

Short Course Description	This course contains the theory of understanding and recognizing tonality and scales, as well as chords and the use of chords to accompany the melody of a song.						
References	Main :						
		<ol style="list-style-type: none"> 1. Banoë, Pono.2003. Pengantar Pengetahuan Harmoni . Yogyakarta: Kaninsus 2. Levinson, J. 1990. The Concept of Musik, Musik, Art, and Metaphysics . Ithaca, NY: Cornell University Press. Hal. 273 3. Mack, Dieter. 2004. Ilmu Melodi. Yogyakarta: Pusat Musik Liturgi 4. Preir. S.J. 1997. Ilmu Harmon i. Yogyakarta: Pusat Musik Liturgi 5. Wyatt Keith and Carl Schroeder.1998 .Harmony and Theory . Minnesota :Hal.Leonard Corporation International 6. Ricigliano, Daniel. 1969. Populer and Jazz Harmony. USA: Donato Music Publishing Company 7. Rendra, Yulia.2008. Koleksi Lagu Nasional dan Daerah. Yogyakarta: Indonesia Cerdas 					
	Supporters:						
Supporting lecturer	Raden Roro Maha Kalyana Mitta Anggoro, 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	Understand the concept of scales and understand the concept of harmony science related to scales.	Students can master 4-voice harmony	Criteria: Completeness has been achieved if students are able to explain the concept of Harmony related to scales Form of Assessment : Participatory Activities	Direct instruction; Discussion; Brainstorming. 2 X 50	Synchronous; Discussion; Brainstorm 2 x 50		5%
2	Understand the concept of scales and understand the concept of harmony science related to scales.	Students can master 4-voice harmony	Criteria: Completeness has been achieved if students are able to explain the concept of Harmony related to scales Form of Assessment : Participatory Activities	Direct instruction; Discussion; Brainstorming. 2 X 50	Synchronous; Discussion; Brainstorm 2 x 50		5%
3	Able to arrange basic chords (chords I - IV - I, I - V - I), understand the use of basic chords, and determine chord movements with oblique, similar and contrary movements.	Students are able to play chords I - IV - I, I - V - I. in the C major scale	Criteria: 1.Completion has been achieved if students can: 2.Playing the C major scale. 3.Play the chords I - IV - I, I - V - I. in the C major scale Form of Assessment : Participatory Activities	Direct instruction; Discussion; Brainstorming 2 X 50	Synchronous; Discussion; Brainstorm 2 x 50		5%
4	Able to arrange basic chords (chords I - IV - I, I - V - I), understand the use of basic chords, and determine chord movements with oblique, similar and contrary movements.	Students are able to play chords I - IV - I, I - V - I. in the C major scale	Criteria: 1.Completion has been achieved if students can: 2.Playing the C major scale. 3.Play the chords I - IV - I, I - V - I. in the C major scale Form of Assessment : Participatory Activities	Direct instruction; Discussion; Brainstorming 2 X 50	Synchronous; Discussion; Brainstorm 2 x 50		5%

