		Document Code
UNESA logo	**Universitas Negeri Surabaya** **Faculty of Languages and Arts** **Bachelor of Music Arts Study Program**	

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Music Composition	9122102130		**T=2**	**P=0**	**ECTS=3.18**	4	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Agus Suwahyono, S.Sn., M.Pd.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**		
	Program Objectives (PO)		
	PO - 1	Able to explain the history of the development of musical composition from time to time.	
	PO - 2	Able to explain the measurable characteristics of musical talent possessed by composition students at an elementary or basic level	
	PO - 3	Able to explain in detail and detail the stages in teaching music composition	
	PLO-PO Matrix		

P.O
PO-1
PO-2
PO-3

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																

Short Course Description	Knowledge and understanding of musical composition includes ideas, arrangements, orchestration, conducting, forms of musical presentation, and musical genres.

References	**Main :**	
	1. Isfanhari dan Nugroho, Widyo. 1996. Pengetahuan Dasar Musik . Surabaya: Dinas Pendidikan dan Kebudayaan Jawa Timur 2. Banoe, Pono. 1984. Pengantar Pengetahuan Alat Musik . Jakarta: CV 3. Kamien, Roger. 2015. Music: An Appreciation . New York: McGraw-Hill 4. Prier, Edmund., Karl., SJ. 2009. Kamus Musik . Yogyakarta: Pusat Musik Liturgi	
	Supporters:	

Supporting lecturer	Moh Sarjoko, S.Sn., 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	1.Creating compositions and mastering skills 2.Able to understand the characteristics of musical instrument sound sources	1.Students can understand and create musical compositions 2.Be able to name the types of musical instruments. 3.Able to explain the history of the development of musical composition from time to time. 4.Able to explain the measurable characteristics of musical talent possessed by composition students at an elementary or basic level 5.Able to explain in detail and detail the stages in teaching music composition 6.Able to explain step by step in preparation for composition practice 7.Able to explain the types of scales, both major scales and minor scales. 8.Be able to describe several motifs in the scale, including: short trivoice motifs, caturvoices, long trivoices, chromatics, and chord septimes. 9.Able to explain in detail the terms that often appear in musical compositions 10.Able to analyze concepts and themes of musical composition 11.Able to analyze teaching	**Criteria:** 1.Full marks are obtained if you make the composition correctly 2.Able to understand the characteristics of musical instrument sound sources 3.Able to understand the characteristics of musical talent in elementary level composition students 4.Able to understand the stages in teaching musical composition, as well as understanding the preparation stages for planning exercises 5.Able to identify types of scales, short trivocal motifs, caturvocal motifs, long trivocal motifs, chromatic scales, and chord septimes. 6.Be able to explain several terms used in musical composition 7.Able to understand the concept of teaching composition using the Rhythm Pattern and Melodic Texture method. 8.Able to understand the concept of teaching composition using the Tonwortlehre method and Dewey method. 9.Able to understand the concept of teaching composition using the Ward method and the Kreutzer method 10.Able to understand the concept of teaching music composition using the Gehrels method and Gaudig Scheibner method. 11.Able to understand the	Lectures, discussions, practices and questions and answers 4 X 50			7%

| | | concepts according to the composition method through orchestration.
12. Able to analyze teaching concepts according to the Kreutzer method
13. Able to analyze teaching concepts according to the Pono Banoe method
14. Able to analyze teaching concepts according to the Dalcroze method and Project Teaching Method
15. Able to analyze teaching concepts according to the Montessori method and the Pono Banoe method | concept of teaching music composition using the Dalcroze method and Project Teaching method
12. Able to understand the concept of teaching music composition using the Montessori method and the Pono Banoe method

Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests | | | | |
| **2** | 1. Creating compositions and mastering skills
2. Able to understand the characteristics of musical instrument sound sources | 1. Students can understand and create musical compositions
2. Be able to name the types of musical instruments.
3. Able to explain the history of the development of musical composition from time to time.
4. Able to explain the measurable characteristics of musical talent possessed by composition students at an elementary or basic level
5. Able to explain in detail and detail the stages in teaching music composition
6. Able to explain step by step in preparation for composition practice | **Criteria:**
1. Full marks are obtained if you make the composition correctly
2. Able to understand the characteristics of musical instrument sound sources
3. Able to understand the characteristics of musical talent in elementary level composition students
4. Able to understand the stages in teaching musical composition, as well as understanding the preparation stages for planning exercises
5. Able to identify types of scales, short trivocal motifs, caturvocal motifs, long trivocal motifs, chromatic scales, and chord septimes.
6. Be able to explain several terms used in musical composition
7. Able to | Lectures, discussions, practices and questions and answers 4 X 50 | | | 7% |

