



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

## **SEMESTER LEARNING PLAN**

Courses		CODE	Course	Family		Cred	lit We	ght		SEMESTE	R	Compilation Date
Bands		9122102006		sory Study		T=2	P=0	ECTS=3	.18	1		May 15, 2024
AUTHORIZAT	ΓΙΟΝ	SP Developer	Frogram	<del>- Subjects</del>	Course Cluster Coordinator			r	Study Program Coordinator			
		Harpang Yudha	a Karyawanto, S.F	Pd., M.Pd							vah M.I	yono, S.Sn., Pd.
Learning model	Project Based Le	earning										
Program	PLO study prog	ıram that is cha	rged to the cou	ırse								
Learning Outcomes (PLO)		ole to master the theory and practice of instruments/vocals for education, development, presentation, creation d study of music										
	PLO-6 Ab	le to apply music	e to apply music theory and practice in social life									
	PLO-9 Ab	ble to apply theoretical and practical aspects in the field of music, the results of which are displayed in the remover of lecture-recital presentations and instrumental/vocal presentations (recitals).										
	mı	Able to work together in a musical ensemble/collaboration/orchestra, both as a leader and member, to apply musical knowledge and skills through a training process and artistic production managerial approach to produce a collaborative presentation of musical works.										
	Program Objec	tives (PO)										
	<b>PO - 1</b> Ab	le to work togethe	r and collaborate	in playing	band mu	sic						
	<b>PO - 2</b> Ab	le to master the te	chnique of playir	g band ins	truments	acco	rding t	o their cor	npet	tence		
	<b>PO - 3</b> Ab	le to apply techno	logy in playing ba	ınd music								
	<b>PO - 4</b> Ab	Able to play and recital solo or in groups										
	<b>PO - 5</b> Ab	Able to collaborate in an orchestra/ensemble music format and present musical works										
	PLO-PO Matrix	Matrix										
		P.O	PLO-5	PLO	D-6		PLO-	9	Ρl	_O-10		

P.O	PLO-5	PLO-6	PLO-9	PLO-10
PO-1				1
PO-2	•			
PO-3		1		
PO-4			1	
PO-5				1

### 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			1	1												
PO-3					1				>	>	>	>	>	>	>	
PO-4						1	>	>								
PO-5																1

#### 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:

- Powell, B. (2021). Modern band: A review of literature. Update: Applications of Research in Music Education, 39(3), 39-46.
- Byo, J. L. (2018). "Modern band" as school music: A case study. International Journal of Music Education, 36(2), 259-269.
- ${\bf 3.} \quad \hbox{Higgins, L. (2010). Free to be musical: Group improvisation in music. Rowman \& Little field.}$

#### Supporters:

- 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.
- 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 Murbiyantoro, M.Pd. Harpang Yudha Karyawanto, S.Pd., M.Pd. Marda Putra Mahendra, S.Pd., M.Pd.

Week-	Final abilities of each learning stage		Evaluation	Learn Studen	p Learning, ning methods, it Assignments, timated time]	Learning materials [	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline ( offline )	Online ( online )	References	
(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: Powell, B. (2021). Modern bands: A review of the literature. Update: Applications of Research in Music Education, 39(3), 39-46.	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: Byo, JL (2018). "Modern band" as school music: A case study. International Journal of Music Education, 36(2), 259- 269.	5%

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

5	Presenting a repertoire of children's songs in band form	Able to play together, according to notation, tempo and dynamics	Criteria:  1.4 Able to play regional songs using notation, tempo and dynamics completely and correctly  2.3 Able to play regional songs using notation, tempo and dynamics completely, but not quite correctly  3.2 Able to play regional songs using notation, tempo and dynamics, but incomplete and inaccurate  4.1 Able to play regional songs using notation, tempo and dynamics, but incomplete and inaccurate  4.1 Able to play regional songs using notation, tempo and dynamics, but not completely or incompletely  Form of Assessment:  Participatory Activities	Direct instruction, Discussion, Brainstorming, Practice 100	Material: Presenting a repertoire of regional songs in the form of a Library Band: 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.	5%
6	Presenting a repertoire of children's songs in band form	Able to play together, according to notation, tempo and dynamics	Criteria:  1.4 Able to play regional songs using notation, tempo and dynamics completely and correctly  2.3 Able to play regional songs using notation, tempo and dynamics completely, but not quite correctly  3.2 Able to play regional songs using notation, tempo and dynamics, but incomplete and inaccurate  4.1 Able to play regional songs using notation, tempo and dynamics, but incomplete and inaccurate  4.1 Able to play regional songs using notation, tempo and dynamics, but not completely or incompletely	Direct instruction, Discussion, Brainstorming, Practice 100	Material: Presenting a repertoire of regional songs in the form of a Library Band: 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.	5%

