



**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										
Piano Class Method	9122102078		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															
	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 contains mastery of knowledge and technical skills of the piano instrument. The discussion includes the characteristics of the piano instrument, phrasing techniques, intonation, articulation, and expression, using songs and piano etudes																
References	Main :																
	1. Beyer, Ferdinand. First Lesson . China: Chuan Yin Music Publishing Co. 2. Ferrante, Damon. Piano Scales Chords Arpeggios Lessons. USA 3. Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc. 4. Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2005. Alfred 19s Basic Adult All In One Course level 2 . USA: Alfred Publishing Co., Inc. 5. maranGraphics Development Group. MARAN ILLUSTRATED Piano . USA: Thomson Course Technology PTR, a division of Thomson Course Technology. 25 Thomson Place Boston, MA 02210.																
	Supporters:																
Supporting lecturer	Raden Roro Maha Kalyana Mitta Anggoro, 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 the basic characteristics of the piano musical instrument.	<p>1.Be able to name the parts of the piano musical instrument.</p> <p>2.Able to explain the history of the development of the piano musical instrument</p>	<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>	Lectures, Questions and Answers, Discussions 2 X 50		0%
2	Able to understand the basic characteristics of the piano musical instrument.	<p>1.Be able to name the parts of the piano musical instrument.</p> <p>2.Able to explain the history of the development of the piano musical instrument</p>	<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>	Lectures, Questions and Answers, Discussions 2 X 50		0%
3	Able to understand the basic characteristics of the piano musical instrument.	<p>1.Be able to name the parts of the piano musical instrument.</p> <p>2.Able to explain the history of the development of the piano musical instrument</p>	<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>	Lectures, Questions and Answers, Discussions 2 X 50		0%

4	<p>Able to understand the characteristics of musical talent in elementary level piano students. Able to understand the stages in teaching the piano instrument, as well as understanding the preparation stages for practicing scales. Able to identify types of scales, short trivocal motifs, chess motifs, long trivocal motifs, chromatic scales, and septime chords. Able to explain several terms used in playing the piano musical instrument.</p>	<ol style="list-style-type: none"> 1. Able to explain the measurable characteristics of musical talent possessed by piano students at an elementary or basic level. 2. Able to explain in detail the stages in teaching the piano musical instrument. 3. Able to explain step by step in preparing to practice scales on the piano musical instrument. 4. Able to explain the types of scales, both major scales and minor scales. 5. Be able to describe several motifs in the scale, including: short trivocal motifs, caturvoices, long trivoices, chromatics, and chord septimes. 6. Able to explain in detail the terms that often appear in playing the piano musical instrument. 	<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>Lectures, Questions and Answers, Discussions 2 X 50</p>			0%
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5	<p>Able to understand the characteristics of musical talent in elementary level piano students. Able to understand the stages in teaching the piano instrument, as well as understanding the preparation stages for practicing scales. Able to identify types of scales, short trivocal motifs, chess motifs, long trivocal motifs, chromatic scales, and septime chords. Able to explain several terms used in playing the piano musical instrument.</p>	<ol style="list-style-type: none"> 1. Able to explain the measurable characteristics of musical talent possessed by piano students at an elementary or basic level. 2. Able to explain in detail the stages in teaching the piano musical instrument. 3. Able to explain step by step in preparing to practice scales on the piano musical instrument. 4. Able to explain the types of scales, both major scales and minor scales. 5. Be able to describe several motifs in the scale, including: short trivocal motifs, caturvoices, long trivocal motifs, chromatics, and chord septimes. 6. Able to explain in detail the terms that often appear in playing the piano musical instrument. 	<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>Lectures, Questions and Answers, Discussions 2 X 50</p>			0%
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6	<p>Able to understand the characteristics of musical talent in elementary level piano students. Able to understand the stages in teaching the piano instrument, as well as understanding the preparation stages for practicing scales. Able to identify types of scales, short trivocal motifs, chess motifs, long trivocal motifs, chromatic scales, and septime chords. Able to explain several terms used in playing the piano musical instrument.</p>	<ol style="list-style-type: none"> 1. Able to explain the measurable characteristics of musical talent possessed by piano students at an elementary or basic level. 2. Able to explain in detail the stages in teaching the piano musical instrument. 3. Able to explain step by step in preparing to practice scales on the piano musical instrument. 4. Able to explain the types of scales, both major scales and minor scales. 5. Be able to describe several motifs in the scale, including: short trivocal motifs, caturvoices, long trivoices, chromatics, and chord septimes. 6. Able to explain in detail the terms that often appear in playing the piano musical instrument. 	<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>Lectures, Questions and Answers, Discussions 2 X 50</p>			0%
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7	<p>Able to understand the characteristics of musical talent in elementary level piano students. Able to understand the stages in teaching the piano instrument, as well as understanding the preparation stages for practicing scales. Able to identify types of scales, short trivocal motifs, chess motifs, long trivocal motifs, chromatic scales, and septime chords. Able to explain several terms used in playing the piano musical instrument.</p>	<ol style="list-style-type: none"> 1. Able to explain the measurable characteristics of musical talent possessed by piano students at an elementary or basic level. 2. Able to explain in detail the stages in teaching the piano musical instrument. 3. Able to explain step by step in preparing to practice scales on the piano musical instrument. 4. Able to explain the types of scales, both major scales and minor scales. 5. Be able to describe several motifs in the scale, including: short trivocal motifs, caturvoices, long trivocal motifs, chromatics, and chord septimes. 6. Able to explain in detail the terms that often appear in playing the piano musical instrument. 	<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>Lectures, Questions and Answers, Discussions 2 X 50</p>		0%
8	<p>Sub Summative Exam (USS)</p>	<ol style="list-style-type: none"> 1. Able to explain the shapes of the piano 2. Able to explain the forms of scales. 	<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>Written Test 2 X 50</p>		0%