		7. Able to explain the types of scales, both major scales and minor scales. 8. Be able to describe several motifs in the scale, including: short trivoice motifs, caturvoices, long trivoices, chromatics, and chord septimes. 9. Able to explain in detail the terms that often appear in musical compositions 10. Able to analyze concepts and themes of musical composition 11. Able to analyze teaching concepts according to the composition method through orchestration. 12. Able to analyze teaching concepts according to the Kreutzer method 13. Able to analyze teaching concepts according to the Pono Banoe method 14. Able to analyze teaching concepts according to the Dalcroze method and Project Teaching Method 15. Able to analyze teaching concepts according to the Montessori method and the Pono Banoe method.	understand the concept of teaching composition using the Rhythm Pattern and Melodic Texture method. 8. Able to understand the concept of teaching composition using the Tonwortlehre method and Dewey method. 9. Able to understand the concept of teaching composition using the Ward method and the Kreutzer method 10. Able to understand the concept of teaching music composition using the Gehrels method and Gaudig Scheibner method. 11. Able to understand the concept of teaching music composition using the Dalcroze method and Project Teaching method 12. Able to understand the concept of teaching music composition using the Montessori method and the Pono Banoe method **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests				
3	1. Creating compositions and mastering skills 2. Able to understand the characteristics	1. Students can understand and create musical compositions 2. Be able to name the	**Criteria:** 1. Full marks are obtained if you make the composition correctly 2. Able to	Lectures, discussions, practices and questions and answers 4 X 50			7%

		of musical instrument sound sources	types of musical instruments. 3. Able to explain the history of the development of musical composition from time to time. 4. Able to explain the measurable characteristics of musical talent possessed by composition students at an elementary or basic level 5. Able to explain in detail and detail the stages in teaching music composition 6. Able to explain step by step in preparation for composition practice 7. Able to explain the types of scales, both major scales and minor scales. 8. Be able to describe several motifs in the scale, including: short trivoice motifs, caturvoices, long trivoices, chromatics, and chord septimes. 9. Able to explain in detail the terms that often appear in musical compositions 10. Able to analyze concepts and themes of musical composition 11. Able to analyze teaching concepts according to the composition method through orchestration. 12. Able to analyze teaching concepts according to the Kreutzer method 13. Able to	understand the characteristics of musical instrument sound sources 3. Able to understand the characteristics of musical talent in elementary level composition students 4. Able to understand the stages in teaching musical composition, as well as understanding the preparation stages for planning exercises 5. Able to identify types of scales, short trivocal motifs, caturvocal motifs, long trivocal motifs, chromatic scales, and chord septimes. 6. Be able to explain several terms used in musical composition 7. Able to understand the concept of teaching composition using the Rhythm Pattern and Melodic Texture method. 8. Able to understand the concept of teaching composition using the Tonwortlehre method and Dewey method. 9. Able to understand the concept of teaching composition using the Ward method and the Kreutzer method 10. Able to understand the concept of teaching music composition using the Gehrels method and Gaudig Scheibner method. 11. Able to understand the concept of teaching music composition using the Dalcroze method and Project Teaching method 12. Able to understand the concept of teaching music composition using the Montessori method and the					

		analyze teaching concepts according to the Pono Banoe method 14.Able to analyze teaching concepts according to the Dalcroze method and Project Teaching Method 15.Able to analyze teaching concepts according to the Montessori method and the Pono Banoe method	Pono Banoe method **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests				
4	Able to create the initial stages of musical composition	Understand the early stages of musical composition	**Criteria:** Full marks if you are able to play the musical composition well **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test	lecture, discussion, question and answer 4 X 50			0%
5	Able to create the initial stages of musical composition	Understand the early stages of musical composition	**Criteria:** Full marks if you are able to play the musical composition well **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test	lecture, discussion, question and answer 4 X 50			0%
6	Able to create the initial stages of musical composition	Understand the early stages of musical composition	**Criteria:** Full marks if you are able to play the musical composition well **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test	lecture, discussion, question and answer 4 X 50			0%
7	Able to create the initial stages of musical composition	Understand the early stages of musical composition	**Criteria:** Full marks if you are able to play the musical composition well **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	lecture, discussion, question and answer 4 X 50			0%

8	Able to compose music part 2	create composition part 2	**Criteria:** Full marks if you are able to play the basic education composition well **Form of Assessment** : Participatory Activities	lecture, discussion, question and answer 4 X 50			0%
9	Able to compose music part 2	create composition part 2	**Criteria:** Full marks if you are able to play the basic education composition well **Form of Assessment** : Participatory Activities	lecture, discussion, question and answer 4 X 50			0%
10	Able to compose music part 2	create composition part 2	**Criteria:** Full marks if you are able to play the basic education composition well **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	lecture, discussion, question and answer 4 X 50			0%
11	Able to compose music part 2	create composition part 2	**Criteria:** Full marks if you are able to play the basic education composition well **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	lecture, discussion, question and answer 4 X 50			0%
12	Able to compose music part 2	create composition part 2	**Criteria:** Full marks if you are able to play the basic education composition well **Form of Assessment** : Participatory Activities	lecture, discussion, question and answer 4 X 50			0%
13	Able to create composition part 2	creating musical compositions part 2	**Criteria:** Full marks if you are able to play the musical composition well **Form of Assessment** : Participatory Activities	lecture, discussion, question and answer 4 X 50			0%
14	Able to create composition part 2	creating musical compositions part 2	**Criteria:** Full marks if you are able to play the musical composition well	lecture, discussion, question and answer 4 X 50			0%
15	Able to create a complete basic education composition from the introduction, parts 1,2,3 and Coda	create a complete composition of basic education	**Criteria:** Full marks if you are able to play the complete basic education composition well **Form of Assessment** : Participatory Activities	arranging, orchestrating, conducting, 4 X 50 technique			0%
16	Able to create a complete basic education composition from the introduction, parts 1,2,3 and Coda	create a complete composition of basic education	**Criteria:** Full marks if you are able to play the complete basic education composition well	arranging, orchestrating, conducting, 4 X 50 technique			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	4.2%
2.	Project Results Assessment / Product Assessment	4.2%

3.	Portfolio Assessment	4.2%
4.	Practice / Performance	4.2%
5.	Test	4.2%
		21%

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.