



**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
Intermediate Level Basic Instrument	9122103120	Compulsory Study Program Subjects	T=4 P=0 ECTS=6.36	4	July 16, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>	
	Vivi Ervina Dewi, S.Pd., M.Pd.; Budi Dharmawanputra, S.Pd., M.Pd.		.....	Agus Suwahyono, S.Sn., M.Pd.	

<b>Learning model</b>	<b>Case Studies</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>
<b>PLO-5</b>	Able to master the theory and practice of instruments/vocals for education, development, presentation, creation and study of music
<b>PLO-6</b>	Able to apply music theory and practice in social life
<b>PLO-9</b>	Able to apply theoretical and practical aspects in the field of music, the results of which are displayed in the form of lecture-recital presentations and instrumental/vocal presentations (recitals).
<b>PLO-10</b>	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.

<b>Program Objectives (PO)</b>	
<b>PO - 1</b>	Able to be responsible for applying an understanding of vocal (singing) techniques including breathing, phrasing, intonation, resonance, articulation, interpretation and expression using intermediate level etude material and Indonesian Classical Seriosa songs independently.
<b>PO - 2</b>	CPMK-KU (Utilizing learning resources and ICT to support the design and implementation of Intermediate Level Basic Instrument lectures (piano expertise) including literature study to obtain data on the shape of piano models and piano playing techniques, browsing the internet to obtain data on the shape of piano instrument practice patterns the latest by downloading on free or paid sites)
<b>PO - 3</b>	CPMK-KK (Design/ compose/ discuss/ present/ form new patterns on the piano instrument.)
<b>PO - 4</b>	CPMK-P (Have knowledge of the piano instrument, skills in playing the piano instrument with various techniques at the Intermediate level, and can present songs for practicing the piano instrument in front of the class)

<b>PLO-PO Matrix</b>																										
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-6</th> <th>PLO-9</th> <th>PLO-10</th> </tr> <tr> <td>PO-1</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> </table>	P.O	PLO-5	PLO-6	PLO-9	PLO-10	PO-1	✓				PO-2		✓			PO-3			✓		PO-4				✓
P.O	PLO-5	PLO-6	PLO-9	PLO-10																						
PO-1	✓																									
PO-2		✓																								
PO-3			✓																							
PO-4				✓																						

<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																						
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></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					✓												PO-3	✓																PO-4																
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<b>Short Course Description</b>	: This course contains understanding and introduction to the vocal characteristics of musical instruments as well as mastery of the skills to play them using intermediate level techniques, songs and etudes.
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<b>References</b>	<b>Main :</b>
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		<ol style="list-style-type: none"> <li>1. Emil, Prill. 1927. Schule Fur Die Boehm Flute. Berlin: Das ABC der Musiklehre.</li> <li>2. Jacobs, Frederick.1970. Learn to Play the Flute . USA: Alfred Music Co.</li> <li>3. Toshio Takahashi. 1974. Suzuki Flute School, Volume 4 , USA: Alfred Publishing Co.,Inc.</li> <li>4. Yamaha Music Foundation.1997 Flute I, Tokyo: Yamaha Music Foundation</li> <li>5. Suzuki, Shinichi. 2008. Suzuki Violin School Vol 3. USA: Alfred Publishing Co, Inc.</li> </ol>					
		<b>Supporters:</b>					
<b>Supporting lecturer</b>		Drs. Heri Murbiantoro, M.Pd. Agus Suwahyono, S.Sn., M.Pd. Moh Sarjoko, S.Sn., M.Pd. Senyum Sadhana, S.Sn., M.Pd. Dhani Kristiandri, S.Pd., M.Sn. Budi Dharmawanputra, S.Pd., M.Pd. Raden Roro Maha Kalyana Mita Anggoro, S.Pd., M.Pd. Vivi Ervina Dewi, 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	Students are able to explain the concepts, objectives and benefits of Intermediate Level Basic Instruments lectures	<ol style="list-style-type: none"> <li>1.Students can explain the concept of Intermediate Level Basic Instrument lectures</li> <li>2.Students can explain the objectives of the Intermediate Level Basic Instruments course</li> <li>3.Students can explain the benefits of studying Intermediate Level Basic Instruments</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Score 4 if the explanation is complete and correct.</li> <li>2.Score 3 if the explanation is complete but not precise.</li> <li>3.Score 2 if the explanation is incomplete and inaccurate.</li> <li>4.Score 1 if the explanation is incomplete and inaccurate.</li> </ol> <b>Form of Assessment :</b> Participatory Activities, Tests	Direct Learning  Lecture Question and answer Discussion 2 X 50		<b>Material:</b> Intermediate Level Basic Instrument Insights <b>Library:</b> <i>Pra Budidharma. 2001. Farabi Music Library Series Professional Vocal Methods. Jakarta: PT. Elex Media Komputindo</i>	5%

