

		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																																									
Pre-Intermediate Level Basic String Instruments		9122103032			T=3	P=0	ECTS=4.77	4 July 19, 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)																																																
	PLO-PO Matrix																																																
		P.O																																															
	PO Matrix at the end of each learning stage (Sub-PO)																																																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Understanding of the string music repertoire (violin, viola, cello, contra bass, etc.) as well as mastering the basic skills of playing it using level III songs and etudes.																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Lewis, Catherine. (2001). Violin Technical Work Book. Melbourne: Allars Publising. 2. Whistler, Harvey S. (...). Beginning Method for Violin. Chicago: Rubank Inc. 3. Suzuki, Shinichi. (...).Violin Method Vol 3. Japan. 4. Wohlfart, Franz (Copyright 2004). Wohlfart Sixty Studies For Violin Op.45. NewYork : G. Schirmer,Inc. 5. Seybold, Arthur. (...). A. Seybold New Violin Study School. London, A.J .Benjamin Hambur 6. Mazas, F. (Copyright). F.Mazas Duet for Violins Op.38. NewYork : G. Schirmer,Inc. 																																																
	Supporters:																																																
Supporting lecturer	Moh Sarjoko, S.Sn., M.Pd. Harpang Yudha Karyawanto, 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	Able to play C, G, D, A Major scales with correct fingering and intonation Able to play etude with correct technique Able to play songs with correct expression, technique and intonation	Students can understand and play scale techniques, etudes, and song No. 1 In the reference book	Criteria: Full marks if played correctly	Lectures, discussions and questions and answers 3 X 50			0%
2	Able to play C, G, D, A Major scales with correct fingering and intonation Able to play etude with correct technique Able to play songs with correct expression, technique and intonation	Students can understand and play scale techniques, etudes, and song No. 1 In the reference book	Criteria: Full marks if played correctly	Lectures, discussions and questions and answers 3 X 50			0%
3	Able to play C, G, D, A Major scales with correct fingering and intonation Able to play etude with correct technique Able to play songs with correct expression, technique and intonation	Students can understand and play scale techniques, etudes, and song No. 1 In the reference book	Criteria: Full marks if played correctly	Lectures, discussions and questions and answers 3 X 50			0%
4	Able to play C, G, D, A Major scales with correct fingering and intonation Able to play etude with correct technique Able to play songs with correct expression, technique and intonation	Students can understand and play scale techniques, etudes, and song No. 1 In the reference book	Criteria: Full marks if played correctly	Lectures, discussions and questions and answers 3 X 50			0%
5	Able to play C, G, D, A Major scales with correct fingering and intonation Able to play etude with correct technique Able to play songs with correct expression, technique and intonation	Students can understand and play scale techniques, etudes, and song No. 1 In the reference book	Criteria: Full marks if played correctly	Lectures, Discussions, Questions and Answers 3 X 50			0%
6	Able to play C, G, D, A Major scales with correct fingering and intonation Able to play etude with correct technique Able to play songs with correct expression, technique and intonation	Students can understand and play scale techniques, etudes, and song No. 1 In the reference book	Criteria: Full value if played correctly	Lectures, Discussions, Questions and Answers 3 X 50			0%

7	Able to play C, G, D, A Major scales with correct fingering and intonation Able to play etude with correct technique Able to play songs with correct expression, technique and intonation	Students can understand and play scale techniques, etudes, and song No. 2,3,4 In the reference book	Criteria: Full marks for playing the stringed instrument correctly	Lectures, Discussions, Questions and Answers 3 X 50			0%
8	Able to play C, G, D, A Major scales with correct fingering and intonation Able to play etude with correct technique Able to play songs with correct expression, technique and intonation	Students can understand and play scale techniques, etudes, and song No. 4 In the reference book	Criteria: Full marks for playing the stringed instrument correctly	Lectures, Discussions, Questions and Answers 3 X 50			0%
9	Able to play C, G, D, A Major scales with correct fingering and intonation Able to play etude with correct technique Able to play songs with correct expression, technique and intonation	Students can understand and play scale techniques, etudes, and song No. 5 In the reference book	Criteria: Full marks for playing the stringed instrument correctly	Lectures, Discussions, Questions and Answers 3 X 50			0%
10	Able to play C, G, D, A Major scales with correct fingering and intonation Able to play etude with correct technique Able to play songs with correct expression, technique and intonation		Criteria: Full marks for playing the stringed instrument correctly	Lectures, Discussions, Questions and Answers 3 X 50			0%
11	Able to play C, G, D, A Major scales with correct fingering and intonation Able to play etude with correct technique Able to play songs with correct expression, technique and intonation		Criteria: Full marks for playing the stringed instrument correctly	Lectures, Discussions, Questions and Answers 3 X 50			0%
12	Able to play C, G, D, A Major scales with correct fingering and intonation Able to play etude with correct technique Able to play songs with correct expression, technique and intonation		Criteria: Full marks for playing the stringed instrument correctly	Lectures, Discussions, Questions and Answers 3 X 50			0%

13	Able to play C, G, D, A Major scales with correct fingering and intonation Able to play etude with correct technique Able to play songs with correct expression, technique and intonation		Criteria: Full marks for playing the stringed instrument correctly	Lectures, Discussions, Questions and Answers 3 X 50			0%
14	Able to play C, G, D, A Major scales with correct fingering and intonation Able to play etude with correct technique Able to play songs with correct expression, technique and intonation		Criteria: Full marks for playing the stringed instrument correctly	Lectures, Discussions, Questions and Answers 3 X 50			0%
15	Able to play C, G, D, A Major scales with correct fingering and intonation Able to play etude with correct technique Able to play songs with correct expression, technique and intonation		Criteria: Full marks for playing the stringed instrument correctly	Lectures, Discussions, Questions and Answers 3 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