Presenting a repertoire of children's songs in band form	Able to play together, according to notation, tempo and dynamics	Criteria:  1.4 Able to play regional songs using notation, tempo and dynamics completely and correctly  2.3 Able to play regional songs using notation, tempo and dynamics completely, but not quite correctly  3.2 Able to play regional songs using notation, tempo and dynamics completely, but not quite correctly  3.2 Able to play regional songs using notation, tempo and dynamics, but incomplete and inaccurate  4.1 Able to play regional songs using notation, tempo and dynamics, but not	Direct instruction, Discussion, Brainstorming, Practice 100		Material: Presenting a repertoire of regional songs in the form of a Library Band: 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.	5%
		completely or incompletely  Form of Assessment: Participatory Activities				
Presenting a repertoire of children's songs in band form	Able to play together, according to notation, tempo and dynamics	Criteria:  1.4 Able to play children's and regional songs using notation, tempo and dynamics completely and correctly  2.3 Able to play children's and regional songs using notation, tempo and dynamics completely, but not quite correctly  3.2 Able to play children's and regional songs using notation, tempo and dynamics completely, but not quite correctly  3.2 Able to play children's and regional songs using notation, tempo and dynamics, but incomplete and inaccurate  4.1 Able to play children's and regional songs using notation, tempo and dynamics, but not completely or incompletely  Form of Assessment: Participatory Activities, Practice/Performance	Direct instruction, Discussion, Brainstorming, Practice 100		Material: Presenting a repertoire of regional songs in the form of a Library Band: 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.	5%
	Presenting a repertoire of children's songs in band form	repertoire of children's songs in band form  together, according to notation, tempo and dynamics  Presenting a repertoire of children's songs in band form  Able to play together, according to notation, tempo and together, according to notation, tempo and	repertoire of children's songs in band form  together, according in notation, tempo and dynamics  according on tempo and dynamics completely and correctly  2.3 Able to play regional songs using notation, tempo and dynamics completely, but not quite correctly  3.2 Able to play regional songs using notation, tempo and dynamics, but incomplete and inaccurate  4.1 Able to play regional songs using notation, tempo and dynamics, but not completely or incompletely  Presenting a repertoire of children's songs in band form  Able to play regional songs using notation, tempo and dynamics.  Able to play regional songs using notation, tempo and dynamics completely or incompletely  2.3 Able to play children's and regional songs using notation, tempo and dynamics completely and correctly  2.3 Able to play children's and regional songs using notation, tempo and dynamics completely, but not quite correctly  3.2 Able to play children's and regional songs using notation, tempo and dynamics completely, but not quite correctly  3.2 Able to play children's and regional songs using notation, tempo and dynamics, but incomplete and inaccurate  4.1 Able to play children's and regional songs using notation, tempo and dynamics, but not completely or incompletely or incompletely  Form of Assessment:	repertoire of children's songs in band form  Presenting a repertoire of the propound dynamics.  Presenting a repertoire of means for band form  Presenting a repertoire of completely and correctly an	repertoire of children's songs in band form  band form  according to notation, tempo and dynamics  completely and correctly  2.3 Able to play regional songs using notation, tempo and dynamics.  completely, but not quite correctly  3.2 Able to play regional songs using notation, tempo and dynamics, but incomplete and inaccurate  4.1 Able to play regional songs using notation, tempo and dynamics, but incompletely or incompletely	repertories of children's song in band form  band form

9	Presenting a repertoire of popular songs 1 in Band form	Able to play together, according to notation, tempo and dynamics	Criteria:  1.4 Able to play popular songs 1 using notation, tempo and dynamics completely and correctly  2.3 Able to play popular songs 1 using notation, tempo and dynamics completely, but not quite right  3.2 Able to play popular songs 1 using notation, tempo and dynamics, but incomplete and inaccurate  4.1 Able to play popular songs 1 using notation, tempo and dynamics, but incomplete and inaccurate  4.1 Able to play popular songs 1 using notation, tempo and dynamics, but incomplete or not  Form of Assessment: Participatory Activities, Practice/Performance	Direct instruction, Discussion, Brainstorming, Practice 100	Material: popular song repertoire 1 in band form. Reference: 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.	5%
10	Presenting a repertoire of popular songs 1 in Band form	Able to play together, according to notation, tempo and dynamics	Criteria:  1.4 Able to play popular songs 1 using notation, tempo and dynamics completely and correctly  2.3 Able to play popular songs 1 using notation, tempo and dynamics completely, but not quite right  3.2 Able to play popular songs 1 using notation, tempo and dynamics completely, but not quite right  3.2 Able to play popular songs 1 using notation, tempo and dynamics, but incomplete and inaccurate  4.1 Able to play popular songs 1 using notation, tempo and dynamics, but incomplete or not  Form of Assessment: Participatory Activities, Practice/Performance	Direct instruction, Discussion, Brainstorming, Practice 100	Material: popular song repertoire 1 in band form. Reference: 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.	5%

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

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

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	67.5%
2.	Practice / Performance	32.5%
		100%

#### 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.
- 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.
- 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.
- 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.

- 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.