2	Students are able to explain breathing techniques, intonation, resonance, phrasing, and articulation, as the main components of the Intermediate Level Basic Instrument.	<ol style="list-style-type: none"> <li>1. Students can explain breathing techniques in the Intermediate Level Basic Instruments</li> <li>2. Students can explain intonation techniques in Intermediate Level Basic Instruments</li> <li>3. Students can explain resonance techniques in Intermediate Level Basic Instruments</li> <li>4. Students can explain phrasing techniques in Intermediate Level Basic Instruments</li> <li>5. Students can explain articulation techniques in Intermediate Level Basic Instruments</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 4 if the explanation is complete and correct.</li> <li>2. Score 3 if the explanation is complete but not precise</li> <li>3. Score 2 if the explanation is incomplete and inaccurate</li> <li>4. Score 1 if the explanation is incomplete and inaccurate</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	Lecture Demonstration Question and Answer Discussion 2 X 50		<p><b>Material:</b> Vocal Techniques <b>Reader:</b> Drs. Slamet Raharjo. 1990. <i>Vocal Art Theory</i>. Semarang: Media Wiyata</p> <hr/> <p><b>Material:</b> Vocal Techniques <b>Literature:</b> Pra Budidharma. 2001. <i>Farabi Music Library Series Professional Vocal Methods</i>. Jakarta: PT. Elex Media Komputindo</p> <hr/> <p><b>Material:</b> Flute Technique for Intermediate level. <b>References:</b> Emil, Prill. 1927. <i>Schule Fur Die Boehm Flute</i>. Berlin: Das ABC der Musiklehre.</p> <hr/> <p><b>Material:</b> Musical works (songs) for intermediate level flute. <b>Reader:</b> Toshio Takahashi. 1974. <i>Suzuki Flute School, Volume 4</i>, USA: Alfred Publishing Co., Inc.</p>	4%
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3	Students are able to explain breathing techniques, intonation, resonance, phrasing, and articulation, as the main components of the Intermediate Level Basic Instrument.	<ol style="list-style-type: none"> <li>1. Students can apply breathing techniques in Intermediate Level Basic Instruments</li> <li>2. Students can apply intonation techniques in Intermediate Level Basic Instruments</li> <li>3. Students can apply resonance techniques in Intermediate Level Basic Instruments</li> <li>4. Students can apply the phrasing technique in Intermediate Level Basic Instruments</li> <li>5. Students can apply articulation techniques in Intermediate Level Basic Instruments</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 4 if all aspects of the technique are applied correctly and precisely</li> <li>2. Score 3 if all aspects of the technique are applied correctly but not precisely</li> <li>3. Score 2 if not all aspects of the technique are applied correctly and precisely</li> <li>4. Score 1 if the explanation is incomplete and inaccurate</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Drill Demonstration Lecture Questions and Answers Discussion 2 X 50		<p><b>Material:</b> Vocal Techniques <b>Reader:</b> Drs. Slamet Raharjo. 1990. <i>Vocal Art Theory</i>. Semarang: Media Wiyata</p> <hr/> <p><b>Material:</b> Vocal Techniques <b>Literature:</b> Pra Budidharma. 2001. <i>Farabi Music Library Series Professional Vocal Methods</i>. Jakarta: PT. Elex Media Komputindo</p> <hr/> <p><b>Material:</b> Techniques for Intermediate Flute. <b>References:</b> Emil, Prill. 1927. <i>Schule Fur Die Boehm Flute</i>. Berlin: Das ABC der Musiklehre.</p> <hr/> <p><b>Material:</b> Intermediate level flute songs. <b>Reader:</b> Toshio Takahashi. 1974. <i>Suzuki Flute School, Volume 4</i>, USA: Alfred Publishing Co., Inc.</p>	4%