5	Able to arrange basic chords (chords I - IV - I, I - V - I), understand the use of basic chords, and determine chord movements with oblique, similar and contrary movements.	Students are able to play chords I - IV - I, I - V - I. in the C major scale	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Completion has been achieved if students can: 2. Playing the C major scale. 3. Play the chords I - IV - I, I - V - I. in the C major scale <p>Form of Assessment : Participatory Activities</p>	Direct instruction; Discussion; Brainstorming 2 X 50	Synchronous; Discussion; Brainstorm 2 x 50		5%
6	Able to determine the basic chords of a song.	Students are able to determine the chords of the song Satu Nusa Satu Bangsa (L. Manik); Students are able to play the chords and melody of the song Satu Nusa Satu Bangsa.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students are able to determine the chords of the song Satu Nusa Satu Bangsa (L. Manik) 2. Students are able to play the chords and melody of the song Satu Nusa Satu Bangsa 3. <p>Form of Assessment : Participatory Activities</p>	Direct instruction; Discussion; Brainstorming 2 X 50	Synchronous; Discussion; Brainstorm 2 x 50		5%
7	Able to determine the basic chords of a song.	Students are able to determine the chords of the song Satu Nusa Satu Bangsa (L. Manik); Students are able to play the chords and melody of the song Satu Nusa Satu Bangsa	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students are able to determine the chords of the song Satu Nusa Satu Bangsa (L. Manik) 2. Students are able to play the chords and melody of the song Satu Nusa Satu Bangsa 3. <p>Form of Assessment : Participatory Activities</p>	Direct instruction; Discussion; Brainstorming 2 X 50	Synchronous; Discussion; Brainstorm 2 x 50		5%
8	Able to determine the basic chords of a song.	Students are able to determine the chords of the song Satu Nusa Satu Bangsa (L. Manik); Students are able to play the chords and melody of the song Satu Nusa Satu Bangsa	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students are able to determine the chords of the song Satu Nusa Satu Bangsa (L. Manik) 2. Students are able to play the chords and melody of the song Satu Nusa Satu Bangsa 3. <p>Form of Assessment : Participatory Activities, Tests</p>	Direct instruction; Discussion; Brainstorming 2 X 50	Synchronous; Discussion; Brainstorm 2 x 50		10%

9	Able to determine the basic chords of a song.	Students are able to determine the chords of the song Satu Nusa Satu Bangsa (L. Manik); Students are able to play the chords and melody of the song Satu Nusa Satu Bangsa	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students are able to determine the chords of the song Satu Nusa Satu Bangsa (L. Manik) 2. Students are able to play the chords and melody of the song Satu Nusa Satu Bangsa 3. <p>Form of Assessment : Participatory Activities, Tests</p>	Direct instruction; Discussion; Brainstorming 2 X 50	Synchronous; Discussion; Brainstorm 2 x 50		5%
10	Able to compose auxiliary chords (II, III, VI chords), understand the use of auxiliary chords, and determine chord movements with oblique, similar, and contrary movements.	Students understand the use of auxiliary chords, namely chords II, III, VI; Students are able to determine the chords from the melody of the song Ibu Kita Kartini (WR Supratman) with the addition of auxiliary chords; Students are able to play the chords and melody of the song Ibu Kita Kartini, simultaneously.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Understand the use of auxiliary chords, namely chords II, III, VI. 2. Students are able to determine the chords from the melody of the song Ibu Kita Kartini (WR Supratman) with the addition of auxiliary chords properly and correctly. 3. Students are able to play the chords and melody of the song Ibu Kita Kartini, simultaneously well and correctly. 4. <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Direct instruction; Discussion; Brainstorming 2 X 50	Synchronous; Discussion; Brainstorm 2 x 50		5%
11	Able to compose auxiliary chords (II, III, VI chords), understand the use of auxiliary chords, and determine chord movements with oblique, similar, and contrary movements.	Students understand the use of auxiliary chords, namely chords II, III, VI; Students are able to determine the chords from the melody of the song Ibu Kita Kartini (WR Supratman) with the addition of auxiliary chords; Students are able to play the chords and melody of the song Ibu Kita Kartini, simultaneously.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Understand the use of auxiliary chords, namely chords II, III, VI. 2. Students are able to determine the chords from the melody of the song Ibu Kita Kartini (WR Supratman) with the addition of auxiliary chords properly and correctly. 3. Students are able to play the chords and melody of the song Ibu Kita Kartini, simultaneously well and correctly. 4. <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Direct instruction; Discussion; Brainstorming 2 X 50	Synchronous; Discussion; Brainstorm 2 x 50		5%

