



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

**Document Code**

**SEMESTER LEARNING PLAN**

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                                   |                                                                                |                          |                                          |                              |   |   |   |    |    |    |    |    |    |    |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------------------|--------------------------------------------------------------------------------|--------------------------|------------------------------------------|------------------------------|---|---|---|----|----|----|----|----|----|----|
| <b>Courses</b>                                  | <b>CODE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Course Family</b> | <b>Credit Weight</b>              |                                                                                |                          | <b>SEMESTER</b>                          | <b>Compilation Date</b>      |   |   |   |    |    |    |    |    |    |    |
| Basic Instruments of the Piano<br>Sensory Level | 9122103046                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                      | T=3                               | P=0                                                                            | ECTS=4.77                | 1                                        | July 19, 2024                |   |   |   |    |    |    |    |    |    |    |
| <b>AUTHORIZATION</b>                            | <b>SP Developer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                      | <b>Course Cluster Coordinator</b> |                                                                                |                          | <b>Study Program Coordinator</b>         |                              |   |   |   |    |    |    |    |    |    |    |
|                                                 | .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                      | .....                             |                                                                                |                          | Agus Suwahyono, S.Sn.,<br>M.Pd.          |                              |   |   |   |    |    |    |    |    |    |    |
| <b>Learning model</b>                           | <b>Case Studies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                      |                                   |                                                                                |                          |                                          |                              |   |   |   |    |    |    |    |    |    |    |
| <b>Program Learning Outcomes (PLO)</b>          | <b>PLO study program that is charged to the course</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                      |                                   |                                                                                |                          |                                          |                              |   |   |   |    |    |    |    |    |    |    |
|                                                 | <b>Program Objectives (PO)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                      |                                   |                                                                                |                          |                                          |                              |   |   |   |    |    |    |    |    |    |    |
|                                                 | <b>PLO-PO Matrix</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                                   |                                                                                |                          |                                          |                              |   |   |   |    |    |    |    |    |    |    |
|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | P.O                  |                                   |                                                                                |                          |                                          |                              |   |   |   |    |    |    |    |    |    |    |
|                                                 | <b>PO Matrix at the end of each learning stage (Sub-PO)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                      |                                   |                                                                                |                          |                                          |                              |   |   |   |    |    |    |    |    |    |    |
|                                                 | P.O                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Week                 |                                   |                                                                                |                          |                                          |                              |   |   |   |    |    |    |    |    |    |    |
|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1                    | 2                                 | 3                                                                              | 4                        | 5                                        | 6                            | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| <b>Short Course Description</b>                 | This course contains mastery of knowledge and technical skills of the basic piano instrument at a sensory level. The discussion includes phrasing, intonation, articulation and expression techniques, using songs and etudes at the Indra level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                      |                                   |                                                                                |                          |                                          |                              |   |   |   |    |    |    |    |    |    |    |
| <b>References</b>                               | <b>Main :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |                                   |                                                                                |                          |                                          |                              |   |   |   |    |    |    |    |    |    |    |
|                                                 | <ol style="list-style-type: none"> <li>1. Burgmuller, Friedrich. 1903. Twenty Five Easy and Progressive Studies for The Piano Expressly Composed for Small Hands opus 100 . New York-London: G, Schirmer.</li> <li>2. Czerny, Carl. 1893. Practical Method for Beginners on The Pianoforte opus 599. New York-London: G, Schirmer.</li> <li>3. Duvernoy, J.B. 1895. Ecole Primaire: Twenty Five Elementary Studies for The Piano (opus 176). New York/London: G, Schirmer.</li> <li>4. Hanon, C.L. 1928. The Virtuoso Pianist in Sixty Exercises for The Piano. New York/London: G, Schirmer.</li> <li>5. Eckstein, Maxwell. 1992. Everybody 19s Favorite Piano Pieces for Children Volume 3. Usa: Publisher Team.</li> <li>6. _____. 1992. Sonatina and Sonata Book. New York/London: G. Schirmer</li> </ol> |                      |                                   |                                                                                |                          |                                          |                              |   |   |   |    |    |    |    |    |    |    |
|                                                 | <b>Supporters:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                      |                                   |                                                                                |                          |                                          |                              |   |   |   |    |    |    |    |    |    |    |
| <b>Supporting lecturer</b>                      | Dhani Kristiandri, S.Pd., M.Sn.<br>Raden Roro Maha Kalyana Mitta Anggoro, S.Pd., M.Pd.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                      |                                   |                                                                                |                          |                                          |                              |   |   |   |    |    |    |    |    |    |    |
| <b>Week-</b>                                    | <b>Final abilities of each learning stage (Sub-PO)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Evaluation</b>    |                                   | <b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b> |                          | <b>Learning materials [ References ]</b> | <b>Assessment Weight (%)</b> |   |   |   |    |    |    |    |    |    |    |
|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Indicator</b>     | <b>Criteria &amp; Form</b>        | <b>Offline ( offline )</b>                                                     | <b>Online ( online )</b> |                                          |                              |   |   |   |    |    |    |    |    |    |    |
| (1)                                             | (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | (3)                  | (4)                               | (5)                                                                            | (6)                      | (7)                                      | (8)                          |   |   |   |    |    |    |    |    |    |    |

