

Short Course Description	This course contains mastery of knowledge and skills in band playing techniques. The discussion begins with understanding the characteristics of domestic band groups and foreign band groups, then includes attitudes and playing techniques in band groups.						
References	Main :		<ol style="list-style-type: none"> 1. Powell, B. (2021). Modern band: A review of literature. Update: Applications of Research in Music Education, 39(3), 39-46. 2. Byo, J. L. (2018). "Modern band" as school music: A case study. International Journal of Music Education, 36(2), 259-269. 3. Higgins, L. (2010). Free to be musical: Group improvisation in music. Rowman & Littlefield. 				
	Supporters:		<ol style="list-style-type: none"> 1. Corenblum, B., & Marshall, E. (1998). The band played on: Predicting students' intentions to continue studying music. Journal of Research in Music Education, 46(1), 128-140. 2. Vasil, M. (2020, April). The modern band movement. In College Music Symposium (Vol. 60, No. 1, pp. 1-4). College Music Society. 3. Good, M. (1983). A selected bibliography of original concert band music: part 1. Journal of band research, 18(2), 12. 				
Supporting lecturer	Drs. Heri Murbiyanto, M.Pd. Harpang Yudha Karyawanto, S.Pd., M.Pd. Marda Putra Mahendra, 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	Band Tuition Contract	Agree on a band lecture contract	Criteria: Agree on a band lecture contract Form of Assessment : Participatory Activities	Direct Learning 2 x 50		Material: Agreeing on a band lecture contract Reference: <i>Powell, B. (2021). Modern bands: A review of the literature. Update: Applications of Research in Music Education, 39(3), 39-46.</i>	5%
2	Know various musical instruments based on their sound sources	Be able to name various musical instruments based on their sound sources	Criteria: 1.4 Complete and precise explanation 2.3 Complete but inaccurate explanation 3.2 The explanation is incomplete and inaccurate 4.1 Explanation is incomplete and inaccurate Form of Assessment : Participatory Activities	Direct instruction, Discussion, Brainstorming 100		Material: Types of musical instruments based on sound sources. Reference: <i>Byo, JL (2018). "Modern band" as school music: A case study. International Journal of Music Education, 36(2), 259-269.</i>	5%

3	Presenting a repertoire of children's songs in band form	Able to play together, according to notation, tempo and dynamics	<p>Criteria:</p> <p>1.4 Able to play children's songs using notation, tempo and dynamics completely and correctly</p> <p>2.3 Able to play children's songs using notation, tempo and dynamics completely, but not quite correctly</p> <p>3.2 Able to play children's songs using notation, tempo and dynamics, but they are incomplete and inaccurate</p> <p>4.1 Able to play children's songs using notation, tempo and dynamics, but incomplete or incomplete</p> <p>Form of Assessment : Participatory Activities</p>	Direct instruction, Discussion, Brainstorming 100		<p>Material: Presenting children's song repertoire in band form.</p> <p>Library: <i>Higgins, L. (2010). Free to be musical: Group improvisation in music. Rowman & Littlefield.</i></p>	5%
4	Presenting a repertoire of children's songs in band form	Able to play together, according to notation, tempo and dynamics	<p>Criteria:</p> <p>1.4 Able to play children's songs using notation, tempo and dynamics completely and correctly</p> <p>2.3 Able to play children's songs using notation, tempo and dynamics completely, but not quite correctly</p> <p>3.2 Able to play children's songs using notation, tempo and dynamics, but they are incomplete and inaccurate</p> <p>4.1 Able to play children's songs using notation, tempo and dynamics, but incomplete or incomplete</p> <p>Form of Assessment : Participatory Activities</p>	Direct instruction, Discussion, Brainstorming 100		<p>Material: Presenting children's song repertoire in band form.</p> <p>Library: <i>Higgins, L. (2010). Free to be musical: Group improvisation in music. Rowman & Littlefield.</i></p>	5%

5	Presenting a repertoire of children's songs in band form	Able to play together, according to notation, tempo and dynamics	<p>Criteria:</p> <p>1.4 Able to play regional songs using notation, tempo and dynamics completely and correctly</p> <p>2.3 Able to play regional songs using notation, tempo and dynamics completely, but not quite correctly</p> <p>3.2 Able to play regional songs using notation, tempo and dynamics, but incomplete and inaccurate</p> <p>4.1 Able to play regional songs using notation, tempo and dynamics, but not completely or incompletely</p> <p>Form of Assessment : Participatory Activities</p>	Direct instruction, Discussion, Brainstorming, Practice 100		<p>Material: Presenting a repertoire of regional songs in the form of a Library Band: <i>Corenblum, B., & Marshall, E. (1998). The band played on: Predicting students' intentions to continue studying music. Journal of Research in Music Education, 46(1), 128-140.</i></p>	5%
6	Presenting a repertoire of children's songs in band form	Able to play together, according to notation, tempo and dynamics	<p>Criteria:</p> <p>1.4 Able to play regional songs using notation, tempo and dynamics completely and correctly</p> <p>2.3 Able to play regional songs using notation, tempo and dynamics completely, but not quite correctly</p> <p>3.2 Able to play regional songs using notation, tempo and dynamics, but incomplete and inaccurate</p> <p>4.1 Able to play regional songs using notation, tempo and dynamics, but not completely or incompletely</p> <p>Form of Assessment : Participatory Activities</p>	Direct instruction, Discussion, Brainstorming, Practice 100		<p>Material: Presenting a repertoire of regional songs in the form of a Library Band: <i>Corenblum, B., & Marshall, E. (1998). The band played on: Predicting students' intentions to continue studying music. Journal of Research in Music Education, 46(1), 128-140.</i></p>	5%

