



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																													
Arrangement	9122102118	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	3	July 16, 2024																																																																													
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																														
	Agus Suwahyono, S.Sn., M.Pd.		Agus Suwahyono, S.Sn., M.Pd.	Agus Suwahyono, S.Sn., M.Pd.																																																																														
Learning model	Project Based Learning																																																																																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																	
	PLO-5	Able to master the theory and practice of instruments/vocals for education, development, presentation, creation and study of music																																																																																
	PLO-8	Able to apply theoretical and practical aspects in the art of music using academic discourse presentation methods, the results of which are shown in individual paper presentations.																																																																																
	Program Objectives (PO)																																																																																	
	PO - 1	Able to arrange choirs																																																																																
	PO - 2	Able to arrange ensemble music																																																																																
	PLO-PO Matrix																																																																																	
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-5</td> <td style="padding: 5px;">PLO-8</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="text-align: center; padding: 5px;">✓</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">PO-2</td> <td style="padding: 5px;"></td> <td style="text-align: center; padding: 5px;">✓</td> </tr> </table>				P.O	PLO-5	PLO-8	PO-1	✓		PO-2		✓																																																																				
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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="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="padding: 5px;">PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓	✓	✓	✓	✓	✓									PO-2									✓	✓	✓	✓	✓	✓	✓	
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Short Course Description	This course is the mastery of knowledge and technical skills for creating and arranging musical works in the form of vocal groups, choirs, musical ensembles, to be applied in the world of education in schools from junior high school to senior high school (SMA) level. The discussion begins with understanding the sound area of children to teenagers, then getting to know the musical instruments that are widely used by children and teenagers at school, then applying it by making a song with musical accompaniment for children and teenagers.																																																																																	
References	Main :																																																																																	
	<ol style="list-style-type: none"> 1. Pamadhi, hadjar. Dkk. 2008. Pendidikan Seni di SD. Jakarta: UniversitasTerbuka. 2. Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation 																																																																																	
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Supporting lecturer	Agus Suwahyono, S.Sn., M.Pd. Dhani Kristiandri, S.Pd., M.Sn.																																																																																	

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 basic abilities and characteristics of children's art	Students are able to explain the forms of children's intellectual abilities	<p>Criteria: Students are declared very good if they are able to answer 4 essay questions. Students are declared good if they are able to answer 3 description questions. Students are declared adequate if they are able to answer 2 description questions. Students are declared poor if they are able to answer 1 description question.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 2 X 50		<p>Material: Characteristics of children's art</p> <p>Reference: <i>Pamadhi, hadjar. et al. 2008. Arts Education in Elementary School. Jakarta: Open University.</i></p>	5%
2	<p>1. Identify the basic abilities and characteristics of children's art</p> <p>2. Know the types of children's musical instruments</p>	Students are able to explain the forms of children's intellectual abilities and types of children's musical instruments	<p>Criteria: Students are declared very good if they are able to answer 4 essay questions. Students are declared good if they are able to answer 3 description questions. Students are declared adequate if they are able to answer 2 description questions. Students are declared poor if they are able to answer 1 description question.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 2 X 50		<p>Material: Characteristics of children's art</p> <p>Reference: <i>Pamadhi, hadjar. et al. 2008. Arts Education in Elementary School. Jakarta: Open University.</i></p> <hr/> <p>Material: Children's musical instruments</p> <p>Literature: <i>Pamadhi, hadjar. et al. 2008. Arts Education in Elementary School. Jakarta: Open University.</i></p>	5%