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4	Students are able to explain breathing techniques, intonation, resonance, phrasing, and articulation, as the main components of the Intermediate Level Basic Instrument.	<ol style="list-style-type: none"> <li>1. Students can apply breathing techniques in Intermediate Level Basic Instruments</li> <li>2. Students can apply intonation techniques in Intermediate Level Basic Instruments</li> <li>3. Students can apply resonance techniques in Intermediate Level Basic Instruments</li> <li>4. Students can apply the phrasing technique in Intermediate Level Basic Instruments</li> <li>5. Students can apply articulation techniques in Intermediate Level Basic Instruments</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 4 if all aspects of the technique are applied correctly and precisely</li> <li>2. Score 3 if all aspects of the technique are applied correctly but not precisely</li> <li>3. Score 2 if not all aspects of the technique are applied correctly and precisely</li> <li>4. Score 1 if all aspects of the technique are not applied correctly and incorrectly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Drill Demonstration Lecture Questions and Answers Discussion 2 X 50		<p><b>Material:</b> Vocal Techniques <b>Reader:</b> Drs. Slamet Raharjo. 1990. <i>Vocal Art Theory</i>. Semarang: Media Wiyata</p> <hr/> <p><b>Material:</b> Vocal Techniques <b>Literature:</b> <i>Pra Budidharma</i>. 2001. <i>Farabi Music Library Series Professional Vocal Methods</i>. Jakarta: PT. Elex Media Komputindo</p> <hr/> <p><b>Material:</b> Techniques for Intermediate Flute. <b>References:</b> <i>Emil, Prill</i>. 1927. <i>Schule Fur Die Boehm Flute</i>. Berlin: Das ABC der Musiklehre.</p> <hr/> <p><b>Material:</b> Intermediate level flute songs. <b>Reader:</b> <i>Toshio Takahashi</i>. 1974. <i>Suzuki Flute School, Volume 4</i>, USA: Alfred Publishing Co., Inc.</p>	4%
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5	Students are able to design the application of various aspects of Basic Instrument techniques based on intermediate level etude practice materials in the form of a scheduled practice process.	<ol style="list-style-type: none"> <li>1. Students are able to design basic technical training materials for Intermediate Level Basic Instruments based on literature</li> <li>2. Students are able to apply various aspects of basic vocal techniques based on etude practice materials in the form of independent practice</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A score of 4 if the results of the exercise are in accordance with the design of training materials that refer to literature and apply various aspects of intermediate level engineering disciplines.</li> <li>2. A score of 3 if the results of the training are in accordance with the design of the training materials which refer to literature but do not apply various aspects of intermediate level technical disciplines.</li> <li>3. A score of 2 if the results of the training are not in accordance with the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</li> <li>4. Score 1 if the training results do not match the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</li> </ol> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project Based Learning Inquiry Demonstration Drill 2 X 50		<p><b>Material:</b> Portamento</p> <p><b>Bibliography:</b> <i>J. Concone. 1892. Twenty-Five Lessons for Medium Voice Op. 10. New York: G. Schirmer.</i></p> <hr/> <p><b>Material:</b> Techniques and etudes for Intermediate Flute.</p> <p><b>References:</b> <i>Emil, Prill. 1927. Schule Fur Die Boehm Flute. Berlin: Das ABC der Musiklehre.</i></p> <hr/> <p><b>Material:</b> Minuet from sonata III, GF Handel.</p> <p><b>Reader:</b> <i>Toshio Takahashi. 1974. Suzuki Flute School, Volume 4, USA: Alfred Publishing Co., Inc.</i></p>	6%
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6	Students are able to design the application of various aspects of Basic Instrument techniques based on intermediate level etude practice materials in the form of a scheduled practice process.	<p>1.Students are able to design basic technical training materials for Intermediate Level Basic Instruments based on literature</p> <p>2.Students are able to apply various aspects of basic vocal techniques based on etude practice materials in the form of independent practice</p>	<p><b>Criteria:</b></p> <p>1.A score of 4 if the results of the exercise are in accordance with the design of training materials that refer to literature and apply various aspects of intermediate level engineering disciplines.</p> <p>2.A score of 3 if the results of the training are in accordance with the design of the training materials which refer to literature but do not apply various aspects of intermediate level technical disciplines.