



**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																																										
Percussion Class Method	9122102077		T=2 P=0 ECTS=3.18	4	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																																														
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> </table>				P.O																																									
P.O																																															
	PO Matrix at the end of each learning stage (Sub-PO)																																														
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																															
Short Course Description	Knowledge of the characteristics of percussion instruments, as well as mastery of the basic skills of presenting songs and etudes with theoretical and practical strategies.																																														
References	Main :																																														
	1. wylie Kennan.2008.simple step to successfull beginning percussion. new york univercity press.																																														
	Supporters:																																														
Supporting lecturer	Moh Sarjoko, S.Sn., M.Pd. Budi Dharmawanputra, 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	Identify the type and shape of drumset	<ol style="list-style-type: none"> 1. Students are able to name the different types and shapes of drumsets. 2. Students are able to assume a sitting position to play drums 3. Students are able to care for drum sets properly and correctly. 4. Students are able to assemble and tune drumsets 	<p>Criteria: Students are declared very good if they are able to answer 2 descriptive questions and 1 practical question. Students are declared good if they are able to answer 1 descriptive question and 1 practical question. Students are declared adequate if they are not able to answer descriptive questions but can answer 1 practical question. Students are declared inadequate. if you are not able to answer all the description questions and all the practice questions.</p>	Lectures, demonstrations, questions and answers, discussions 2 X 50			0%
2	Identify the type and shape of drumset	<ol style="list-style-type: none"> 1. Students are able to name the different types and shapes of drumsets. 2. Students are able to assume a sitting position to play drums 3. Students are able to care for drum sets properly and correctly. 4. Students are able to assemble and tune drumsets 	<p>Criteria: Students are declared very good if they are able to answer 2 descriptive questions and 1 practical question. Students are declared good if they are able to answer 1 descriptive question and 1 practical question. Students are declared adequate if they are not able to answer descriptive questions but can answer 1 practical question. Students are declared inadequate. if you are not able to answer all the description questions and all the practice questions.</p>	Lectures, demonstrations, questions and answers, discussions 2 X 50			0%
3	Identify the type and shape of drumset	<ol style="list-style-type: none"> 1. Students are able to name the different types and shapes of drumsets. 2. Students are able to assume a sitting position to play drums 3. Students are able to care for drum sets properly and correctly. 4. Students are able to assemble and tune drumsets 	<p>Criteria: Students are declared very good if they are able to answer 2 descriptive questions and 1 practical question. Students are declared good if they are able to answer 1 descriptive question and 1 practical question. Students are declared adequate if they are not able to answer descriptive questions but can answer 1 practical question. Students are declared inadequate. if you are not able to answer all the description questions and all the practice questions.</p>	Lectures, demonstrations, questions and answers, discussions 2 X 50			0%