3	<p>1. Know the types of children's musical instruments</p> <p>2. Knowing the child's tone area</p>	<p>Students are able to explain again the types of children's musical instruments and children's tone areas (Range).</p>	<p>Criteria: Students are declared very good if they are able to answer 4 essay questions. Students are declared good if they are able to answer 3 description questions. Students are declared adequate if they are able to answer 2 description questions. Students are declared poor if they are able to answer 1 description question.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, discussions and questions and answers 2 X 50</p>		<p>Material: Characteristics of children's art</p> <p>Reference: Pamadhi, hadjar. et al. 2008. <i>Arts Education in Elementary School</i>. Jakarta: Open University.</p> <hr/> <p>Material: Children's musical instruments</p> <p>Literature: Pamadhi, hadjar. et al. 2008. <i>Arts Education in Elementary School</i>. Jakarta: Open University.</p> <hr/> <p>Material: Children's Voice Area</p> <p>Literature: Pamadhi, Hadjar. et al. 2008. <i>Arts Education in Elementary School</i>. Jakarta: Open University.</p>	5%
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4	<p>1. Know the types of children's musical instruments</p> <p>2. Knowing the child's tone area</p>	<p>Students are able to explain again the types of children's musical instruments and children's tone areas (Range).</p>	<p>Criteria: Students are declared very good if they are able to answer 4 essay questions. Students are declared good if they are able to answer 3 description questions. Students are declared adequate if they are able to answer 2 description questions. Students are declared poor if they are able to answer 1 description question.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, discussions and questions and answers 2 X 50</p>		<p>Material: Characteristics of children's art</p> <p>Reference: <i>Pamadhi, hadjar. et al. 2008. Arts Education in Elementary School. Jakarta: Open University.</i></p> <hr/> <p>Material: Children's musical instruments</p> <p>Literature: <i>Pamadhi, hadjar. et al. 2008. Arts Education in Elementary School. Jakarta: Open University.</i></p> <hr/> <p>Material: Children's Voice Area</p> <p>Literature: <i>Pamadhi, Hadjar. et al. 2008. Arts Education in Elementary School. Jakarta: Open University.</i></p> <hr/> <p>Material: Knowing and understanding types of children's songs</p> <p>Reference: <i>Pamadhi, hadjar. et al. 2008. Arts Education in Elementary School. Jakarta: Open University.</i></p>	5%
5	<p>Arrangements of children's songs and mandatory songs</p>	<p>Able and skilled in making arrangements of children's songs and mandatory songs (2 voices)</p>	<p>Criteria: Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lectures, discussions and questions and answers, 2 X 50</p>		<p>Material: Choosing one of the mandatory songs that is suitable for the children's music area.</p> <p>Library: <i>editorial team: super complete national and regional mandatory songs, Yogyakarta: immortal publisher, 2015</i></p>	5%

6	Arrangements of children's songs and mandatory songs (2 voices)	Students are able to make arrangements for children's songs and mandatory songs	<p>Criteria: Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and questions and answers, 2 X 50		<p>Material: Compulsory songs for children Library: <i>editorial team: super complete national and regional obligatory songs, Yogyakarta: immortal publisher, 2015</i></p>	5%
7	Arrangements of children's songs and mandatory songs (2 voices)	Students are able to make arrangements for children's songs and mandatory songs	<p>Criteria: Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and questions and answers, 2 X 50		<p>Material: Compulsory songs for children Library: <i>editorial team: super complete national and regional obligatory songs, Yogyakarta: immortal publisher, 2015</i></p> <hr/> <p>Material: Composing sound 2 on mandatory songs Library: <i>editorial team: super complete national and regional mandatory songs, Yogyakarta: immortal publisher, 2015</i></p>	5%
8	Sub Summative Exam (USS). Presentation of arrangements of children's songs and mandatory songs (2 voices)	Students are able to present in front of the class arrangements of children's songs and compulsory songs	<p>Criteria: Students are declared very good if they are able to present a complete song arrangement from the intro to the ending. Students are declared good if they are able to present the arrangement to the ending without an intro. intro to ending.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50 Demonstration		<p>Material: USS (makes 2 sounds in mandatory songs for children) Bibliography: <i>editorial team: super complete national and regional mandatory songs, Yogyakarta: immortal publisher, 2015</i></p>	15%
9	Arrangement of regional songs in choir or musical instrument format	Students are able to make arrangements of regional songs for choir groups	<p>Criteria: Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and questions and answers, 2 X 50		<p>Material: Knowing the various tone areas on musical instruments. Reference: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p>	5%