</p> <p>3.A score of 2 if the results of the training are not in accordance with the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</p> <p>4.Score 1 if the training results do not match the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project Based Learning Inquiry Demonstration Drill 2 X 50		<p><b>Material:</b> Portamento</p> <p><b>Bibliography:</b> <i>J. Concone. 1892. Twenty-Five Lessons for Medium Voice Op. 10. New York: G. Schirmer.</i></p> <hr/> <p><b>Material:</b> Technique and Etude</p> <p><b>Library:</b> <i>Emil, Prill. 1927. Schule Fur Die Boehm Flute. Berlin: Das ABC der Musiklehre.</i></p> <hr/> <p><b>Material:</b> Allegro from sonata III. GF Handel.</p> <p><b>Reader:</b> <i>Toshio Takahashi. 1974. Suzuki Flute School, Volume 4, USA: Alfred Publishing Co., Inc.</i></p>	5%
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7	Students are able to design the application of various aspects of Basic Instrument techniques based on intermediate level etude practice materials in the form of a scheduled practice process.	<p>1.Students are able to design basic technical training materials for Intermediate Level Basic Instruments based on literature</p> <p>2.Students are able to apply various aspects of basic vocal techniques based on etude practice materials in the form of independent practice</p>	<p><b>Criteria:</b></p> <p>1.A score of 4 if the results of the exercise are in accordance with the design of training materials that refer to literature and apply various aspects of intermediate level engineering disciplines.</p> <p>2.A score of 3 if the results of the training are in accordance with the design of the training materials which refer to literature but do not apply various aspects of intermediate level technical disciplines.</p> <p>3.A score of 2 if the results of the training are not in accordance with the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</p> <p>4.Score 1 if the training results do not match the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Based Learning Inquiry Demonstration Drill 2 X 50		<p><b>Material:</b> Portamento <b>Bibliography:</b> <i>J. Concone. 1892. Twenty-Five Lessons for Medium Voice Op. 10. New York: G. Schirmer.</i></p> <hr/> <p><b>Material:</b> Technique and Etude. <b>References:</b> <i>Emil, Prill. 1927. Schule Fur Die Boehm Flute. Berlin: Das ABC der Musiklehre.</i></p> <hr/> <p><b>Material:</b> Allegro from Sonata III, GFHandel. <b>Reader:</b> <i>Toshio Takahashi. 1974. Suzuki Flute School, Volume 4, USA: Alfred Publishing Co., Inc.</i></p>	6%
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8	Students are able to design the application of various aspects of Basic Instrument techniques based on intermediate level etude practice materials in the form of a scheduled practice process.	<p>1. Students are able to design basic technical training materials for Intermediate Level Basic Instruments based on literature</p> <p>2. Students are able to apply various aspects of basic vocal techniques based on etude practice materials in the form of independent practice</p>	<p><b>Criteria:</b></p> <p>1. A score of 4 if the results of the exercise are in accordance with the design of training materials that refer to literature and apply various aspects of intermediate level engineering disciplines.</p> <p>2. A score of 3 if the results of the training are in accordance with the design of the training materials which refer to literature but do not apply various aspects of intermediate level technical disciplines.</p> <p>3. A score of 2 if the results of the training are not in accordance with the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</p> <p>4. Score 1 if the training results do not match the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project Based Learning Inquiry Demonstration Drill 2 X 50		<p><b>Material:</b> Portamento</p> <p><b>Bibliography:</b> <i>J. Concone. 1892. Twenty-Five Lessons for Medium Voice Op. 10. New York: G. Schirmer.</i></p> <hr/> <p><b>Material:</b> Technique and Etude.</p> <p><b>References:</b> <i>Emil, Prill. 1927. Schule Fur Die Boehm Flute. Berlin: Das ABC der Musiklehre.</i></p> <hr/> <p><b>Material:</b> Minuet and Allegro from Sonata III. GF Handel.</p> <p><b>Reader:</b> <i>Toshio Takahashi. 1974. Suzuki Flute School, Volume 4, USA: Alfred Publishing Co., Inc.</i></p>	10%