4	Able to master the technique of playing basic percussion instruments	<p>1.Students are able to practice basic level percussion playing techniques.</p> <p>2.Students are able to read notation for basic level percussion playing patterns.</p>	<p>Criteria:</p> <p>1.Students are declared very good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion at a fixed tempo.</p> <p>2.Students are declared good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with an irregular tempo.</p> <p>3.Students are declared sufficient if they are able to practice the Sticking technique, Single Stroke, with an irregular tempo.</p> <p>4.Students are declared deficient if they are unable to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with an irregular tempo.</p>	Lectures, questions and answers, demonstrations. 2 X 50			0%
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5	Able to master the technique of playing basic percussion instruments	<p>1.Students are able to practice basic level percussion playing techniques.</p> <p>2.Students are able to read notation for basic level percussion playing patterns.</p>	<p>Criteria:</p> <p>1.Students are declared very good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion at a fixed tempo.</p> <p>2.Students are declared good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with an irregular tempo.</p> <p>3.Students are declared sufficient if they are able to practice the Sticking technique, Single Stroke, with an irregular tempo.</p> <p>4.Students are declared deficient if they are unable to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with an irregular tempo.</p>	Lectures, questions and answers, demonstrations. 2 X 50			0%
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6	Able to master the technique of playing basic percussion instruments	<p>1.Students are able to practice basic level percussion playing techniques.</p> <p>2.Students are able to read notation for basic level percussion playing patterns.</p>	<p>Criteria:</p> <p>1.Students are declared very good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion at a fixed tempo.</p> <p>2.Students are declared good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with an irregular tempo.</p> <p>3.Students are declared sufficient if they are able to practice the Sticking technique, Single Stroke, with an irregular tempo.</p> <p>4.Students are declared deficient if they are unable to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with an irregular tempo.</p>	Lectures, questions and answers, demonstrations. 2 X 50			0%
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7	Able to master the technique of playing basic percussion instruments	<ol style="list-style-type: none"> 1.Students are able to practice basic level percussion playing techniques. 2.Students are able to read notation for basic level percussion playing patterns. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students are declared very good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion at a fixed tempo. 2.Students are declared good if they are able to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with an irregular tempo. 3.Students are declared sufficient if they are able to practice the Sticking technique, Single Stroke, with an irregular tempo. 4.Students are declared deficient if they are unable to practice Sticking, Single Stroke, Double Stroke, Single Paradiddle, Double Paradiddle techniques on percussion with an irregular tempo. 	Lectures, questions and answers, demonstrations. 2 X 50			0%
8	Students are able to answer Sub Summative Examination (USS) questions well and correctly	<ol style="list-style-type: none"> 1.Students can write an essay on the differences in characteristics of several types of percussion. 2.Students can practice basic level percussion playing techniques. 	<p>Criteria:</p> <p>Students are declared very good if they are able to answer 2 descriptive questions and 4 practical questions well and correctly. Students are declared good if they are able to answer 2 descriptive questions and 3 practical questions well and correctly. Students are declared adequate if they are able to answer 1 question. description and 2 practice questions well and correctly. Students are declared lacking if they are unable to answer 1 description question and 2 practice questions well and correctly.</p>	Written test and practical test 2 X 50			0%

9	Able to read and play basic percussion instrument pattern notation	Students are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises in a moderate tempo.	Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo	Lectures, questions and answers, demonstrations. 2 X 50			0%
10	Able to read and play basic percussion instrument pattern notation	Students are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises in a moderate tempo.	Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo	Lectures, questions and answers, demonstrations. 2 X 50			0%

11	Able to read and play basic percussion instrument pattern notation	Students are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises in a moderate tempo.	Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo	Lectures, questions and answers, demonstrations. 2 X 50			0%
12	Able to read and play basic percussion instrument pattern notation	Students are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fast tempo.	Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo	Lectures, questions and answers, demonstrations. 2 X 50			0%

13	Able to read and play basic percussion instrument pattern notation	Students are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fast tempo.	Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo	Lectures, questions and answers, demonstrations. 2 X 50			0%
14	Able to read and play basic percussion instrument pattern notation	Students are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fast tempo.	Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo	Lectures, questions and answers, demonstrations. 2 X 50			0%

15	Able to read and play basic percussion instrument pattern notation	Students are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fast tempo.	Criteria: Students are declared very good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises at a fixed tempo. Students are declared good if they are able to play rock rhythms and polyrhythms, linear rudiments and groupings, hi-hat and double bass drum exercises, and shuffle rhythms and syncopation exercises with irregular tempos. Students are declared adequate if they are not able to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo. Students are declared inadequate if they are unable to play rock rhythms and polyrhythms, linear rudiments and groupings, with an irregular tempo	Lectures, questions and answers, demonstrations. 2 X 50			0%
16	Students are able to answer Summative Examination (US) questions well and correctly	Students are able to play basic level percussion notation according to the technique and tempo stated in the question.	Criteria: Students are declared very good if they are able to play 5 questions at a fixed tempo. Students are declared good if they are able to play 5 questions at an irregular tempo. Students are declared adequate if they are able to play 4 questions at an irregular tempo. Students are declared inadequate if they are not able to play 3 questions at an irregular tempo.	2 X 50 Practice Test			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.