



**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
Keyboards	9122102143	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	July 27, 2021
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Raden Roro Maha Kalyana Mitta Anggoro, S.Pd., M.Pd		Agus Suwahyono, S.Sn., M.Pd			Agus Suwahyono, S.Sn., M.Pd.	

Learning model	Project Based Learning
----------------	------------------------

PLO study program that is charged to the course

PLO-5	Able to master the theory and practice of instruments/vocals for education, development, presentation, creation and study of music
PLO-6	Able to apply music theory and practice in social life
PLO-9	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).
PLO-10	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)

PO - 1	CPMK-S (Have a high level of discipline and responsibility in playing keyboard instruments)
PO - 2	CPMK-KU: Able to demonstrate independent, quality and measurable performance.
PO - 3	CPMK-KK (Design/ compose/ discuss/ present/ form new patterns in keyboard instruments)
PO - 4	CPMK-P (Have knowledge of keyboard instruments, skills in playing keyboard instruments with various techniques, and can present songs to practice keyboard instruments in front of the class)

PLO-PO Matrix

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

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									✓	✓	✓	✓	✓	✓	✓	✓
PO-4		✓	✓													

Short Course Description	Understanding knowledge of the characteristics of keyboard musical instruments, as well as mastering the basic skills of playing them, using basic level songs and etudes, through practical strategies.
--------------------------	--

References	<p>Main :</p> <ol style="list-style-type: none"> 1. Yamaha Music Foundation. 1987. "Electone Study Step 1". Japan: Yamaha Music Foundation. 2. Yamaha Music Foundation. 1987. "Electone Album Step 1". Japan: Yamaha Music Foundation.
------------	---

	Supporters:						
Supporting lecturer	Raden Roro Maha Kalyana Mitta Anggoro, 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	Able to understand basic knowledge about the characteristics of keyboard musical instruments and practice basic techniques in playing keyboard musical instruments	1.Understand keyboard diagrams and types of block notation 2.Understand the finger numbering system (right hand and left hand) on the keyboard 3.Understand the parts in the stave system (time signature, time signature, key signature, silence signature, as well as proper hand posture when playing a keyboard musical instrument).	Criteria: 1.Lecture 2.Question and answer 3.Demonstration 4.Practice Form of Assessment : Participatory Activities	Direct instruction Brainstorming Discussion 2 x 50'	Synchronous Discussion Brainstorming	Material: Understanding the characteristics of the keyboard Reference: Yamaha Music Foundation. 1987. "Election Study Step 1". Japan: Yamaha Music Foundation. Material: Keyboard playing techniques Library: Yamaha Music Foundation. 1987. "Electone Album Step 1". Japan: Yamaha Music Foundation.	5%
2	Able to understand basic knowledge about the characteristics of keyboard musical instruments and practice basic techniques in playing keyboard musical instruments	1.Understand keyboard diagrams and types of block notation 2.Understand the finger numbering system (right hand and left hand) on the keyboard 3.Understand the parts in the stave system (time signature, time signature, key signature, silence signature, as well as proper hand posture when playing a keyboard musical instrument).	Criteria: 1.Lecture 2.Question and answer 3.Demonstration 4.Practice Form of Assessment : Participatory Activities	Direct instruction Brainstorming Discussion 2 x 50'	Synchronous Discussion Brainstorming	Material: Basic characteristics of keyboards Reference: Yamaha Music Foundation. 1987. "Election Study Step 1". Japan: Yamaha Music Foundation. Material: keyboard playing techniques Library: Yamaha Music Foundation. 1987. "Electone Album Step 1". Japan: Yamaha Music Foundation.	5%

3	Able to understand basic knowledge about the characteristics of keyboard musical instruments and practice basic techniques in playing keyboard musical instruments	<ol style="list-style-type: none"> 1.Understand keyboard diagrams and types of block notation 2.Understand the finger numbering system (right hand and left hand) on the keyboard 3.Understand the parts in the stave system (time signature, time signature, key signature, silence signature, as well as proper hand posture when playing a keyboard musical instrument). 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Lecture 2.Question and answer 3.Demonstration 4.Practice <p>Form of Assessment : Participatory Activities</p>	Direct instruction Brainstorming Discussion 2 x 50'	Synchronous Discussion Brainstorming	<p>Material: Basic characteristics of keyboards Reference: Yamaha Music Foundation. 1987. "Election Study Step 1". Japan: Yamaha Music Foundation.</p> <hr/> <p>Material: keyboard playing techniques Library: Yamaha Music Foundation. 1987. "Electone Album Step 1". Japan: Yamaha Music Foundation.</p>	5%
4	Able to play melodic training etudes for the right hand and accompaniment chords for the left hand	<ol style="list-style-type: none"> 1.Able to play etude exercises containing notes in the range of 1 (one) octave for the right hand 2.Able to practice C, F, and G major chords in root position. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Lecture 2.Question and answer 3.Demonstration 4.Practice <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Direct instruction Brainstorming Discussion, Practice 2 x 50'	Synchronous Brainstorming Discussion, Practice	<p>Material: Playing songs Library: Yamaha Music Foundation. 1987. "Election Study Step 1". Japan: Yamaha Music Foundation.</p> <hr/> <p>Material: Playing songs Library: Yamaha Music Foundation. 1987. "Electone Album Step 1". Japan: Yamaha Music Foundation.</p>	5%
5	Able to play melodic training etudes for the right hand and accompaniment chords for the left hand	<ol style="list-style-type: none"> 1.Able to play etude exercises containing notes in the range of 1 (one) octave for the right hand 2.Able to practice C, F, and G major chords in root position. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Lecture 2.Question and answer 3.Demonstration 4.Practice <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Direct instruction Brainstorming Discussion, Practice 2 x 50'	Synchronous Brainstorming Discussion, Practice	<p>Material: Playing songs Library: Yamaha Music Foundation. 1987. "Election Study Step 1". Japan: Yamaha Music Foundation.</p> <hr/> <p>Material: Playing songs Library: Yamaha Music Foundation. 1987. "Electone Album Step 1". Japan: Yamaha Music Foundation.</p>	5%

