



**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
Choir / Ensemble / Orchestra	9122102131	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	4	May 7, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
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**Learning model** Project Based Learning

**Program Learning Outcomes (PLO)** PLO study program that is charged to the course

<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.

**Program Objectives (PO)**

<b>PO - 1</b>	Utilizing learning resources and ICT to support the design and implementation of Choir/Ensemble/Orchestra 1 learning including library studies to obtain simple song form data, browsing the internet to obtain the latest practice pattern data by downloading on free or paid sites .
<b>PO - 2</b>	Have knowledge of Choir/Ensemble/Orchestra techniques using a repertoire of classical or modern songs.
<b>PO - 3</b>	Design, arrange, discuss and present Choir/Ensemble/Orchestra forms using a repertoire of classical or modern songs.

**PLO-PO Matrix**

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

**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			✓	✓	✓						✓	✓				
PO-3							✓	✓								✓

**Short Course Description** Understanding knowledge and technical skills of Choir/Ensemble/Orchestra1 using classical, traditional and modern songs at Basic Level

**References** Main :

1. Ignaz Playel. 1976. Violin Method, Violin Study . New york Univercity Press
2. Lewis, Catherine. 2001. Violin Technical Work Book . Melbourne: Allars Publishing
3. Whistler, Harvey S. (...). Beginning Method for Violin. Chicago: Rubank Inc.
4. Suzuki, Shinichi. (...).Violin Method Vol 2. Japan.
5. Wohlfart, Franz (Copyright 2004. ) . Wohlfart Sixty Studies For Violin Op
6. Seybold, Arthur. (...). A. Seybold New Violin Study School. London, A.J .Benjamin Hamburg.
7. Mazas, F. (Copyright). F.Mazas Duet for Violins Op.38. NewYork : G. Schirmer,Inc
8. Lynch, Peter. 1994 . Guitar : Technical Work Book, For The Public Examinations in Music Conducted by the office of the ministry of Education, Youth and Woman 19s Affairs, Neh South Wales. The Departemen of Education Queensland and the Universities of Melbourne, Adelaide, Western Australia and Tasmania,
9. Leavitt, G. William. 1966. A Modern Method For Guitar Vol 1. Boston, Mass USA: Berklee Press Publications.
10. Koizumi, T 1974. Fundamental Classic Guitar Course Dasar ke Intermediate (Classic, Pop, Folk Guitar) . Japan: Yamaha Music Foundation

**Supporters:**

**Supporting lecturer**  
 Agus Suwahyono, S.Sn., M.Pd.  
 Budi Dharmawanputra, 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	Understand the meaning and types of Choir/Ensemble/Orchestra	Explain the meaning of ensemble and types of ensemble	<b>Criteria:</b> 1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Complete and precise explanation 6.3 7.Complete explanation but not precise 8.2 9.The explanation is incomplete and inaccurate 10.1 11.Explanations are incomplete and inaccurate  <b>Form of Assessment :</b> Participatory Activities	Lectures 2 X 50		<b>Material:</b> General Insights into Choir/Ensemble/Orchestra <b>Reader:</b> Lynch, Peter. 1994 . <i>Guitar : Technical Work Book, For The Public Examinations in Music Conducted by the office of the ministry of Education, Youth and Woman 19s Affairs, Neh South Wales. The Department of Education Queensland and the Universities of Melbourne, Adelaide, Western Australia and Tasmania,</i>	5%
2	Presents a repertoire of classical or modern songs in the form of a choir/ensemble/orchestra	Able to play together, according to notation, tempo, dynamics	<b>Criteria:</b> 1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Timing, Notation, Tempo, and Dynamics Clear and precise 6.3 7.Voice color, notation, tempo, and dynamics are clear and imprecise 8.2 9.Voice color, notation, tempo and dynamics are less clear and less precise  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lecture Discussion Questions and Answers Giving assignments 6 X 50		<b>Material:</b> Violin Techniques <b>Reader:</b> Ignaz Playel. 1976. <i>Violin Method, Violin Study. New York University Press</i>	6%

