



**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
Music Class Methods	9122102113	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	1	August 31, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
	Raden Roro Maha Kalyana Mitta Anggoro, S.Pd., M.Pd		Harpang Yudha Karyawanto, S.Pd., M.Pd		Agus Suwahyono, S.Sn., M.Pd.

Learning model	Case Studies
-----------------------	---------------------

Program Learning Outcomes (PLO)	PLO study program that is charged to the course	
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
	PLO-8	Able to apply theoretical and practical aspects in the art of music using academic discourse presentation methods, the results of which are shown in individual paper presentations.
	PLO-13	Able to design teaching methods for classical and individual music learning in the world of education.
	PLO-14	Able to provide counseling and guidance regarding classical and individual music learning methods in the world of education.

Program Objectives (PO)	
PO - 1	CPMK-S: Have a high level of discipline and responsibility in playing the piano instrument.
PO - 2	CPMK-KU: Utilizing learning resources and ICT to support the design and implementation of piano class learning methods including literature study to obtain data on piano models and piano playing techniques, browsing the internet to obtain data on the latest piano instrument practice patterns by downloading at free or paid sites.
PO - 3	CPMK-KK: Design/ compose/ discuss/ present/ form new patterns on the piano instrument.
PO - 4	CPMK-P: Have knowledge of the piano instrument, skills in playing the piano instrument with various techniques at a basic level and can present songs for practicing the piano instrument in front of the class

PLO-PO Matrix																										
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-8</th> <th>PLO-13</th> <th>PLO-14</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> </tbody> </table>	P.O	PLO-3	PLO-8	PLO-13	PLO-14	PO-1	✓			✓	PO-2		✓			PO-3			✓		PO-4		✓		
P.O	PLO-3	PLO-8	PLO-13	PLO-14																						
PO-1	✓			✓																						
PO-2		✓																								
PO-3			✓																							
PO-4		✓																								

PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <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> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</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 style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</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 style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> <tr> <td>PO-4</td> <td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</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> </tbody> </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		✓	✓	✓												
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	This course contains mastery of knowledge and technical skills of the piano instrument. The discussion includes the characteristics of the piano instrument, phrasing techniques, intonation, articulation, and expression, using songs and piano etudes
---------------------------------	--

References	Main :
-------------------	---------------

1. Beyer, Ferdinand. First Lesson . China: Chuan Yin Music Publishing Co.
2. Ferrante, Damon. Piano Scales Chords Arpeggios Lessons. USA
3. Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.
4. Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2005. Alfred 19s Basic Adult All In One Course level 2 . USA: Alfred Publishing Co., Inc.
5. Graphics Development Group. MARAN ILLUSTRATED Piano . USA: Thomson Course Technology PTR, a division of Thomson Course Technology. 25 Thomson Place Boston, MA 02210.

Supporters:

Supporting lecturer

Drs. Heri Murbiantoro, M.Pd.
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 the basic characteristics of the piano musical instrument.	1.Be able to name the parts of the piano musical instrument. 2.Able to explain the history of the development of the piano musical instrument from time to time.	Criteria: Lectures, discussions. Form of Assessment : Participatory Activities	Name the parts of the piano musical instrument. 2 x 50'		Material: Parts of the piano musical instrument. References: <i>Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2005. Alfred 19s Basic Adult All In One Course level 2 . USA: Alfred Publishing Co., Inc.</i>	5%
2	Able to understand the basic characteristics of the piano musical instrument.	1.Be able to name the parts of the piano musical instrument. 2.Able to explain the history of the development of the piano musical instrument from time to time.	Criteria: Lectures, discussions Form of Assessment : Participatory Activities	Name the parts of the piano musical instrument. 2 x 50'		Material: Parts of the piano musical instrument. References: <i>Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.</i>	5%
3	Able to understand the basic characteristics of the piano musical instrument.	1.Be able to name the parts of the piano musical instrument. 2.Able to explain the history of the development of the piano musical instrument from time to time.	Criteria: Lectures, discussions Form of Assessment : Participatory Activities	Name the parts of the piano musical instrument. 2x 50'		Material: Parts of the piano musical instrument. References: <i>Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.</i>	5%

4	Able to understand the characteristics of musical talent in elementary level piano students.	Able to explain the measurable characteristics of musical talent possessed by piano students at an elementary or basic level.	<p>Criteria: Lectures, discussions</p> <p>Form of Assessment : Participatory Activities</p>	Explain the measurable characteristics of musical talent possessed by piano students at an elementary or basic level. 2 x 50'		<p>Material: Measurable characteristics of musical talent possessed by piano students at an elementary or basic level.</p> <p>References: <i>Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.</i></p>	5%
5	Able to understand the stages in teaching the piano instrument, as well as understanding the preparation stages for practicing scales.	<p>1.Able to explain in detail the stages in teaching the piano musical instrument.</p> <p>2.Able to explain step by step in preparation for practicing stairs on the piano instrument.</p>	<p>Criteria: Lectures, discussions</p> <p>Form of Assessment : Participatory Activities</p>	Explains in detail the stages in teaching the piano musical instrument. 2 x 50'		<p>Material: Stages in teaching the piano musical instrument.</p> <p>References: <i>Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.</i></p>	5%
6	Able to identify types of scales, short trivocale motifs, caturvocal motifs, long trivocale motifs, chromatic scales, and chord septimes.	<p>1.Able to explain the types of scales, both major scales and minor scales.</p> <p>2.Be able to describe several motifs in the scale, including: short trivoice motifs, caturvoices, long trivoices, chromatics, and chord septimes.</p>	<p>Criteria: Lectures, discussions</p> <p>Form of Assessment : Participatory Activities</p>	Explain the types of scales, both major scales and minor scales. 2 x 50'		<p>Material: Types of scales, both major scales and minor scales.</p> <p>References: <i>Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.</i></p>	5%
7	Be able to explain several terms used in playing the piano musical instrument.	Able to explain in detail the terms that often appear in playing the piano musical instrument.	<p>Criteria: Lectures, discussions</p> <p>Form of Assessment : Participatory Activities</p>	Describes in detail the terms that often appear in playing the piano musical instrument. 2 x 50'		<p>Material: Terms that often appear in playing the piano musical instrument.</p> <p>References: <i>Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.</i></p>	5%

