



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Early Childhood Education Teacher Education Undergraduate Study**  
**Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																											
Art Aud 1	8620706118		T=6	P=0	ECTS=9.54	2	July 18, 2024																																											
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																												
	.....		.....			Kartika Rinakit Adhe, S.Pd., M.Pd.																																												
<b>Learning model</b>	<b>Case Studies</b>																																																	
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																																	
	Program Objectives (PO)																																																	
	PLO-PO Matrix																																																	
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	PO Matrix at the end of each learning stage (Sub-PO)																																																	
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<b>Short Course Description</b>	This course examines the experience and development of MK Arts AUD 1 (fine arts, music arts, dance) based on fine arts development techniques, music playing techniques, and creative choreography (dance) techniques for AUD. Achieving competency through written tests, assignments, creative work , appreciation, and evaluation.																																																	
<b>References</b>	<b>Main :</b>																																																	
	<ol style="list-style-type: none"> <li>1. Beal Nancy, Gloria Bley Miller. 2003. Rahasia mengajarkan Seni Pada Anak. Yogyakarta: Pripoe Books</li> <li>2. Mofit. 2003. Cara mudah menggambar . Jakarta: gramedia pustaka utama.</li> <li>3. Simon, Howard. 2003. Tehnik Menggambar . Semarang: Effhar.</li> <li>4. Suardi, Dedy. 2000. Komposisi Warna . Bandung: Remaja Rosdakarya.</li> <li>5. Brinalloy, yuli. 2012. paper Quilling. solo: Metagraf</li> <li>6. Handayani, Petra dewi. 2012. Clay dalam Bingkai . Surabaya: tiara Aksara</li> <li>7. Indira. 2006. Kreasi Plastisin .Jakarta: erlangga.</li> <li>8. Khodir, Abdul. 1986. Nukilan Seni Ornamen Indonesia. Yogyakarta: STRI ASRI</li> <li>9. Nurhenti. 2000. Dasar-dasar Teknik Bernyanyi . surabaya: LPPM UNESA</li> <li>10. A.T. Mahmud. Musik dan Anak 1. Departemen Pendidikan dan kebudayaan Dirjendikti.</li> <li>11. M.P. Siagian. 1975. Gembira. Yogyakarta: Penyebar Musik Indonesia</li> <li>12. Setyowati, Sri. 2012. Pembelajaran Tari Untuk Anak Usia Dini . Surabaya: Unesa University Press</li> <li>13. Setyowati, Sri. 2007. Pendidikan Seni Tari dan Koreografi untuk Anak TK . Surabaya: Unesa University Press</li> <li>14. Humphrey, Doris. 1993. Seni Menata Tari . Jakarta: DKJ</li> <li>15. Doni, Rekro. 1985. Seni Tata Rias dan Busana Tari , Surabaya: STKW</li> </ol>																																																	
	<b>Supporters:</b>																																																	
<b>Supporting lecturer</b>	Dr. Sri Setyowati, M.Pd. Dra. Nurhenti Dorlina Simatupang, M.Sn. Dr. Ruqoyyah Fitri, S.Ag., M.Pd. Dr. Nurul Khotimah, S.Pd., M.Pd.																																																	
<b>Week</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time ]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																											
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																													
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																											

1	Exploring dance movements for early childhood, creating musical arts and creating fine arts. (FINE ARTS) Mastering and explaining Decorative Arts material	· Can explain the meaning of decorative arts · Can mention types of decorative arts · Can state the purpose of decorative arts	<b>Criteria:</b> 0 - 100	- Scientific - conventional - Direct learning - Contextual strategy 6 X 50		0%
2	Master and explain knowledge of Decorative Arts materials and tools	· Can explain knowledge of decorative arts materials and tools	<b>Criteria:</b> 0 - 100	- Scientific - conventional - Direct learning - Contextual strategy 6 X 50		0%
3	Master and explain the knowledge of decorative concepts to be created.	· decorative concept to be created. - Can explain the scope of decoration	<b>Criteria:</b> 0- 100	Scientific Collaborative Humanistic Direct Development 6 X 50		0%
4	Create traditional decorative art designs	Can create traditional decorative art designs	<b>Criteria:</b> 1-100	Scientific Collaborative Humanistic Direct Development 6 X 50		0%
5	Create modern decorative art designs	Can create modern decorative art designs	<b>Criteria:</b> 1-100	Scientific Collaborative Direct Learning Humanistic 6 X 50		0%
6	The practice of creating decorative designs applied to wood materials and finishes.	The practice of creating decorative designs applied to wooden materials	<b>Criteria:</b> 1.Knowledge Attitude Assessment 2.Skills	Scientific Collaborative Direct Learning Humanistic 6 X 50		0%
7	The practice of making decorative designs that are applied to household/pottery and completing works using materials from household/pottery	The practice of making decorative designs applied to household/pottery	<b>Criteria:</b> 1.Attitude Assessment 2.Knowledge 3.Skills	Scientific Collaborative Direct Learning Humanistic 6 X 50		0%
8	USS FINE ARTS, DANCE ARTS, MUSIC ARTS			2 X 50		0%
9	Practice making decorative designs applied to paper/plywood/harbot/glass materials and completing works using paper/plywood/harbot/glass materials	The practice of making decorative designs applied to paper/plywood/harbot/glass	<b>Criteria:</b> 1-100	Scientific Collaborative Humanistic Direct Development 6 X 50		0%
10	The practice of creating decorative designs applied to materials of choice and completing works with selected materials.	The practice of creating decorative designs applied to materials of choice and completing works with selected materials.	<b>Criteria:</b> 1.Attitude Assessment 2.Knowledge 3.Skills 4.1- 100	Scientific Collaborative Humanistic Direct Development 6 X 50		0%
11	MUSIC ARTS Introduction Knowledge of the nature of techniques for playing vocal and instrumental music.	Students can explain the essence of vocal and instrumental music playing techniques	<b>Criteria:</b> 0-100	Questions and Answers 6 X 50 presentation assignment		0%
12	Vocal Technique Knowledge	Students can explain and practice basic vocal techniques	<b>Criteria:</b> 0-100	Questions and Answers 6 X 50 presentation assignment		0%
13	Knowledge of basic techniques for playing rhythmic musical instruments (percussion)	Students can explain and practice basic techniques for playing percussion musical instruments	<b>Criteria:</b> 0-100	Live Practice Demonstration 6 X 50		0%
14	Knowledge of basic techniques for playing melodic rhythm musical instruments	Students can explain and practice basic techniques for playing melodic musical instruments	<b>Criteria:</b> 0-100	Live Practice Demonstration 6 X 50		0%
15	Knowledge of basic keyboard playing techniques	Students can practice right and left hand fingering	<b>Criteria:</b> 0- 100	Live Practice Demonstration 6 X 50		0%
16	Knowledge of musical ensemble arrangements	Students can understand simple musical arrangements	<b>Criteria:</b> 0-100	Live Practice Demonstration 6 X 50		0%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

## 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.