3	Presents a repertoire of classical or modern songs in the form of a choir/ensemble/orchestra	Able to play together, according to notation, tempo, dynamics	<p><b>Criteria:</b></p> <p>1.4</p> <p>2.If the timbre is clear, the tempo and dynamics are right</p> <p>3.3</p> <p>4.the sound color is clear, the tempo is not right and the dynamics are right</p> <p>5.2</p> <p>6.the sound color is clear, the tempo is not right and the dynamics are not right</p> <p>7.1</p> <p>8.the sound color is not clear, the tempo is not enough and the dynamics are not right</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Lectures, discussions, 4 X 50 drills		<p><b>Material:</b> Violin Techniques  <b>Reference:</b> Lewis, Catherine. 2001. <i>Violin Technical Workbook</i>. Melbourne: Allars Publishing</p>	6%
4	Presents a repertoire of classical or modern songs in the form of a choir/ensemble/orchestra	Able to play together, according to notation, tempo, dynamics	<p><b>Criteria:</b></p> <p>1.4</p> <p>2.If the timbre is clear, the tempo and dynamics are right</p> <p>3.3</p> <p>4.the sound color is clear, the tempo is not right and the dynamics are right</p> <p>5.2</p> <p>6.the sound color is clear, the tempo is not right and the dynamics are not right</p> <p>7.1</p> <p>8.the sound color is not clear, the tempo is not enough and the dynamics are not right</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Lectures, discussions, 4 X 50 drills		<p><b>Material:</b> Violin Techniques  <b>Reader:</b> Ignaz Pleyel. 1976. <i>Violin Method, Violin Study</i>. New York University Press</p>	6%
5	Presenting a repertoire of regional songs in the form of similar musical ensembles	Able to play together, according to notation, tempo, dynamics	<p><b>Criteria:</b></p> <p>1.4</p> <p>2.If the timbre is clear, the tempo and dynamics are right</p> <p>3.3</p> <p>4.the sound color is clear, the tempo is not right and the dynamics are right</p> <p>5.2</p> <p>6.the sound color is clear, the tempo is not right and the dynamics are not right</p> <p>7.1</p> <p>8.the sound color is not clear, the tempo is not enough and the dynamics are not right</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Lecture, practice 6 X 50		<p><b>Material:</b> Suzuki Method  <b>References:</b> Suzuki, Shinichi. (...). <i>Violin Method Vol 2. Japan</i>.</p>	5%

6	Presenting a repertoire of regional songs in the form of similar musical ensembles	Able to play together, according to notation, tempo, dynamics	<b>Criteria:</b> 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is not clear, the tempo is not enough and the dynamics are not right  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lecture, practice 6 X 50		<b>Material:</b> Suzuki Method <b>References:</b> Suzuki, Shinichi. (...). <i>Violin Method Vol 2. Japan.</i>	6%
7	Presents a repertoire of classical or modern songs in the form of a choir/ensemble/orchestra	Able to play together, according to notation, tempo, dynamics	<b>Criteria:</b> 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is not clear, the tempo is not enough and the dynamics are not right  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lecture, practice 6 X 50		<b>Material:</b> Wohlfart Method <b>Bibliography:</b> <i>Wohlfart, Franz (Copyright 2004. ) . Wohlfart Sixty Studies For Violin Op</i>	6%
8	Presents a repertoire of classical or modern songs in the form of a choir/ensemble/orchestra	Able to play together, according to notation, tempo, dynamics	<b>Criteria:</b> 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is not clear, the tempo is not enough and the dynamics are not right  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lecture, practice 6 X 50		<b>Material:</b> Wohlfart Method <b>Bibliography:</b> <i>Wohlfart, Franz (Copyright 2004. ) . Wohlfart Sixty Studies For Violin Op</i>	7%

9	Presents children's song repertoire in the form of a mixed musical ensemble	Able to play together, according to notation, tempo, dynamics	<b>Criteria:</b> 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is less clear, the tempo is less and the dynamics are not quite right  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lectures, discussions, questions and answers, and 8 X 50 exercises		<b>Material:</b> Wohlfart Method <b>Bibliography:</b> <i>Wohlfart, Franz (Copyright 2004. ) . Wohlfart Sixty Studies For Violin Op</i>	6%
10	Presents children's song repertoire in the form of a mixed musical ensemble	Able to play together, according to notation, tempo, dynamics	<b>Criteria:</b> 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is less clear, the tempo is less and the dynamics are not quite right  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lectures, discussions, questions and answers, and 8 X 50 exercises		<b>Material:</b> Mazas Method <b>References:</b> <i>Mazas, F. (Copyright). F. Mazas Duet for Violins Op.38. New York : G. Schirmer, Inc</i>	6%
11	Presents children's song repertoire in the form of a mixed musical ensemble	Able to play together, according to notation, tempo, dynamics	<b>Criteria:</b> 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is less clear, the tempo is less and the dynamics are not quite right  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lectures, discussions, questions and answers, and 8 X 50 exercises		<b>Material:</b> Guitar Method <b>Literature:</b> <i>Leavitt, G. William. 1966. A Modern Method For Guitar Vol 1. Boston, Mass USA: Berklee Press Publications.</i>	6%

