	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 Dance Arts		8620702172			T=2	P=0	ECTS=3.18	4	July 18, 2024

AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator
	....		....	Kartika Rinakit Adhe, S.Pd., M.Pd.

Learning model	Project Based Learning

Program Learning Outcomes (PLO)	PLO study program that 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 AUD Dance Arts course is a basic concept of dance learning for early childhood which aims to provide theoretical provision to know and understand the definition of the meaning and function of dance in a definitive, perspective and appreciative manner, to provide theoretical and practical knowledge about dance learning techniques for children. early childhood with a concept approach and value orientation of Dance Education for early childhood, as well as providing procedural concepts for teaching children in dance activities according to the level of development of their physical abilities and imagination, with the final aim of being able to know comprehensively about Education and teaching of Dance for Early Age Children .

References	Main :

1.
   Doni, Rekro, 1985, *Seni Tata Rias dan Busana Tari* , Surabaya: STKW
   Hamphrey, Doris, 1993. *Seni Menata Tari* . Jakarta: DKJ
   Margono, Sigit, 1985. *Apresiasi Seni* . Surabaya: STKW
   Murgiyanto, Sal, 1997, *Sebuah Kritik Tari* "Ketika Cahaya Merah Memudar", Jakarta: Deviri Ganan
   Setyowati, Sri, 1995, makalah *Motivasi Pembelajaran Tari di TK* , Surabaya
   Setyowati, Sri, 1995, *Aneka Tari Dolanan* , dokumentasi Sanggar Dikdaya Dinas P dan K Jatim
   Setyowati, Sri. 2007. *Pendidikan Seni Tari dan Koreografi untuk Anak TK* . Surabaya: Unesa University Press
   Setyowati, Sri. 2012. *Pembelajaran Tari Untuk Anak Usia Dini* . Surabaya: Unesa University Press
   Trisakti, 1997. *Tuntunan Mencipta Tari Untuk Anak* , Surabaya: IKIP Surabaya

	Supporters:

Supporting lecturer	Dr. Sri Setyowati, 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	Get to know the meaning of dance terms and dance functions	Define the meaning of terms and analyze the functions of dance	**Criteria:** 1. Agree to the 35% assessment system 2. initial recognition as apperception 65%	Clarification of material and identification of needs. Discussion Reflection/evaluation 2 X 50			2%

2	Get to know the development of AUD's abilities in learning to dance	Dividing the developmental period with educational dance approaches and dance teaching techniques for early childhood	**Criteria:** 1. Presentation 30% 2. Argumentation 35 % 3. Relevant illustrations 35 %	Clarification of material and identification of needs. Discussion Reflection/evaluation 2 X 50			2%
3	Preparation for teaching dance for early childhood	Mentally ready (creative, sympathetic, flexible, improvisative, innovative, motivating, varied) and physically ready (methods, materials, media, organizing)	**Criteria:** 1. Presentation 30% 2. Argumentation 35 % 3. Relevant illustrations 35 %	Clarification of discussion material. Reflection/evaluation. 2 X 50			2%
4	Selecting dance material based on goals	Sorting out material requirements for competitions, daily coaching, and for incidental stages	**Criteria:** 1. Presentation 30% 2. Argumentation 35 % 3. Relevant illustrations 35 %	Clarification of discussion material. Reflection/evaluation. 2 X 50			8%
5	Master chapters 1 to chapter 4	Able to answer, sort, differentiate, identify	**Criteria:** 1. Presentation 30% 2. Argumentation 35 % 3. Relevant illustrations 35 %	Clarification of discussion material. Reflection/evaluation. 2 X 50			2%
6	Appreciation of the Art of Dance	Assessing, understanding, looking for meaning and philosophy in works of art	**Criteria:** 1. Presentation 30% 2. Argumentation 35 % 3. Relevant illustrations 35 %	Clarification of discussion material. Reflection/evaluation. 100 minutes 2 X 50			2%
7	Get to know dance compositions in general	Get to know the elements that make up dance	**Criteria:** 1. Presentation 30% 2. Argumentation 35 % 3. Relevant illustrations 35 %	Clarification of discussion material. Reflection/evaluation. 2 X 50			2%
8	UTS	UTS	**Criteria:** UTS	UTS 2 X 50			20%
9	Creating Early Childhood Dance with simple dance compositions	Try to compose a simple dance composition with existing materials	**Criteria:** 1. Fair 30 % 2. Credible 35 % 3. Logically implemented/measurable 35%	Discussion per group Clarification Reflection/ Evaluation 2 X 50			2%
10	Get to know facial makeup for early childhood dance	Identify the character of dance make-up in color and shape	**Criteria:** 1. Fair 30 % 2. Credible 35 % 3. Logically implemented/measurable 35%	Discussion per group Clarification Reflection/ Evaluation 2 X 50			2%
11	Getting to know Dance Costumes for early childhood	Identify the character of dance clothing from material, color and model	**Criteria:** 1. Fair 30 % 2. Credible 35 % 3. Logically implemented/measurable 35%	Discussion per group Clarification Reflection/ Evaluation 2 X 50			15%
12	Get to know the characteristics of movements and songs in dance	Distinguishing movements and songs from other types of dance performances	**Criteria:** 1. Fair 30 % 2. Credible 35 % 3. Logically implemented/measurable 35%	Discussion per group Clarification Reflection/ Evaluation 2 X 50			2%
13	Get to know rhythmic gymnastics in dance	Differentiate rhythmic gymnastics from other types of dance performances	**Criteria:** 1. Fair 30 % 2. Credible 35 % 3. