepts	understand the concept of	
	according to	teaching music	
	the	composition using	
	composition	the Dalcroze	
	method	method and	
	through	Project Teaching	
	orchestration.	method	
	12.Able to	12.Able to	
	analyze teaching	understand the concept of	
	concepts	teaching music	
	331100010	todoming music	

skills 2.Able to

		according to the Kreutzer method 13.Able to analyze teaching concepts according to the Pono Banoe method 14.Able to analyze teaching concepts according to the Dalcroze method and Project Teaching Method 15.Able to analyze teaching concepts according to the Dalcroze method and Project Teaching Method 15.Able to analyze teaching concepts according to the Montessori method and the Pono Banoe method.	composition using the Montessori method and the Pono Banoe method Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests			
4	Able to create the initial stages of musical composition	Understand the early stages of musical composition	Criteria: Full marks if you are able to play the musical composition well Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test	lecture, discussion, question and answer 4 X 50		0%
5	Able to create the initial stages of musical composition	Understand the early stages of musical composition	Criteria: Full marks if you are able to play the musical composition well Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test	lecture, discussion, question and answer 4 X 50		0%
6	Able to create the initial stages of musical composition	Understand the early stages of musical composition	Criteria: Full marks if you are able to play the musical composition well Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test	lecture, discussion, question and answer 4 X 50		0%
7	Able to create the initial stages of musical composition	Understand the early stages of musical composition	Criteria: Full marks if you are able to play the musical composition well Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	lecture, discussion, question and answer 4 X 50		0%

8	Able to compose music part 2	create composition part 2	Criteria: Full marks if you are able to play the basic education composition well	lecture, discussion, question and answer 4 X 50		0%
			Form of Assessment : Participatory Activities			
9	Able to compose music part 2	create composition part 2	Criteria: Full marks if you are able to play the basic education composition well Form of Assessment	lecture, discussion, question and answer 4 X 50		0%
			: Participatory Activities			
10	Able to compose music part 2	create composition part 2	Criteria: Full marks if you are able to play the basic education composition well	lecture, discussion, question and answer 4 X 50		0%
			Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance			
11	Able to compose music part 2	create composition part 2	Criteria: Full marks if you are able to play the basic education composition well	lecture, discussion, question and answer 4 X 50		0%
			Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance			
12	Able to compose music part 2	create composition part 2	Criteria: Full marks if you are able to play the basic education composition well Form of Assessment	lecture, discussion, question and answer 4 X 50		0%
			Participatory Activities			
13	Able to create composition part 2	creating musical compositions part 2	Criteria: Full marks if you are able to play the musical composition well	lecture, discussion, question and answer 4 X 50		0%
			Form of Assessment : Participatory Activities			
14	Able to create composition part 2	creating musical compositions part 2	Criteria: Full marks if you are able to play the musical composition well	lecture, discussion, question and answer 4 X 50		0%
15	Able to create a complete basic education composition from the introduction, parts 1,2,3 and Coda	create a complete composition of basic education	Criteria: Full marks if you are able to play the complete basic education composition well	arranging, orchestrating, conducting, 4 X 50 technique		0%
			Form of Assessment : Participatory Activities			
16	Able to create a complete basic education composition from the introduction, parts 1,2,3 and Coda	create a complete composition of basic education	Criteria: Full marks if you are able to play the complete basic education composition well	arranging, orchestrating, conducting, 4 X 50 technique		0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	4.2%

2.	Project Results Assessment / Product Assessment	4.2%
3.	Portfolio Assessment	4.2%
4.	Practice / Performance	4.2%
5.	Test	4.2%
		21%

Notes

- 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.
- 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.
- 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.