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9	<p>Students are able to develop their ability to sing/play musical instruments by applying various aspects of intermediate level vocal/instrument techniques through presenting repertoire/songs.</p>	<p>1. Students are able to design basic technical training materials for Intermediate Level Basic Instruments based on literature</p> <p>2. Students are able to apply various aspects of basic vocal techniques based on etude practice materials in the form of independent practice</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A score of 4 if the results of the exercise are in accordance with the design of training materials that refer to literature and apply various aspects of intermediate level engineering disciplines.</li> <li>2. A score of 3 if the results of the training are in accordance with the design of the training materials which refer to literature but do not apply various aspects of intermediate level technical disciplines.</li> <li>3. A score of 2 if the results of the training are not in accordance with the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</li> <li>4. Score 1 if the training results do not match the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</li> </ol> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	<p>Project Based Learning Inquiry Demonstration Drill 2 X 50</p>		<p><b>Material:</b> Seriosa Song Repertoire <b>Library:</b> Prabowo, Budi Utomo. 2013. <i>Anthology of Indonesian Classical Music Series I: Vocal and Piano "Seriosa"</i>. Jakarta: Jakarta Arts Council.</p> <hr/> <p><b>Material:</b> Western Classical Song Repertoire <b>Bibliography:</b> Parisotti, Alessandro. 1922. <i>Anthology of Italian Songs of the 17th and 18th Centuries</i>. New York: G. Schirmer, Inc.</p> <hr/> <p><b>Material:</b> Classical Song Repertoire <b>Library:</b> Composers, Various. 1986. <i>56 Songs You Like to Sing</i>. New York: G. Schirmer, Inc.</p> <hr/> <p><b>Material:</b> technique and etude. <b>References:</b> Emil, Prill. 1927. <i>Schule Fur Die Boehm Flute</i>. Berlin: Das ABC der Musiklehre.</p> <hr/> <p><b>Material:</b> Le Rossignol en Amour. F. Couperin. <b>Reader:</b> Toshio Takahashi. 1974. <i>Suzuki Flute School, Volume 4</i>, USA: Alfred Publishing Co., Inc.</p>	6%
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10	Students are able to develop their ability to sing/play musical instruments by applying various aspects of intermediate level vocal/instrument techniques through presenting repertoire/songs.	<p>1. Students are able to design basic technical training materials for Intermediate Level Basic Instruments based on literature</p> <p>2. Students are able to apply various aspects of basic vocal techniques based on etude practice materials in the form of independent practice</p>	<p><b>Criteria:</b></p> <p>1. A score of 4 if the results of the exercise are in accordance with the design of training materials that refer to literature and apply various aspects of intermediate level engineering disciplines.</p> <p>2. A score of 3 if the results of the training are in accordance with the design of the training materials which refer to literature but do not apply various aspects of intermediate level technical disciplines.</p> <p>3. A score of 2 if the results of the training are not in accordance with the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</p> <p>4. Score 1 if the training results do not match the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project Based Learning Inquiry Demonstration Drill 2 X 50		<p><b>Material:</b> Seriosa Song Repertoire <b>Library:</b> Prabowo, Budi Utomo. 2013. <i>Anthology of Indonesian Classical Music Series I: Vocal and Piano "Seriosa"</i>. Jakarta: Jakarta Arts Council.</p> <hr/> <p><b>Material:</b> Western Classical Song Repertoire <b>Bibliography:</b> Parisotti, Alessandro. 1922. <i>Anthology of Italian Songs of the 17th and 18th Centuries</i>. New York: G. Schirmer, Inc.</p> <hr/> <p><b>Material:</b> Classical Song Repertoire <b>Library:</b> Composers, Various. 1986. <i>56 Songs You Like to Sing</i>. New York: G. Schirmer, Inc.</p> <hr/> <p><b>Material:</b> Technique and Etude. <b>References:</b> Emil, Prill. 1927. <i>Schule Fur Die Boehm Flute</i>. Berlin: Das ABC der Musiklehre.</p> <hr/> <p><b>Material:</b> Le Rossignol en Amour. F. Couperin. <b>Reader:</b> Toshio Takahashi. 1974. <i>Suzuki Flute School, Volume 4</i>, USA: Alfred Publishing Co., Inc.</p>	6%
