

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

Document Code

SEMESTER LEARNING PLAN

Courses Solfegio			CODE			C	Cours	se Fa	mily	Cr	edit	Weig	ht		SEN	IESTE	R	Com Date	pilatio	on
		9122102117					ulsor Prog		Т=	2 P	'=0 E	ECTS	=3.18		1		Мау	7, 202	23	
AUTHORIZATION			SP Develop	er			Subje		Co	ourse	e Clu nato	ster r			Stu	dy Pro	gran	n Coo	ordina	tor
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Learning model	Project Based	l Lear	ning																	
Program	PLO study p	r <mark>ogr</mark> a	m that is cha	ged	to th	ne co	ourse	÷												
Learning Outcomes (PLO)	PLO-5	Able to master the theory and practice of instruments/vocals for education, development, presentation, creation and study of music																		
()	PLO-8	Ab me	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-9	Ab the	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).																	
	Program Objectives (PO)																			
	PO - 1	На	ve a high level	of dis	ciplin	e an	d res	ponsi	bility	in un	ders	tandiı	ng sol [.]	fegio						
	PO - 2	Utilizing learning resources and ICT to support the design and implementation of solfegio learning includes literature studies to obtain data on the form of learning models and practice techniques, browsing the internet to obtain data on the latest forms of listening practice patterns by downloading them on free or paid sites.																		
	PO - 3	De	Design/ compose/ discuss/ present/ form new patterns in listening training.																	
	PO - 4	Ha pre	ve knowledge esent songs for	of or listen	chest ing p	ratio ractio	n, ski ce in f	ills in front (play of the	/ing e clas	pianc s	o inst	rumer	nts wit	th var	rious te	echn	iques	and o	car
	PLO-PO Mat	rix																		
			P.O		PI	LO-5			PLC	D-8			PLO-9	9]					
			PO-1			1														
			PO-2							,										
			PO-3										1							
			PO-4										1							
	PO Matrix at	the e	nd of each lea	arnin	g sta	age	(Sub	-PO)												
			P.O		_						,	Week	<							
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
						-			1											
			PO-1	•	~	~			-											
			PO-2	•	-	~		•	-											
				<i>•</i>			~	•		~	•	· ·	· ·		×	<pre></pre>	/		~	

Short Course Descrip		ains practical liste	ning exercises which in	clude mel	ody, rhythm and interval	S	
Referen	ces Main :						
	2. Jamalus	. (1988). Pengajar	ran Musik Melalui Peng	alaman M	ork : Brown Company Pu lusik, Jakarta Depdikbud sic. London : Oxford Univ		
	Supporters:						
Support lecturer						1	
Week-	Final abilities of each learning	Ev	aluation	Help Learning, Learning methods, Student Assignments, [Estimated time]			Assessment
WCCK	stage (Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (<i>online</i>)	[References]	Weight (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to understand musical tone registers.	Students are able to understand musical tone registers.	Criteria: Full marks are obtained if you are able to understand the register of musical notes. Form of Assessment : Participatory Activities	Offline		Material: musical tone registers. Bibliography: Bernward. Burt (1989).Work Book in Ear Training. New York : Brown Company Publishers.	5%
2	Able to understand the characteristics of musical talent at elementary level listening exercises.	Students can understand the characteristics of musical talent at elementary level listening exercises.	Criteria: Full marks are obtained if you can understand the characteristics of musical talent in elementary level listening training. Form of Assessment : Participatory Activities	Offline		Material: characteristics of musical talent at elementary level auditory training. Reference: Jamalus. (1988). Teaching Music Through Music Experience, Jakarta Depdikbud	5%
3	Able to understand the stages in teaching solfegio, as well as understanding the preparation stages for listening exercises.	Students are able to understand the stages in teaching solfegio, as well as understand the preparation stages for listening exercises.	Criteria: Full marks are obtained if you are able to understand the stages in teaching solfegio, as well as understanding the preparation stages for listening exercises. Form of Assessment : Participatory Activities	Offline		Material: stages in teaching solfegio, as well as understanding the preparation stages for listening exercises. Reference: Kennedy. M. (1980). The Concise Oxford Dictionary of Music. London: Oxford University Press.	5%