9	<p>Able to understand the concept of teaching piano using the Tonika Do method and the Tonic Sol-Fa method. Able to understand the concept of teaching piano using the Tonwortlehre method and Dewey method. Able to understand the concept of teaching piano using the Ward method and Kerchensteiner method. Able to understand the concept of teaching piano using the Gehrels method and method Gaudig Scheibner.</p>	<ol style="list-style-type: none"> 1. Able to analyze teaching concepts according to the Tonika Do method and the Tonic Sol-Fa method. 2. Able to analyze teaching concepts according to the Tonwortlehre method and the Dewey method. 3. Able to analyze teaching concepts according to the Ward method and the Kerchensteiner method. 4. Able to analyze teaching concepts according to the Gehrels method and the Gaudig Scheibner method. 	<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>Lectures, Questions and Answers, Discussions 2 X 50</p>		0%
10	<p>Able to understand the concept of teaching piano using the Tonika Do method and the Tonic Sol-Fa method. Able to understand the concept of teaching piano using the Tonwortlehre method and Dewey method. Able to understand the concept of teaching piano using the Ward method and Kerchensteiner method. Able to understand the concept of teaching piano using the Gehrels method and method Gaudig Scheibner.</p>	<ol style="list-style-type: none"> 1. Able to analyze teaching concepts according to the Tonika Do method and the Tonic Sol-Fa method. 2. Able to analyze teaching concepts according to the Tonwortlehre method and the Dewey method. 3. Able to analyze teaching concepts according to the Ward method and the Kerchensteiner method. 4. Able to analyze teaching concepts according to the Gehrels method and the Gaudig Scheibner method. 	<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>Lectures, Questions and Answers, Discussions 2 X 50</p>		0%

11	Able to understand the concept of teaching piano using the Tonika Do method and the Tonic Sol-Fa method. Able to understand the concept of teaching piano using the Tonwortlehre method and Dewey method. Able to understand the concept of teaching piano using the Ward method and Kerchensteiner method. Able to understand the concept of teaching piano using the Gehrels method and method Gaudig Scheibner.	<ol style="list-style-type: none"> 1. Able to analyze teaching concepts according to the Tonika Do method and the Tonic Sol-Fa method. 2. Able to analyze teaching concepts according to the Tonwortlehre method and the Dewey method. 3. Able to analyze teaching concepts according to the Ward method and the Kerchensteiner method. 4. Able to analyze teaching concepts according to the Gehrels method and the Gaudig Scheibner method. 	<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>	Lectures, Questions and Answers, Discussions 2 X 50		0%
12	Able to understand the concept of teaching piano using the Tonika Do method and the Tonic Sol-Fa method. Able to understand the concept of teaching piano using the Tonwortlehre method and Dewey method. Able to understand the concept of teaching piano using the Ward method and Kerchensteiner method. Able to understand the concept of teaching piano using the Gehrels method and method Gaudig Scheibner.	<ol style="list-style-type: none"> 1. Able to analyze teaching concepts according to the Tonika Do method and the Tonic Sol-Fa method. 2. Able to analyze teaching concepts according to the Tonwortlehre method and the Dewey method. 3. Able to analyze teaching concepts according to the Ward method and the Kerchensteiner method. 4. Able to analyze teaching concepts according to the Gehrels method and the Gaudig Scheibner method. 	<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>	Lectures, Questions and Answers, Discussions 2 X 50		0%

13	Able to understand the concept of teaching piano using the Dalcroze method and Project Teaching method. Able to understand the concept of teaching piano using the Montessori method and Pono Banoe method. Able to understand the concept of teaching piano using the Ellen Key method and Decroly method.	<ol style="list-style-type: none"> 1. Able to analyze teaching concepts according to the Dalcroze method and Project Teaching Method. 2. Able to analyze teaching concepts according to the Montessori method and the Pono Banoe method. 3. Able to analyze teaching concepts according to the Ellen Key method and the Decroly method 	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.	Lectures, Questions and Answers, Discussions 2 X 50			0%
14	Able to understand the concept of teaching piano using the Dalcroze method and Project Teaching method. Able to understand the concept of teaching piano using the Montessori method and Pono Banoe method. Able to understand the concept of teaching piano using the Ellen Key method and Decroly method.	<ol style="list-style-type: none"> 1. Able to analyze teaching concepts according to the Dalcroze method and Project Teaching Method. 2. Able to analyze teaching concepts according to the Montessori method and the Pono Banoe method. 3. Able to analyze teaching concepts according to the Ellen Key method and the Decroly method 	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.	Lectures, Questions and Answers, Discussions 2 X 50			0%

15	Able to understand the concept of teaching piano using the Dalcroze method and Project Teaching method. Able to understand the concept of teaching piano using the Montessori method and Pono Banoe method. Able to understand the concept of teaching piano using the Ellen Key method and Decroly method.	<ol style="list-style-type: none"> 1. Able to analyze teaching concepts according to the Dalcroze method and Project Teaching Method. 2. Able to analyze teaching concepts according to the Montessori method and the Pono Banoe method. 3. Able to analyze teaching concepts according to the Ellen Key method and the Decroly method 	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.	Lectures, Questions and Answers, Discussions 2 X 50			0%
16	Summative Exam (US)	Able to explain the forms of piano learning	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.	Written Test 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.