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11	Students are able to develop their ability to sing/play musical instruments by applying various aspects of intermediate level vocal/instrument techniques through presenting repertoire/songs.	<p>1. Students are able to design basic technical training materials for Intermediate Level Basic Instruments based on literature</p> <p>2. Students are able to apply various aspects of basic vocal techniques based on etude practice materials in the form of independent practice</p>	<p><b>Criteria:</b></p> <p>1. A score of 4 if the results of the exercise are in accordance with the design of training materials that refer to literature and apply various aspects of intermediate level engineering disciplines.</p> <p>2. A score of 3 if the results of the training are in accordance with the design of the training materials which refer to literature but do not apply various aspects of intermediate level technical disciplines.</p> <p>3. A score of 2 if the results of the training are not in accordance with the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</p> <p>4. Score 1 if the training results do not match the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project Based Learning Inquiry Demonstration Drill 2 X 50		<p><b>Material:</b> Seriosa Song Repertoire <b>Library:</b> Prabowo, Budi Utomo. 2013. <i>Anthology of Indonesian Classical Music Series I: Vocal and Piano "Seriosa"</i>. Jakarta: Jakarta Arts Council.</p> <hr/> <p><b>Material:</b> Western Classical Song Repertoire <b>Bibliography:</b> Parisotti, Alessandro. 1922. <i>Anthology of Italian Songs of the 17th and 18th Centuries</i>. New York: G. Schirmer, Inc.</p> <hr/> <p><b>Material:</b> Classical Song Repertoire <b>Library:</b> Composers, Various. 1986. <i>56 Songs You Like to Sing</i>. New York: G. Schirmer, Inc.</p> <hr/> <p><b>Material:</b> Technique and Etude. <b>References:</b> Emil, Prill. 1927. <i>Schule Fur Die Boehm Flute</i>. Berlin: Das ABC der Musiklehre.</p> <hr/> <p><b>Material:</b> Andante from Sonata II. M. Blavet. <b>Reader:</b> Toshio Takahashi. 1974. <i>Suzuki Flute School, Volume 4</i>, USA: Alfred Publishing Co., Inc.</p>	6%
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12	<p>Students are able to develop their ability to sing/play musical instruments by applying various aspects of intermediate level vocal/instrument techniques through presenting repertoire/songs.</p>	<p>1. Students are able to design basic technical training materials for Intermediate Level Basic Instruments based on literature</p> <p>2. Students are able to apply various aspects of basic vocal techniques based on etude practice materials in the form of independent practice</p>	<p><b>Criteria:</b></p> <p>1. A score of 4 if the results of the exercise are in accordance with the design of training materials that refer to literature and apply various aspects of intermediate level engineering disciplines.</p> <p>2. A score of 3 if the results of the training are in accordance with the design of the training materials which refer to literature but do not apply various aspects of intermediate level technical disciplines.</p> <p>3. A score of 2 if the results of the training are not in accordance with the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</p> <p>4. Score 1 if the training results do not match the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	<p>Project Based Learning Inquiry Demonstration Drill 2 X 50</p>		<p><b>Material:</b> Seriosa Song Repertoire <b>Library:</b> Prabowo, Budi Utomo. 2013. <i>Anthology of Indonesian Classical Music Series I: Vocal and Piano "Seriosa"</i>. Jakarta: Jakarta Arts Council.</p> <hr/> <p><b>Material:</b> Western Classical Song Repertoire <b>Bibliography:</b> Parisotti, Alessandro. 1922. <i>Anthology of Italian Songs of the 17th and 18th Centuries</i>. New York: G. Schirmer, Inc.</p> <hr/> <p><b>Material:</b> Classical Song Repertoire <b>Library:</b> Composers, Various. 1986. <i>56 Songs You Like to Sing</i>. New York: G. Schirmer, Inc.</p> <hr/> <p><b>Material:</b> Technique and Etude. <b>References:</b> Emil, Prill. 1927. <i>Schule Fur Die Boehm Flute</i>. Berlin: Das ABC der Musiklehre.</p> <hr/> <p><b>Material:</b> Andante from Sonata II. M. Blavet. <b>Reader:</b> Toshio Takahashi. 1974. <i>Suzuki Flute School, Volume 4</i>, USA: Alfred Publishing Co., Inc.</p>	6%