8	Be able to explain several terms used in playing the piano musical instrument.	Able to explain in detail the terms that often appear in playing the piano musical instrument.	Criteria: Lectures, discussions Form of Assessment : Test	Describes in detail the terms that often appear in playing the piano musical instrument. 2 x 50'		Material: Terms that often appear in playing the piano musical instrument. References: <i>Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.</i>	10%
9	Able to understand the concept of teaching piano using the Tonika Do method and the Tonic Sol-Fa method.	Able to analyze teaching concepts according to the Tonika Do method and the Tonic Sol-Fa method.	Criteria: Discussion, Demonstration Form of Assessment : Project Results Assessment / Product Assessment	Analyzing teaching concepts according to the Tonika Do method and the Tonic Sol-Fa method. 2 x 50'		Material: Teaching concepts according to the Tonika Do method and the Tonic Sol-Fa method. References: <i>Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.</i>	5%
10	Able to understand the concept of piano teaching using the Tonwortlehre method and Dewey method.	Able to analyze teaching concepts according to the Tonwortlehre method and the Dewey method.	Criteria: Discussion, Demonstration Form of Assessment : Project Results Assessment / Product Assessment	Analyzing teaching concepts according to the Tonwortlehre method and the Dewey method. 2 x 50'		Material: Teaching concepts according to the Tonwortlehre method and the Dewey method. References: <i>Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.</i>	5%

11	Able to understand the concept of piano teaching using the Ward method and the Kerchensteiner method.	Able to analyze teaching concepts according to the Ward method and the Kerchensteiner method.	Criteria: Discussion, Demonstration Form of Assessment : Project Results Assessment / Product Assessment	Analyzing teaching concepts according to the Ward method and the Kerchensteiner method. 2 x 50'		Material: Teaching concepts according to the Ward method and the Kerchensteiner method. References: Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.	5%
12	Able to understand the concept of piano teaching using the Gehrels method and Gaudig Scheibner method.	Able to analyze teaching concepts according to the Gehrels method and the Gaudig Scheibner method.	Criteria: Discussion, Demonstration Form of Assessment : Project Results Assessment / Product Assessment	Analyzing teaching concepts according to the Gehrels method and the Gaudig Scheibner method. 2 x 50'		Material: Teaching concepts according to the Gehrels method and the Gaudig Scheibner method. References: Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.	5%
13	Able to understand the concept of piano teaching using the Dalcroze method and Project Teaching method.	Able to analyze teaching concepts according to the Dalcroze method and Project Teaching Method.	Criteria: Discussion, Demonstration Form of Assessment : Project Results Assessment / Product Assessment	Analyzing teaching concepts according to the Dalcroze method and Project Teaching Method. 2 x 50'		Material: Teaching concepts according to the Dalcroze method and Project Teaching Method. References: Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.	5%

14	Able to understand the concept of piano teaching using the Montessori method and the Pono Banoe method.	Able to analyze teaching concepts according to the Montessori method and the Pono Banoe method.	Criteria: Discussion, Demonstration Form of Assessment : Project Results Assessment / Product Assessment	Analyze teaching concepts according to the Montessori method and the Pono Banoe method. 2 x 50'		Material: Teaching concepts according to the Montessori method and the Pono Banoe method. References: <i>Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.</i>	5%
15	Able to understand the concept of piano teaching using the Ellen Key method and the Decroly method.	Able to understand the concept of piano teaching using the Ellen Key method and the Decroly method.	Criteria: Discussion, Demonstration Form of Assessment : Project Results Assessment / Product Assessment	Understand the concept of teaching piano using the Ellen Key method and the Decroly method. 2 x 50'		Material: piano teaching concept using the Ellen Key method and the Decroly method. References: <i>Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.</i>	5%
16	Able to understand the concept of piano teaching using the Ellen Key method and the Decroly method	Able to understand the concept of piano teaching using the Ellen Key method and the Decroly method.	Criteria: Discussion, Demonstration Form of Assessment : Project Results Assessment / Product Assessment	Understand the concept of teaching piano using the Ellen Key method and the Decroly method. 2 x 50'		Material: The concept of teaching piano using the Ellen Key method and the Decroly method. References: <i>Palmer, Williard A, Manus, Morton, Lethco, Amanda Vick. 2001. Alfred 19s Basic Adult All In One Course level 1 . USA: Alfred Publishing Co., Inc.</i>	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	35%
2.	Project Results Assessment / Product Assessment	55%
3.	Test	10%
		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.
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.