12	Presents children's song repertoire in the form of a mixed musical ensemble	Able to play together, according to notation, tempo, dynamics	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.4</li> <li>2.If the timbre is clear, the tempo and dynamics are right</li> <li>3.3</li> <li>4.the sound color is clear, the tempo is not right and the dynamics are right</li> <li>5.2</li> <li>6.the sound color is clear, the tempo is not right and the dynamics are not right</li> <li>7.1</li> <li>8.the sound color is less clear, the tempo is less and the dynamics are not quite right</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Lectures, discussions, questions and answers, and 8 X 50 exercises		<p><b>Material:</b> Guitar Method  <b>Literature:</b> Leavitt, G. William. 1966. <i>A Modern Method For Guitar Vol 1.</i> Boston, Mass USA: Berklee Press Publications.</p>	6%
13	Presents a repertoire of regional songs in the form of a mixed musical ensemble	Able to play together, according to notation, tempo, dynamics	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.4</li> <li>2.If the timbre is clear, the tempo and dynamics are right</li> <li>3.3</li> <li>4.the sound color is clear, the tempo is not right and the dynamics are right</li> <li>5.2</li> <li>6.the sound color is clear, the tempo is not right and the dynamics are not right</li> <li>7.1</li> <li>8.the sound color is not clear, the tempo is not enough and the dynamics are not right</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Lectures, discussions, questions and answers, and 6 X 50 exercises		<p><b>Material:</b> Classical Guitar Method  <b>Bibliography:</b> Koizumi, T 1974. <i>Fundamentals of Classic Guitar Course Basic to Intermediate (Classic, Pop, Folk Guitar).</i> Japan: Yamaha Music Foundation</p>	6%
14	Presents a repertoire of regional songs in the form of a mixed musical ensemble	Able to play together, according to notation, tempo, dynamics	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.4</li> <li>2.If the timbre is clear, the tempo and dynamics are right</li> <li>3.3</li> <li>4.the sound color is clear, the tempo is not right and the dynamics are right</li> <li>5.2</li> <li>6.the sound color is clear, the tempo is not right and the dynamics are not right</li> <li>7.1</li> <li>8.the sound color is not clear, the tempo is not enough and the dynamics are not right</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Lectures, discussions, questions and answers, and 6 X 50 exercises		<p><b>Material:</b> Classical Guitar Method  <b>Bibliography:</b> Koizumi, T 1974. <i>Fundamentals of Classic Guitar Course Basic to Intermediate (Classic, Pop, Folk Guitar).</i> Japan: Yamaha Music Foundation</p>	6%

15	Presents a repertoire of regional songs in the form of a mixed musical ensemble	Able to play together, according to notation, tempo, dynamics	<b>Criteria:</b> 1.4 2.If the timbre is clear, the tempo and dynamics are right 3.3 4.the sound color is clear, the tempo is not right and the dynamics are right 5.2 6.the sound color is clear, the tempo is not right and the dynamics are not right 7.1 8.the sound color is not clear, the tempo is not enough and the dynamics are not right  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lectures, discussions, questions and answers, and 6 X 50 exercises		<b>Material:</b> Modern Guitar Methods <b>Reference:</b> Leavitt, G. William. 1966. <i>A Modern Method For Guitar Vol 1.</i> Boston, Mass USA: Berklee Press Publications.	6%
16	Summative Exam	presents a repertoire of regional songs in the form of a mixed musical ensemble	<b>Criteria:</b> Able to present a repertoire of regional songs in the form of a mixed musical ensemble  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Work on questions in practical performance		<b>Material:</b> presents a repertoire of regional songs in the form of a mixed musical ensemble <b>Reader:</b> Ignaz Playel. 1976. <i>Violin Method, Violin Study.</i> New York University Press	11%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	52.5%
2.	Practice / Performance	47.5%
		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.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** 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.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.