|   |                                                                                                                |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                         |  |  |    |
|---|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--|--|----|
| 1 | Able to play the scales C, G, D, A, E major, and able to identify block notes in a piano repertoire correctly. | <ol style="list-style-type: none"> <li>1. Able to identify notation members in the C, G, D, A, E major scales.</li> <li>2. Able to apply the C, G, D, A, E major scale playing with the correct finger numbering.</li> <li>3. Able to play piano repertoire with notation that matches sheet music.</li> </ol> | <p><b>Criteria:</b><br/> Students are declared very good if they are able to play the scales C, G, D, A, E major 2 octaves in the same direction and opposite using the right hand and left hand simultaneously at a constant tempo. Students are declared good if they are able to play the scales C, G, D, A, E major 2 octaves in the same direction and in the opposite direction using the right hand and left hand simultaneously with an irregular tempo. Students are declared sufficient if they are able to play the scale C, G, D, A, E major 2 octaves in the same direction and in the opposite direction using the right or opposite hand. left with an unfixed tempo. Students are declared deficient if they are unable to play the C, G, D, A, E major scale 2 octaves in the same direction and opposite using the right hand or left hand with an unfixed tempo.</p> | Lectures, questions and answers, demonstrations, 3 X 50 |  |  | 0% |
| 2 | Able to play the scales C, G, D, A, E major, and able to identify block notes in a piano repertoire correctly. | <ol style="list-style-type: none"> <li>1. Able to identify notation members in the C, G, D, A, E major scales.</li> <li>2. Able to apply the C, G, D, A, E major scale playing with the correct finger numbering.</li> <li>3. Able to play piano repertoire with notation that matches sheet music.</li> </ol> | <p><b>Criteria:</b><br/> Students are declared very good if they are able to play the scales C, G, D, A, E major 2 octaves in the same direction and opposite using the right hand and left hand simultaneously at a constant tempo. Students are declared good if they are able to play the scales C, G, D, A, E major 2 octaves in the same direction and in the opposite direction using the right hand and left hand simultaneously with an irregular tempo. Students are declared sufficient if they are able to play the scale C, G, D, A, E major 2 octaves in the same direction and in the opposite direction using the right or opposite hand. left with an unfixed tempo. Students are declared deficient if they are unable to play the C, G, D, A, E major scale 2 octaves in the same direction and opposite using the right hand or left hand with an unfixed tempo.</p> | Lectures, questions and answers, demonstrations, 3 X 50 |  |  | 0% |