7	Presenting a repertoire of children's songs in band form	Able to play together, according to notation, tempo and dynamics	<p>Criteria:</p> <p>1.4 Able to play regional songs using notation, tempo and dynamics completely and correctly</p> <p>2.3 Able to play regional songs using notation, tempo and dynamics completely, but not quite correctly</p> <p>3.2 Able to play regional songs using notation, tempo and dynamics, but incomplete and inaccurate</p> <p>4.1 Able to play regional songs using notation, tempo and dynamics, but not completely or incompletely</p> <p>Form of Assessment : Participatory Activities</p>	Direct instruction, Discussion, Brainstorming, Practice 100		<p>Material: Presenting a repertoire of regional songs in the form of a Library Band: <i>Corenblum, B., & Marshall, E. (1998). The band played on: Predicting students' intentions to continue studying music. Journal of Research in Music Education, 46(1), 128-140.</i></p>	5%
8	Presenting a repertoire of children's songs in band form	Able to play together, according to notation, tempo and dynamics	<p>Criteria:</p> <p>1.4 Able to play children's and regional songs using notation, tempo and dynamics completely and correctly</p> <p>2.3 Able to play children's and regional songs using notation, tempo and dynamics completely, but not quite correctly</p> <p>3.2 Able to play children's and regional songs using notation, tempo and dynamics, but incomplete and inaccurate</p> <p>4.1 Able to play children's and regional songs using notation, tempo and dynamics, but not completely or incompletely</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction, Discussion, Brainstorming, Practice 100		<p>Material: Presenting a repertoire of regional songs in the form of a Library Band: <i>Corenblum, B., & Marshall, E. (1998). The band played on: Predicting students' intentions to continue studying music. Journal of Research in Music Education, 46(1), 128-140.</i></p>	5%

9	Presenting a repertoire of popular songs 1 in Band form	Able to play together, according to notation, tempo and dynamics	<p>Criteria:</p> <p>1.4 Able to play popular songs 1 using notation, tempo and dynamics completely and correctly</p> <p>2.3 Able to play popular songs 1 using notation, tempo and dynamics completely, but not quite right</p> <p>3.2 Able to play popular songs 1 using notation, tempo and dynamics, but incomplete and inaccurate</p> <p>4.1 Able to play popular songs 1 using notation, tempo and dynamics, but incomplete or not</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction, Discussion, Brainstorming, Practice 100		<p>Material: popular song repertoire 1 in band form.</p> <p>Reference: <i>Corenblum, B., & Marshall, E. (1998). The band played on: Predicting students' intentions to continue studying music. Journal of Research in Music Education, 46(1), 128-140.</i></p>	5%
10	Presenting a repertoire of popular songs 1 in Band form	Able to play together, according to notation, tempo and dynamics	<p>Criteria:</p> <p>1.4 Able to play popular songs 1 using notation, tempo and dynamics completely and correctly</p> <p>2.3 Able to play popular songs 1 using notation, tempo and dynamics completely, but not quite right</p> <p>3.2 Able to play popular songs 1 using notation, tempo and dynamics, but incomplete and inaccurate</p> <p>4.1 Able to play popular songs 1 using notation, tempo and dynamics, but incomplete or not</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction, Discussion, Brainstorming, Practice 100		<p>Material: popular song repertoire 1 in band form.</p> <p>Reference: <i>Corenblum, B., & Marshall, E. (1998). The band played on: Predicting students' intentions to continue studying music. Journal of Research in Music Education, 46(1), 128-140.</i></p>	5%

11	Presenting a repertoire of popular songs 1 in Band form	Able to play together, according to notation, tempo and dynamics	<p>Criteria:</p> <p>1.4 Able to play popular songs 2 using notation, tempo and dynamics completely and precisely</p> <p>2.3 Able to play popular songs 2 using notation, tempo and dynamics completely, but not quite right</p> <p>3.2 Able to play popular songs 2 using notation, tempo and dynamics, but incomplete and inaccurate</p> <p>4.1 Able to play popular songs 2 using notation, tempo and dynamics, but not completely or not</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction, Discussion, Brainstorming, Practice 100		<p>Material: popular song repertoire 1 in band form.</p> <p>Reference: <i>Corenblum, B., & Marshall, E. (1998). The band played on: Predicting students' intentions to continue studying music. Journal of Research in Music Education, 46(1), 128-140.</i></p>	5%
12	Presenting a repertoire of popular songs 1 in Band form	Able to play together, according to notation, tempo and dynamics	<p>Criteria:</p> <p>1.4 Able to play popular songs 2 using notation, tempo and dynamics completely and precisely</p> <p>2.3 Able to play popular songs 2 using notation, tempo and dynamics completely, but not quite right</p> <p>3.2 Able to play popular songs 2 using notation, tempo and dynamics, but incomplete and inaccurate</p> <p>4.1 Able to play popular songs 2 using notation, tempo and dynamics, but not completely or not</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction, Discussion, Brainstorming, Practice 100		<p>Material: popular song repertoire 1 in band form.</p> <p>Reference: <i>Corenblum, B., & Marshall, E. (1998). The band played on: Predicting students' intentions to continue studying music. Journal of Research in Music Education, 46(1), 128-140.</i></p>	5%