6	Able to play melodic training etudes for the right hand and accompaniment chords for the left hand in several variations of chord positions.	<p>1.Able to play etude exercises containing notes in the range of 1 (one) octave for the right hand.</p> <p>2.Able to practice C, F, and G major chords in 3 types of positions (root position, 1st inversion, and 2nd inversion)</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Lecture 2.Question and answer 3.Demonstration 4.Practice <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	Direct instruction Brainstorming Discussion, Practice 2 x 50'	Synchronous Brainstorming Discussion, Practice	<p>Material: Understanding reverse chords Reference: Yamaha Music Foundation. 1987. "Election Study Step 1". Japan: Yamaha Music Foundation.</p> <hr/> <p>Material: Songs with reverse chords Library: Yamaha Music Foundation. 1987. "Electone Album Step 1". Japan: Yamaha Music Foundation.</p>	5%
7	Able to play melodic training etudes for the right hand and accompaniment chords for the left hand in several variations of chord positions.	<p>1.Able to play etude exercises containing notes in the range of 1 (one) octave for the right hand.</p> <p>2.Able to practice C, F, and G major chords in 3 types of positions (root position, 1st inversion, and 2nd inversion)</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Lecture 2.Question and answer 3.Demonstration 4.Practice <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	Direct instruction Brainstorming Discussion, Practice 2 x 50'	Synchronous Brainstorming Discussion, Practice	<p>Material: Understanding reverse chords Reference: Yamaha Music Foundation. 1987. "Election Study Step 1". Japan: Yamaha Music Foundation.</p> <hr/> <p>Material: Songs with reverse chords Library: Yamaha Music Foundation. 1987. "Electone Album Step 1". Japan: Yamaha Music Foundation.</p>	5%
8	UTS	Able to play etude exercises containing notes in the range of 1 (one) octave for the right hand.	<p>Criteria: Practice Test</p> <p>Form of Assessment :</p> <p>Assessment of Project Results / Product Assessment, Practices / Performance</p>	Practicing C, F, and G major chords in 3 types of positions (root position, 1st inversion, and 2nd inversion) 2 x 50'		<p>Material: Etude practice containing notation in the range of 1 (one) octave for the right hand. Library: Yamaha Music Foundation. 1987. "Election Study Step 1". Japan: Yamaha Music Foundation.</p>	10%