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|---|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--|--|----|
| 3 | Able to play the scales C, G, D, A, E major, and able to identify block notes in a piano repertoire correctly.            | <ol style="list-style-type: none"> <li>1. Able to identify notation members in the C, G, D, A, E major scales.</li> <li>2. Able to apply the C, G, D, A, E major scale playing with the correct finger numbering.</li> <li>3. Able to play piano repertoire with notation that matches sheet music.</li> </ol> | <p><b>Criteria:</b><br/> Students are declared very good if they are able to play the scales C, G, D, A, E major 2 octaves in the same direction and opposite using the right hand and left hand simultaneously at a constant tempo. Students are declared good if they are able to play the scales C, G, D, A, E major 2 octaves in the same direction and in the opposite direction using the right hand and left hand simultaneously with an irregular tempo. Students are declared sufficient if they are able to play the scale C, G, D, A, E major 2 octaves in the same direction and in the opposite direction using the right or opposite hand. left with an unfixed tempo. Students are declared deficient if they are unable to play the C, G, D, A, E major scale 2 octaves in the same direction and opposite using the right hand or left hand with an unfixed tempo.</p> | Lectures, questions and answers, demonstrations, 3 X 50 |  |  | 0% |
| 4 | Able to play C, G, D, A, E major scales fluently, and able to play etudes and piano repertoire with precise articulation. | <ol style="list-style-type: none"> <li>1. Able to apply the C, G, D, A, E major scale playing with the correct finger numbering.</li> <li>2. Able to play piano repertoire with proper articulation and finger numbering.</li> </ol>                                                                           | <p><b>Criteria:</b><br/> Students are declared very good if they are able to play the C, G, D, A, E major scale, 2 octaves in the same direction, opposite, short trivice, chess sound with a fixed tempo. Students are declared good if they are able to play the C, G, D, A, E scale. major 2 octaves in the same direction, opposite, short trivice, chess sound with an irregular tempo. Students are declared sufficient if they are able to play the C, G, D, A, E major scale 2 octaves in the same direction and opposite with an unfixed tempo. Students are declared inadequate if they are not yet able to playing the C, G, D, A, E major scale 2 octaves in the same direction and against the tempo with no fixed tempo.</p>                                                                                                                                              | Lectures, questions and answers, demonstrations, 3 X 50 |  |  | 0% |

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|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--|--|----|
| 5 | Able to play C, G, D, A, E major scales fluently, and able to play etudes and piano repertoire with precise articulation.                                        | <ol style="list-style-type: none"> <li>1. Able to apply the C, G, D, A, E major scale playing with the correct finger numbering.</li> <li>2. Able to play piano repertoire with proper articulation and finger numbering.</li> </ol>                                                                         | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play the C, G, D, A, E major scale, 2 octaves in the same direction, opposite, short trivoice, chess sound with a fixed tempo. Students are declared good if they are able to play the C, G, D, A, E scale. major 2 octaves in the same direction, opposite, short trivoice, chess sound with an irregular tempo. Students are declared sufficient if they are able to play the C, G, D, A, E major scale 2 octaves in the same direction and opposite with an unfixed tempo. Students are declared inadequate if they are not yet able to playing the C, G, D, A, E major scale 2 octaves in the same direction and against the tempo with no fixed tempo.</p> | Lectures, questions and answers, demonstrations, 3 X 50 |  |  | 0% |
| 6 | Mastering the playing of C, G, D, A, E major scales in various forms, and being able to skillfully apply the articulation of etude playing and piano repertoire. | <ol style="list-style-type: none"> <li>1. Able to apply playing the C, G, D, A, E major scales in the form of unidirectional, opposing, short trivoicing, and chequervoicing with the appropriate tempo.</li> <li>2. Able to play piano repertoire with proper articulation and finger numbering.</li> </ol> | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play several types of major scales in various forms with a fixed tempo. Students are declared good if they are able to play several types of major scales in various forms with variable tempos. Students are declared adequate if they are able to play 2 types of scales. major in various forms with variable tempos. Students are declared deficient if they are not able to play 2 types of major scales in various forms with variable tempos.</p>                                                                                                                                                                                                        | Lectures, questions and answers, demonstrations, 3 X 50 |  |  | 0% |
| 7 | Mastering the playing of C, G, D, A, E major scales in various forms, and being able to skillfully apply the articulation of etude playing and piano repertoire. | <ol style="list-style-type: none"> <li>1. Able to apply playing the C, G, D, A, E major scales in the form of unidirectional, opposing, short trivoicing, and chequervoicing with the appropriate tempo.</li> <li>2. Able to play piano repertoire with proper articulation and finger numbering.</li> </ol> | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play several types of major scales in various forms with a fixed tempo. Students are declared good if they are able to play several types of major scales in various forms with variable tempos. Students are declared adequate if they are able to play 2 types of scales. major in various forms with variable tempos. Students are declared deficient if they are not able to play 2 types of major scales in various forms with variable tempos.</p>                                                                                                                                                                                                        | Lectures, questions and answers, demonstrations, 3 X 50 |  |  | 0% |