13	Recording a repertoire of popular songs 1 and 2 in Band form	Able to record songs 1 and 2 together, according to notation, tempo and dynamics	<p>Criteria:</p> <p>1.4 Able to record popular songs 1 and 2 using notation, tempo and dynamics completely and precisely</p> <p>2.3 Able to record popular songs 1 and 2 using notation, tempo and dynamics completely, but not quite correctly</p> <p>3.2 Able to record popular songs 1 and 2 using notation, tempo and dynamics, but incomplete and inaccurate</p> <p>4.1 Able to record popular songs 1 and 2 using notation, tempo and dynamics, but incomplete and not</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction, Discussion, Brainstorming, Practice 100		<p>Material: Recording a repertoire of popular songs 1 and 2 in the form of a Library Band: <i>Vasil, M. (2020, April). The modern band movement. In College Music Symposium (Vol. 60, No. 1, pp. 1-4). College Music Society.</i></p>	5%
14	Recording a repertoire of popular songs 1 and 2 in Band form	Able to record songs 1 and 2 together, according to notation, tempo and dynamics	<p>Criteria:</p> <p>1.4 Able to record popular songs 1 and 2 using notation, tempo and dynamics completely and precisely</p> <p>2.3 Able to record popular songs 1 and 2 using notation, tempo and dynamics completely, but not quite correctly</p> <p>3.2 Able to record popular songs 1 and 2 using notation, tempo and dynamics, but incomplete and inaccurate</p> <p>4.1 Able to record popular songs 1 and 2 using notation, tempo and dynamics, but incomplete and not</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction, Discussion, Brainstorming, Practice 100		<p>Material: Recording a repertoire of popular songs 1 and 2 in the form of a Library Band: <i>Vasil, M. (2020, April). The modern band movement. In College Music Symposium (Vol. 60, No. 1, pp. 1-4). College Music Society.</i></p>	5%

15	Recording a repertoire of children's, regional, popular songs 1 and 2 in band form	Able to record songs 1 and 2 together, according to notation, tempo and dynamics	<p>Criteria:</p> <p>1.4 Able to record children's, regional, popular songs 1 and 2 using notation, tempo and dynamics completely and correctly</p> <p>2.3 Able to record children's, regional, popular songs 1 and 2 using notation, tempo and dynamics completely, but not very precisely</p> <p>3.2 Able to record children's, regional and popular songs 1 and 2 using notation, tempo and dynamics, but incomplete and inaccurate</p> <p>4.1 Able to record children's, regional and popular songs 1 and 2 using notation, tempo and dynamics, but incomplete and not</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction, Discussion, Brainstorming, Practice 100		<p>Material: repertoire of children's songs, regional, popular 1 and 2 in Band form.</p> <p>Library: <i>Vasil, M. (2020, April). The modern band movement. In College Music Symposium (Vol. 60, No. 1, pp. 1-4). College Music Society.</i></p> <hr/> <p>Material: repertoire of children's songs, regional, popular 1 and 2 in band form.</p> <p>Library: <i>Good, M. (1983). A selected bibliography of original concert band music: part 1. Journal of band research, 18(2), 12.</i></p>	5%
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16	Recording a repertoire of children's, regional, popular songs 1 and 2 in band form	Able to record children's, regional, popular songs 1 and 2 according to notation, tempo and dynamics	<p>Criteria:</p> <p>1.4 Able to present children's, regional, popular songs 1 and 2 using notation, tempo and dynamics completely and correctly</p> <p>2.3 Able to present children's, regional, popular songs 1 and 2 using notation, tempo and dynamics completely, but not quite correctly</p> <p>3.2 Able to present children's, regional, popular songs 1 and 2 using notation, tempo and dynamics, but incomplete and inaccurate</p> <p>4.1 Able to present children's, regional and popular songs 1 and 2 using notation, tempo and dynamics, but incomplete and not</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction, Discussion, Brainstorming, Practice 100		<p>Material: presents children's, regional, popular songs 1 and 2 according to notation, tempo and dynamics. Reference: <i>Vasil, M. (2020, April). The modern band movement. In College Music Symposium (Vol. 60, No. 1, pp. 1-4). College Music Society.</i></p> <hr/> <p>Material: presents children's, regional, popular songs 1 and 2 according to notation, tempo and dynamics. Reference: <i>Good, M. (1983). A selected bibliography of original concert band music: part 1. Journal of band research, 18(2), 12.</i></p>	25%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	67.5%
2.	Practice / Performance	32.5%
		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.