10	Arrangement of regional songs in choir or musical instrument format	Students are able to make arrangements of regional songs for choir groups	<p>Criteria: Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and questions and answers, 2 X 50		<p>Material: Knowing the various tone areas on musical instruments. Reference: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p> <hr/> <p>Material: Choosing a regional song Bibliography: <i>RE Rangkuti, et al: Collection of regional songs complete with chords, Jakarta: Spotlight, 1981</i></p>	5%
11	Arrangement of regional songs in choir or musical instrument format	Students are able to make arrangements of regional songs for choir groups	<p>Criteria: Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and questions and answers, 2 X 50		<p>Material: Knowing the various tone areas on musical instruments. Reference: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p> <hr/> <p>Material: Choosing a regional song Bibliography: <i>RE Rangkuti, et al: Collection of regional songs complete with chords, Jakarta: Spotlight, 1981</i></p> <hr/> <p>Material: Making intro, interlude, coda References: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p>	5%

12	Arrangement of regional songs in choir or musical instrument format	Students are able to make arrangements of regional songs for choir groups	<p>Criteria: Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and questions and answers, 2 X 50		<p>Material: Knowing the various tone areas on musical instruments. Reference: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p> <hr/> <p>Material: Choosing a regional a regional song Bibliography: <i>RE Rangkuti, et al: Collection of regional songs complete with chords, Jakarta: Spotlight, 1981</i></p> <hr/> <p>Material: Making intro, interlude, coda References: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p> <hr/> <p>Material: Filler, Fill In Library: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p>	5%
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13	Arrangement of regional songs in choir or musical instrument format	Students are able to make arrangements of regional songs for choir groups	<p>Criteria: Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and questions and answers, 2 X 50		<p>Material: Knowing the various tone areas on musical instruments. Reference: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p> <hr/> <p>Material: Choosing a regional song Bibliography: <i>RE Rangkuti, et al: Collection of regional songs complete with chords, Jakarta: Spotlight, 1981</i></p> <hr/> <p>Material: Making intro, interlude, coda References: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p> <hr/> <p>Material: Filler, Fill In Library: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p>	5%
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14	Arrangement of regional songs in choir or musical instrument format	Students are able to make arrangements of regional songs for choir groups	<p>Criteria: Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and questions and answers, 2 X 50		<p>Material: Knowing the various tone areas on musical instruments. Reference: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p> <hr/> <p>Material: Choosing a regional song Bibliography: <i>RE Rangkuti, et al: Collection of regional songs complete with chords, Jakarta: Spotlight, 1981</i></p> <hr/> <p>Material: Making intro, interlude, coda References: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p> <hr/> <p>Material: Filler, Fill In Library: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p>	5%
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15	Arrangement of regional songs in choir or musical instrument format	Students are able to make arrangements of regional songs for choir groups	<p>Criteria: Students are declared very good if they are able to make a complete song arrangement from the intro to the ending. Students are declared good if they are able to make an arrangement to the ending without an intro. intro to ending.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and questions and answers, 2 X 50		<p>Material: Knowing the various tone areas on musical instruments. Reference: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p> <hr/> <p>Material: Choosing a regional song Bibliography: <i>RE Rangkuti, et al: Collection of regional songs complete with chords, Jakarta: Spotlight, 1981</i></p> <hr/> <p>Material: Making intro, interlude, coda References: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p> <hr/> <p>Material: Filler, Fill In Library: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p>	5%
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16	Summative Examination (US) Presentation in front of the class on regional song arrangements	Students are able to present in front of the class arrangements of regional songs in choir or ensemble format.	<p>Criteria:</p> <p>1. Students are declared excellent if they are able to present a complete song arrangement from the intro to the ending. Students are declared good if they are able to present the arrangement to the ending without an intro. intro to ending.</p> <p>2. Score 4: Skilled in arranging mandatory songs for children well and appropriately; Score 3: Somewhat less skilled at arranging obligatory songs for children well and appropriately. Score 2: Less skilled at arranging obligatory songs for children well and appropriately. Score 1: Very less skilled at arranging obligatory songs for children well and appropriately.</p> <p>Form of Assessment : Practice / Performance</p>	2 X 50 Demonstration		<p>Material: USS Library:</p> <hr/> <p>Material: USS Readers: <i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation</i></p>	15%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	65%
3.	Practice / Performance	15%
		100%

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.