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| 8 | Students are able to answer Sub-summative exam questions well and correctly                                                                                         | able to play major scales with a variety of forms                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Criteria:</b><br>Students are declared very good if they are able to answer 4 practical questions. Students are declared good if they are able to answer 3 practical questions. Students are declared adequate if they are not able to answer 2 practical questions. Students are declared poor if they are not able to answer 1 practical question.                                                                                                       | 3 X 50 Practice Test                                    |  |  | 0% |
| 9 | Able to play scales C, G, D, A, E Major (2 Octaves) and a, e, d Minor (harmonious and melodic) as well as playing Etudes and piano repertoire by applying dynamics. | 1. Able to apply playing the C, G, D, A, E major scales in the form of unidirectional, opposing, short trivoicing, and chequervoicing with the appropriate tempo.<br>2. Able to identify notation members in the a, e, d Minor scales (harmonious and melodic).<br>3. Able to apply playing the a, e, d Minor scales (harmonious and melodic) with the correct finger numbering.<br>4. Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions. | <b>Criteria:</b><br>Students are declared very good if they are able to play 4 etudes and Indria level piano repertoire by applying dynamics techniques. Students are declared good if they are able to play 3 etudes and Indria level piano repertoire by applying dynamics techniques. by applying dynamics techniques. Students are declared deficient if they are able to play 1 etude and Indria level piano repertoire by applying dynamics techniques. | Lectures, questions and answers, demonstrations, 3 X 50 |  |  | 0% |

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| 10 | Able to play scales C, G, D, A, E Major (2 Octaves) and a, e, d Minor (harmonious and melodic) as well as playing Etudes and piano repertoire by applying dynamics.                       | <ol style="list-style-type: none"> <li>1. Able to apply playing the C, G, D, A, E major scales in the form of unidirectional, opposing, short trivoicing, and chequervoicing with the appropriate tempo.</li> <li>2. Able to identify notation members in the a, e, d Minor scales (harmonious and melodic).</li> <li>3. Able to apply playing the a, e, d Minor scales (harmonious and melodic) with the correct finger numbering.</li> <li>4. Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions.</li> </ol> | <b>Criteria:</b><br>Students are declared very good if they are able to play 4 etudes and Indria level piano repertoire by applying dynamics techniques.<br>Students are declared good if they are able to play 3 etudes and Indria level piano repertoire by applying dynamics techniques.<br>Students are declared deficient if they are able to play 1 etude and Indria level piano repertoire by applying dynamics techniques. | Lectures, questions and answers, demonstrations, 3 X 50 |  |  | 0% |
| 11 | Able to play scales C, G, D, A, E Major (2 Octaves) and a, e, d Minor (harmonious and melodic) in a variety of forms as well as playing etudes and piano repertoire by applying dynamics. | <ol style="list-style-type: none"> <li>1. Able to apply the playing of the C, G, D, A, E major and a, e, d minor scales (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with the appropriate tempo.</li> <li>2. Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions.</li> </ol>                                                                                                                                                                            | <b>Criteria:</b><br>Students are declared very good if they are able to play 4 etudes and Indria level piano repertoire by applying dynamics techniques.<br>Students are declared good if they are able to play 3 etudes and Indria level piano repertoire by applying dynamics techniques.<br>Students are declared deficient if they are able to play 1 etude and Indria level piano repertoire by applying dynamics techniques. | Lectures, questions and answers, demonstrations, 3 X 50 |  |  | 0% |