9	Able to play songs (short repertoire) by applying 3 (three) types of basic chords, as well as applying function styles on keyboard musical instruments.	<ol style="list-style-type: none"> Plays short repertoire with melodies in the right hand and accompaniment chords. Understand basic patterns in the function style of keyboard musical instruments. Play short repertoire by applying patterns to the function style keyboard. 	<p>Criteria:</p> <ol style="list-style-type: none"> Lecture Question and answer Demonstration Practice <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Direct instruction Brainstorming Discussion, Practice 2 x 50'	Synchronous Brainstorming Discussion, Practice	<p>Material: Style function application Library: Yamaha Music Foundation. 1987. "Election Study Step 1". Japan: Yamaha Music Foundation.</p> <hr/> <p>Material: Style function application Library: Yamaha Music Foundation. 1987. "Electone Album Step 1". Japan: Yamaha Music Foundation.</p>	5%
10	Able to play songs (short repertoire) by applying 3 (three) types of basic chords, as well as applying function styles on keyboard musical instruments.	<ol style="list-style-type: none"> Plays short repertoire with melodies in the right hand and accompaniment chords. Understand basic patterns in the function style of keyboard musical instruments. Play short repertoire by applying patterns to the function style keyboard. 	<p>Criteria:</p> <ol style="list-style-type: none"> Lecture Question and answer Demonstration Practice <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Direct instruction Brainstorming Discussion, Practice 2 x 50'	Synchronous Brainstorming Discussion, Practice	<p>Material: Style function application Library: Yamaha Music Foundation. 1987. "Election Study Step 1". Japan: Yamaha Music Foundation.</p> <hr/> <p>Material: Style function application Library: Yamaha Music Foundation. 1987. "Electone Album Step 1". Japan: Yamaha Music Foundation.</p>	5%
11	Able to play songs (short repertoire) by applying 3 (three) types of basic chords, as well as applying function styles on keyboard musical instruments.	<ol style="list-style-type: none"> Playing short repertoire with melody in the right hand and accompaniment chords in the left hand. Play short repertoire by applying patterns to the function style keyboard. 	<p>Criteria:</p> <ol style="list-style-type: none"> Lecture Question and answer Demonstration Practice <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Direct instruction Brainstorming Discussion, Practice 2 x 50'	Synchronous Brainstorming Discussion, Practice	<p>Material: Playing a short song Library: Yamaha Music Foundation. 1987. "Electone Album Step 1". Japan: Yamaha Music Foundation.</p>	5%
12	Able to play songs (short repertoire) by applying 3 (three) types of basic chords, as well as applying function styles on keyboard musical instruments.	<ol style="list-style-type: none"> Playing short repertoire with melody in the right hand and accompaniment chords in the left hand. Play short repertoire by applying patterns to the function style keyboard. 	<p>Criteria:</p> <ol style="list-style-type: none"> Lecture Question and answer Demonstration Practice <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Direct instruction Brainstorming Discussion, Practice 2 x 50'	Synchronous Brainstorming Discussion, Practice	<p>Material: Playing a short song Library: Yamaha Music Foundation. 1987. "Electone Album Step 1". Japan: Yamaha Music Foundation.</p>	5%

13	Able to play basic level short repertoire with detailed notation, rhythmic beats and precise articulation, as well as being able to adapt the use of appropriate patterns for related short repertoire, in keyboard solo and ensemble formats.	<ol style="list-style-type: none"> 1.Able to identify style patterns that are suitable for the short repertoire that you want to play. 2.Able to play short repertoire in solo keyboard format. 3.Able to play short repertoire in keyboard ensemble format. 	Criteria: <ol style="list-style-type: none"> 1.Lecture 2.Question and answer 3.Demonstration 4.Practice Form of Assessment : Project Results Assessment / Product Assessment	Direct instruction Brainstorming Discussion, Practice 2 x 50'	Synchronous Brainstorming Discussion, Practice	Material: Playing short songs and identifying styles and patterns Library: Yamaha Music Foundation. 1987. "Electone Album Step 1". Japan: Yamaha Music Foundation.	10%
14	Able to play basic level short repertoire with detailed notation, rhythmic beats and precise articulation, as well as being able to adapt the use of appropriate patterns for related short repertoire, in keyboard solo and ensemble formats.	<ol style="list-style-type: none"> 1.Able to identify style patterns that are suitable for the short repertoire that you want to play. 2.Able to play short repertoire in solo keyboard format. 3.Able to play short repertoire in keyboard ensemble format. 	Criteria: <ol style="list-style-type: none"> 1.Lecture 2.Question and answer 3.Demonstration 4.Practice Form of Assessment : Project Results Assessment / Product Assessment	Direct instruction Brainstorming Discussion, Practice 2 x 50'	Synchronous Brainstorming Discussion, Practice	Material: Playing short songs and identifying styles and patterns Library: Yamaha Music Foundation. 1987. "Electone Album Step 1". Japan: Yamaha Music Foundation.	5%
15	Able to play short basic level repertoire with detailed notation, rhythmic beats, and precise articulation, in an ensemble format.	Able to play short repertoire in keyboard ensemble format.	Criteria: <ol style="list-style-type: none"> 1.Lecture 2.Question and answer 3.Demonstration Form of Assessment : Project Results Assessment / Product Assessment	Direct instruction Brainstorming Discussion, Practice 2 x 50'	Synchronous Brainstorming Discussion, Practice	Material: Ensemble material Library: Yamaha Music Foundation. 1987. "Electone Album Step 1". Japan: Yamaha Music Foundation. <hr/> Material: Short basic level repertoire with detailed notation, rhythmic beats, and precise articulation, in ensemble format. Library: Yamaha Music Foundation. 1987. "Election Study Step 1". Japan: Yamaha Music Foundation.	5%
16	Able to play short basic level repertoire with detailed notation, rhythmic beats, and precise articulation, in an ensemble format.	Able to play short repertoire in keyboard ensemble format.	Criteria: Practice Test Form of Assessment : Project Results Assessment / Product Assessment, Test	Playing short repertoire in keyboard ensemble format. 2 x 50'		Material: Short repertoire in keyboard ensemble format. Library: Yamaha Music Foundation. 1987. "Election Study Step 1". Japan: Yamaha Music Foundation.	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	72.5%
3.	Practice / Performance	5%
4.	Test	7.5%
		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.