<table>
<tr><td rowspan="3"><img logo UNESA></td><td rowspan="3">Universitas Negeri Surabaya
Faculty of Education,
Early Childhood Education Teacher Education Undergraduate Study Program</td><td>Document Code</td></tr>
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	Universitas Negeri Surabaya Faculty of Education, Early Childhood Education Teacher Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
AUD ARTS DEVELOPMENT (Music, Dance, Visual Arts)		8620702156		**T=3**	**P=0**	**ECTS=4.77**	2	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		Dra. Nurhenti Dorlina Simatupang, M.sn		....			Kartika Rinakit Adhe, S.Pd., M.Pd.	

Learning model	**Project Based Learning**
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	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

Short Course Description	This course examines the theory, philosophy and background knowledge of designing creative arts activities for PAUD through drama, music, creative dance and visual arts activities that foster children's creativity.

References	**Main :**
	1. Koster, Joan Bouza . 2012. *Growing Artists Teaching the Arts to Young Children.* United States of America: Wadsworth. Roy, David. dkk . 2015. *Teaching The Arts Early Childhood & Primary Education* . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. *The Art of Teaching Art to Children in School and at Home* . New York: Farrar, Straus and Giroux .
	Supporters:

Supporting lecturer	Dr. Sri Setyowati, M.Pd. Dra. Nurhenti Dorlina Simatupang, M.Sn. Dr. Nurul Khotimah, 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	Identifying the Definition of Creativity	Explaining the cultivation of creativity. Explaining the creativity process. Explaining how teachers encourage the creativity process	**Form of Assessment** : Project Results Assessment / Product Assessment	lecture 3 X 50			50%
2	Identifying Art Development Indicators: Explaining how art develops in children Explaining factors that influence art development in children Explaining models of art development Explaining how to assess art development in children Study Materials: How art develops in children factors that influence art development in children Model artistic development How to assess artistic development in children	Identifying Art Development Indicators: Explaining how art develops in children Explaining factors that influence art development in children Explaining models of art development Explaining how to assess art development in children Study Materials: How art develops in children factors that influence art development in children Model artistic development How to assess artistic development in children	**Form of Assessment** : Project Results Assessment / Product Assessment	lectures and discussions 3 X 50			50%
3	Identifying Art Development Indicators: Explaining how art develops in children Explaining factors that influence art development in children Explaining models of art development Explaining how to assess art development in children Study Materials: How art develops in children factors that influence art development in children Model artistic development How to assess artistic development in children	Identifying Art Development Indicators: Explaining how art develops in children Explaining factors that influence art development in children Explaining models of art development Explaining how to assess art development in children Study Materials: How art develops in children factors that influence art development in children Model artistic development How to assess artistic development in children	**Form of Assessment** : Project Results Assessment / Product Assessment	Identifying Art Development Indicators: Explaining how art develops in children Explaining factors that influence art development in children Explaining models of art development Explaining how to assess art development in children Study Materials: How art develops in children factors that influence art development in children Model artistic development How to assess artistic development in children 3 X 50			0%
4	capable students	capable students		lectures and discussions 3 X 50			0%

No							
5	student	student		lectures and discussions 3 X 50			0%
6	student	student		3 X 50 lectures and discussions			0%
7	formative evaluation	student		3 X 50 test			0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	100%
		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.