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| 12 | Able to play scales C, G, D, A, E Major (2 Octaves) and a, e, d Minor (harmonious and melodic) in a variety of forms as well as playing etudes and piano repertoire by applying dynamics.                                                   | <p>1. Able to apply the playing of the C, G, D, A, E major and a, e, d minor scales (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with the appropriate tempo.</p> <p>2. Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions.</p> | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play 4 etudes and Indria level piano repertoire by applying dynamics techniques. Students are declared good if they are able to play 3 etudes and Indria level piano repertoire by applying dynamics techniques. Students are declared deficient if they are able to play 1 etude and Indria level piano repertoire by applying dynamics techniques.</p> | Lectures, questions and answers, demonstrations, 3 X 50 |  |  | 0% |
| 13 | Able to play scales C, G, D, A, E Major (2 Octaves) and a, e, d Minor (harmonious and melodic) in various forms as well as playing etudes and piano repertoire by applying articulation, correct tempo and dynamics and appropriate spirit. | <p>1. Able to apply the playing of the C, G, D, A, E major and a, e, d minor scales (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with the appropriate tempo.</p> <p>2. Able to play the piano repertoire by showing expression/soul in his playing.</p>                                           | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play 4 etudes and Indria level piano repertoire by applying dynamics techniques. Students are declared good if they are able to play 3 etudes and Indria level piano repertoire by applying dynamics techniques. Students are declared deficient if they are able to play 1 etude and Indria level piano repertoire by applying dynamics techniques.</p> | Lectures, questions and answers, demonstrations, 3 X 50 |  |  | 0% |
| 14 | Able to play scales C, G, D, A, E Major (2 Octaves) and a, e, d Minor (harmonious and melodic) in various forms as well as playing etudes and piano repertoire by applying articulation, correct tempo and dynamics and appropriate spirit. | <p>1. Able to apply the playing of the C, G, D, A, E major and a, e, d minor scales (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with the appropriate tempo.</p> <p>2. Able to play the piano repertoire by showing expression/soul in his playing.</p>                                           | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play 4 etudes and Indria level piano repertoire by applying dynamics techniques. Students are declared good if they are able to play 3 etudes and Indria level piano repertoire by applying dynamics techniques. Students are declared deficient if they are able to play 1 etude and Indria level piano repertoire by applying dynamics techniques.</p> | Lectures, questions and answers, demonstrations, 3 X 50 |  |  | 0% |

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| 15 | Able to master playing scales C, G, D, A, E Major (2 Octaves) and a, e, d Minor (harmonious and melodic) in various forms as well as playing etudes and piano repertoire by applying articulation, correct tempo, and appropriate dynamics and spirit. | <ol style="list-style-type: none"> <li>1. Able to apply the playing of the C, G, D, A, E major and a, e, d minor scales (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with the appropriate tempo.</li> <li>2. Able to play the piano repertoire by showing expression/soul in his playing.</li> <li>3. Able to apply the playing of the C, G, D, A, E major and a, e, d minor scales (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with the appropriate tempo.</li> <li>4. Able to play the piano repertoire by paying attention to all elements of piano playing (fingering, articulation, tempo, and emotional character).</li> </ol> | <b>Criteria:</b><br>Students are declared very good if they are able to play 4 etudes and Indria level piano repertoire by applying dynamics techniques.<br>Students are declared good if they are able to play 3 etudes and Indria level piano repertoire by applying dynamics techniques. by applying dynamics techniques.<br>Students are declared deficient if they are able to play 1 etude and Indria level piano repertoire by applying dynamics techniques. | Lectures, questions and answers, demonstrations, 3 X 50 |  |  | 0% |
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| 16 | Able to master playing scales C, G, D, A, E Major (2 Octaves) and a, e, d Minor (harmonious and melodic) in various forms as well as playing etudes and piano repertoire by applying articulation, correct tempo, and appropriate dynamics and spirit. | <ol style="list-style-type: none"> <li>1. Able to apply the playing of the C, G, D, A, E major and a, e, d minor scales (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with the appropriate tempo.</li> <li>2. Able to play the piano repertoire by showing expression/soul in his playing.</li> <li>3. Able to apply the playing of the C, G, D, A, E major and a, e, d minor scales (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with the appropriate tempo.</li> <li>4. Able to play the piano repertoire by paying attention to all elements of piano playing (fingering, articulation, tempo, and emotional character).</li> </ol> | <b>Criteria:</b><br>Students are declared very good if they are able to play 4 etudes and Indria level piano repertoire by applying dynamics techniques. Students are declared good if they are able to play 3 etudes and Indria level piano repertoire by applying dynamics techniques. by applying dynamics techniques. Students are declared deficient if they are able to play 1 etude and Indria level piano repertoire by applying dynamics techniques. | Lectures, questions and answers, demonstrations, 3 X 50 |  |  | 0% |
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**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** 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.
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.