

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			SEM	ESTER	Cor Dat	npilatio e					
Harmony			9122102126						T=2	P=0	ECTS	5=3.18		2	July	/ 18, 202			
AUTHORIZAT	ΓΙΟΝ		SP Develop	er						Co	urse	Clus	ter Co	ordin	ator	Stud Coo	y Prog rdinato	ram r	
														Agus Suwahyono, S.Sr M.Pd.			o, S.Sn.,		
Learning model	Case Studies									<u> </u>						ļ			
Program	PLO study program that is charged to the course																		
Learning Outcomes (PLO)	PLO-7	Able to apply knowledge in the field of music including music theory, knowledge of musical form, musical arrangement, and musical composition through the design of musical forms																	
	PLO-14	Mastering knowledge concepts in the field of music including music theory, knowledge of musical form, musical arrangement, and musical composition through the design of musical forms																	
	PLO-27	Demonstrate a responsible attitude towards work in their field of expertise independently																	
	PLO-31	Able to study the implications of developing or implementing technological science that pays attention to and applies humanities values according to their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism																	
	Program Objectives (PO)																		
	PO - 1	CPMK-S: Have a disciplined, ethical, appreciative attitude and good cooperation in scientific harmony																	
	PO - 2	CPMK-KU: Utilizing learning resources and ICT to support the design and implementation of Harmony learning including: Tonality and Scales, as well as chords, and the use of chords to provide accompaniment to a song melody.																	
	PO - 3	CPMK-KK: Designing/composing/discussing/presenting the results of determining the harmony/chords of a song melody.																	
	PO - 4	4 CPMK-P: Have knowledge of harmony, skills in analyzing and determining the harmony (chords) of a song melody.																	
	PLO-PO Matrix																		
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			P.O		PLC)-7		F	PLO-:	L4		PLO	D- 27		PLC	D-31			
			PO-1																
			PO-2																
			PO-3																
			PO-4																
	PO Matrix at	the er	nd of each l	earniı	ng sta	age	(Sub	-PO)										
				-															
			P.0									Wee	ek						
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		PC	D-1																
		PC	D-2																
		PC	D-3																
		I												1	1	1			
		PC	D-4																

Short Course Descript	accon			the theory o dy of a song.		ognizing tonality a	and scales, as well as cho	ords and the us	se of chords to
Referen	ces Main	:							
	2 3 4 5 6	. Levins . Mack, . Preir. . Wyatt . Ricigli	son, J. Dieter S.J. 19 Keith a ano, D	1990. The C r. 2004. Ilmu 997. Ilmu Har and Carl Sch vaniel. 1969.	Melodi. Yogyakarta: Pusa mon i. Yogyakarta: Pusa roeder 1998 .Harmony ar	Art, and Metaphy at Musik Liturgi t Musik Liturgi nd Theory . Minn ny. USA: Donato	sics . Ithaca, NY: Cornell esota :Hal.Leonard Corpo Music Publishing Compa	pration Internati	
	Supp	orters:							
Support lecturer				alyana Mitta Pd., M.Pd.	Anggoro, S.Pd., M.Pd.				
Week-	Final abil each lear stage			Ev	valuation	Learı Studer	lp Learning, ning methods, nt Assignments, timated time]	Learning materials	Assessment Weight (%)
	(Sub-PO)		Ir	ndicator	Criteria & Form	Offline(offline)	Online (<i>online</i>)	References]	
(1)	(2)			(3)	(4)	(5)	(6)	(7)	(8)
1	Understa concept of scales ar understau concept of harmony science r to scales	of id id the of elated	mas	dents can ster 4-voice mony	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	Understa concept of scales ar understa concept of harmony science r to scales	of id id the of elated	mas	dents can ster 4-voice mony	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 a basic chc (chords I I - V – I), understau use of ba chords, a determine movemen oblique, s and cont movemen	rds - IV - I, nd the sic nd e chord nts with similar ary	able cho I - V	dents are e to play rds I - IV - I, / - I. in the najor 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 a basic chc (chords I I - V – I), understau use of ba chords, a determin movemen oblique, s and conti movemen	rds - IV - I, nd the sic nd e chord nts with similar rary	able cho I - V	dents are e to play rds I - IV - I, / - I. in the najor 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	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%
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.	Criteria: 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. Form of Assessment	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	Participatory Activities Criteria: 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. Form of Assessment : Participatory Activities	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 Bangsa (L. Manik); Students are able to play the chords and melody of the song Satu Nusa Satu Bangsa	Criteria: 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. Form of Assessment Participatory Activities, Tests	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	Criteria: 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. Form of Assessment : Participatory Activities, Tests	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.	Criteria: 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. Form of Assessment Participatory Activities, Portfolio Assessment	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.	Criteria: 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. Form of Assessment Participatory Activities, Portfolio Assessment	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.	Criteria: 1.Understand the use of auxiliary chords, namely 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. Form of Assessment : Participatory Activities, Portfolio Assessment	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.	Criteria: 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. Form of Assessment : Participatory Activities, Portfolio Assessment	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 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.	Criteria: 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. Form of Assessment Participatory Activities, Portfolio Assessment	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.	Criteria: 1.Students understand the use of auxiliary chords, namely chords, namely chords, namely chords, namely chords, namely chords, namely chords, namely chords, namely 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. Form of Assessment Participatory Activities, Portfolio Assessment	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.	Criteria: 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.	Direct instruction; Discussion; Brainstorming. 2 X 50	Synchronous; Discussion; Brainstorming. 2 x 50	15%
			: Participatory Activities			

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.
- 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.
- 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.