4	Able to identify types of rhythm patterns, intervals, melodies.	Students are able to identify types of rhythm patterns, intervals, melodies.	Criteria: Full marks are obtained if you are able to identify types of rhythm patterns, intervals, melodies. Form of Assessment : Practice / Performance	Offline	Material: types of rhythm patterns, intervals, melodies. Bibliography: Bernward. Burt (1989).Work Book in Ear Training. New York : Brown Company Publishers.	5%
5	Be able to explain several terms used in listening training.	Students can explain several terms used in listening exercises.	Criteria: Full marks are obtained if you are able to explain several terms used in listening training. Form of Assessment : Practice / Performance	Offline	Material: terms used in listening exercises. Bibliography: Jamalus. (1988). Teaching Music Through Music Experience, Jakarta Depdikbud	5%
6	Able to understand the concept of solfegio using rhythm, interval and melody methods.	Students are able to understand the concept of solfegio using rhythm, interval and melody methods.	Criteria: Full marks are obtained if you are able to understand the concept of solfegio using the rhythm, interval and melody method. Form of Assessment : Practice / Performance	Offline	Material: solfegio concept with rhythm, interval, melody methods. Reference: <i>Kennedy. M.</i> (1980). The <i>Concise</i> <i>Oxford</i> <i>Dictionary of</i> <i>Music.</i> <i>London:</i> <i>Oxford</i> <i>University</i> <i>Press.</i>	5%
7	Able to understand the concept of teaching solfegio using the Drill method and Hearing method	Students can understand the concept of teaching solfegio using the Drill method and Hearing method	Criteria: Full marks are obtained if you are able to understand the concept of teaching solfegio using the Drill method and Hearing method Form of Assessment : Practice / Performance	Offline	Material: the concept of teaching solfegio using the Drill method and the Hearing method. Reader: <i>Bernward.</i> <i>Burt</i> (1989).Work Book in Ear <i>Training. New</i> York : Brown Company Publishers.	5%
8	Midterm exam	Midterm exam	Criteria: Midterm exam Form of Assessment : Test	Offline	Material: Midterm Exam Reader: Jamalus. (1988). Teaching Music Through Music Experience, Jakarta Depdikbud	15%

9	Able to understand	Students can	Criteria:	Offline	Material:	5%
	the concept of teaching Solfegio using the Rhythm, Interval, Melody method with Full tone value (1)	understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with Full note values	Full marks are obtained if you are able to understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with Full tone score (1) Form of Assessment : Practice / Performance		Rhythm, Interval, Melody method with note values Full Library: <i>Kennedy. M.</i> (1980). The <i>Concise</i> <i>Oxford</i> <i>Dictionary of</i> <i>Music.</i> <i>London:</i> <i>Oxford</i> <i>University</i> <i>Press.</i>	
10	Able to understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with Half (1/2) tone values	Students can understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with Half (1/2) note values	Criteria: Full marks are obtained if you are able to understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a half tone value (1/2) Form of Assessment : Practice / Performance	Offline	Material: Rhythm, Interval, Melody method with Half (1/2) note value. Reference: <i>Kennedy. M.</i> (1980). The Concise Oxford Dictionary of Music. London: Oxford University Press.	5%
11	Able to understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a note value of 1/4.	Students can understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a note value of 1/4.	Criteria: Full marks are obtained if you are able to understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a note value of 1/4. Form of Assessment : Practice / Performance	Offline	Material: Rhythm, Interval, Melody method with a note value of 1/4. Bibliography: Bernward. Burt (1989).Work Book in Ear Training. New York : Brown Company Publishers.	5%
12	Able to understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a note value of 1/8.	Students are able to understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a note value of 1/8.	Criteria: Full marks are obtained if you are able to understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a note value of 1/8. Form of Assessment : Practice / Performance	Offline	Material: Rhythm, Interval, Melody method with a note value of 1/8. Bibliography: Bernward. Burt (1989).Work Book in Ear Training. New York : Brown Company Publishers.	5%
13	Able to understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a note value of 1/8.	Students are able to understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a note value of 1/8.	Criteria: Full marks are obtained if you are able to understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a note value of 1/8. Form of Assessment : Practice / Performance	Offline	Material: Rhythm, Interval, Melody method with a note value of 1/8. Bibliography: Bernward. Burt (1989).Work Book in Ear Training. New York : Brown Company Publishers.	5%

14	Able to understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a note value of 1/16.	Students can understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a note value of 1/16.	Criteria: Full marks are obtained if you understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a note value of 1/16. Form of Assessment : Practice / Performance	Offline	Material: Rhythm, Interval, Melody method with note value 1/16. Bibliography: Bernward. Burt (1989).Work Book in Ear Training. New York : Brown Company Publishers.	5%
15	Able to understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a note value of 1/16.	Students can understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a note value of 1/16.	Criteria: Full marks are obtained if you understand the concept of teaching Solfegio using the Rhythm, Interval, Melody method with a note value of 1/16. Form of Assessment : Practice / Performance	Offline	Material: Rhythm, Interval, Melody method with note value 1/16. Bibliography: Bernward. Burt (1989).Work Book in Ear Training. New York : Brown Company Publishers.	5%
16	FINAL EXAMS	FINAL EXAMS	Criteria: FINAL EXAMS Form of Assessment : Test	Offline	Material: FINAL SEMESTER EXAM Reader: Bernward. Burt (1989).Work Book in Ear Training. New York : Brown Company Publishers. Material: FINAL SEMESTER EXAM Reader: Kennedy. M. (1980). The Concise Oxford Dictionary of Music. London: Oxford University Press.	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Practice / Performance	55%
3.	Test	30%
		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
- 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.
- 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.
- 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.