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13	Students are able to develop their ability to sing/play musical instruments by applying various aspects of intermediate level vocal/instrument techniques through presenting repertoire/songs.	<p>1. Students are able to design basic technical training materials for Intermediate Level Basic Instruments based on literature</p> <p>2. Students are able to apply various aspects of basic vocal/instrument techniques based on etude practice materials into the form of independent practice</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A score of 4 if the results of the exercise are in accordance with the design of training materials that refer to literature and apply various aspects of intermediate level engineering disciplines.</li> <li>2. A score of 3 if the results of the training are in accordance with the design of the training materials which refer to literature but do not apply various aspects of intermediate level technical disciplines.</li> <li>3. A score of 2 if the results of the training are not in accordance with the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</li> <li>4. Score 1 if the training results do not match the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</li> </ol> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project Based Learning Inquiry Demonstration Drill 2 X 50		<p><b>Material:</b> Seriosa Song Repertoire <b>Library:</b> Prabowo, Budi Utomo. 2013. <i>Anthology of Indonesian Classical Music Series I: Vocal and Piano "Seriosa"</i>. Jakarta: Jakarta Arts Council.</p> <hr/> <p><b>Material:</b> Western Classical Song Repertoire <b>Bibliography:</b> Parisotti, Alessandro. 1922. <i>Anthology of Italian Songs of the 17th and 18th Centuries</i>. New York: G. Schirmer, Inc.</p> <hr/> <p><b>Material:</b> Classical Song Repertoire <b>Library:</b> Composers, Various. 1986. <i>56 Songs You Like to Sing</i>. New York: G. Schirmer, Inc.</p> <hr/> <p><b>Material:</b> Technique and Etude. <b>References:</b> Emil, Prill. 1927. <i>Schule Fur Die Boehm Flute</i>. Berlin: Das ABC der Musiklehre.</p> <hr/> <p><b>Material:</b> Allemande from Sonata II. M. Blavet. <b>Reader:</b> Toshio Takahashi. 1974. <i>Suzuki Flute School, Volume 4</i>, USA: Alfred Publishing Co., Inc.</p>	6%
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14	Students are able to develop their ability to sing/play musical instruments by applying various aspects of intermediate level vocal/instrument techniques through presenting repertoire/songs.	<p>1. Students are able to design basic technical training materials for Intermediate Level Basic Instruments based on literature</p> <p>2. Students are able to apply various aspects of basic vocal techniques based on etude practice materials in the form of independent practice</p>	<p><b>Criteria:</b></p> <p>1. A score of 4 if the results of the exercise are in accordance with the design of training materials that refer to literature and apply various aspects of intermediate level engineering disciplines.</p> <p>2. A score of 3 if the results of the training are in accordance with the design of the training materials which refer to literature but do not apply various aspects of intermediate level technical disciplines.</p> <p>3. A score of 2 if the results of the training are not in accordance with the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</p> <p>4. Score 1 if the training results do not match the design of the training materials which refer to literature and do not apply various aspects of intermediate level technical disciplines.</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project Based Learning Inquiry Demonstration Drill 2 X 50		<p><b>Material:</b> Seriosa Song Repertoire <b>Library:</b> Prabowo, Budi Utomo. 2013. <i>Anthology of Indonesian Classical Music Series I: Vocal and Piano "Seriosa"</i>. Jakarta: Jakarta Arts Council.</p> <hr/> <p><b>Material:</b> Western Classical Song Repertoire <b>Bibliography:</b> Parisotti, Alessandro. 1922. <i>Anthology of Italian Songs of the 17th and 18th Centuries</i>. New York: G. Schirmer, Inc.</p> <hr/> <p><b>Material:</b> Classical Song Repertoire <b>Library:</b> Composers, Various. 1986. <i>56 Songs You Like to Sing</i>. New York: G. Schirmer, Inc.</p> <hr/> <p><b>Material:</b> Technique and etude. <b>References:</b> Emil, Prill. 1927. <i>Schule Fur Die Boehm Flute</i>. Berlin: Das ABC der Musiklehre.</p> <hr/> <p><b>Material:</b> Allmande from Sonata II. M. Blavet. <b>Reader:</b> Toshio Takahashi. 1974. <i>Suzuki Flute School, Volume 4</i>, USA: Alfred Publishing Co., Inc.</p>	6%
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**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	8.5%
2.	Project Results Assessment / Product Assessment	51.5%
3.	Practice / Performance	35.5%
4.	Test	4.5%
		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.