12	Able to compose auxiliary chords (II, III, VI chords), understand the use of auxiliary chords, and determine chord movements with oblique, similar, and contrary movements.	Students understand the use of auxiliary chords, namely chords II, III, VI; Students are able to determine the chords from the melody of the song Ibu Kita Kartini (WR Supratman) with the addition of auxiliary chords; Students are able to play the chords and melody of the song Ibu Kita Kartini, simultaneously.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Understand the use of auxiliary chords, namely chords II, III, VI. 2. Students are able to determine the chords from the melody of the song Ibu Kita Kartini (WR Supratman) with the addition of auxiliary chords properly and correctly. 3. Students are able to play the chords and melody of the song Ibu Kita Kartini, simultaneously well and correctly. 4. <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Direct instruction; Discussion; Brainstorming 2 X 50	Synchronous; Discussion; Brainstorm 2 x 50		5%
13	Able to determine the chords of a song melody with additional auxiliary chords.	Students understand the use of auxiliary chords, namely chords II, III, VI on the G major scale; Students are able to determine the chords of the melody of the song O Ina Nikeke with main chords and auxiliary chords, on the G major scale; Students are able to play the chords and melody of the song O Ina Nikeke, simultaneously on the G major scale.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students understand the use of auxiliary chords, namely chords II, III, VI in the G major scale properly and correctly. 2. Students are able to determine the chords of the melody of the song O Ina Nikeke with the main chords and auxiliary chords on the G major scale properly and correctly. 3. Students are able to play the chords and melody of the song O Ina Nikeke simultaneously on the G major scale well and correctly. 4. <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Direct instruction; Discussion; Brainstorming. 2 X 50	Synchronous; Discussion; Brainstorm 2 x 50		5%

14	Able to determine the chords of a song melody with additional auxiliary chords.	Students understand the use of auxiliary chords, namely chords II, III, VI on the G major scale; Students are able to determine the chords of the melody of the song O Ina Nikeke with main chords and auxiliary chords, on the G major scale; Students are able to play the chords and melody of the song O Ina Nikeke, simultaneously on the G major scale.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students understand the use of auxiliary chords, namely chords II, III, VI in the G major scale properly and correctly. 2. Students are able to determine the chords of the melody of the song O Ina Nikeke with the main chords and auxiliary chords on the G major scale properly and correctly. 3. Students are able to play the chords and melody of the song O Ina Nikeke simultaneously on the G major scale well and correctly. 4. <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Direct instruction; Discussion; Brainstorming. 2 X 50	Synchronous; Discussion; Brainstorm 2 x 50		5%
15	Able to determine the chords of a song melody with additional auxiliary chords.	Students understand the use of auxiliary chords, namely chords II, III, VI on the G major scale; Students are able to determine the chords of the melody of the song O Ina Nikeke with main chords and auxiliary chords, on the G major scale; Students are able to play the chords and melody of the song O Ina Nikeke, simultaneously on the G major scale.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students understand the use of auxiliary chords, namely chords II, III, VI in the G major scale properly and correctly. 2. Students are able to determine the chords of the melody of the song O Ina Nikeke with the main chords and auxiliary chords on the G major scale properly and correctly. 3. Students are able to play the chords and melody of the song O Ina Nikeke simultaneously on the G major scale well and correctly. 4. <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Direct instruction; Discussion; Brainstorming. 2 X 50	Synchronous; Discussion; Brainstorming. 2 x 50		5%

16	Able to determine the chords of a song melody with additional auxiliary chords.	Students understand the use of auxiliary chords, namely chords II, III, VI on the G major scale; Students are able to determine the chords of the melody of the song O Ina Nikeke with main chords and auxiliary chords, on the G major scale; Students are able to play the chords and melody of the song O Ina Nikeke, simultaneously on the G major scale.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students understand the use of auxiliary chords, namely chords II, III, VI in the G major scale properly and correctly. 2. Students are able to determine the chords of the melody of the song O Ina Nikeke with the main chords and auxiliary chords on the G major scale properly and correctly. 3. Students are able to play the chords and melody of the song O Ina Nikeke simultaneously on the G major scale well and correctly. 4. <p>Form of Assessment : Participatory Activities</p>	Direct instruction; Discussion; Brainstorming. 2 X 50	Synchronous; Discussion; Brainstorming. 2 x 50		15%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	72.5%
2.	Portfolio Assessment	15%
3.	Test	7.5%
		95%

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.

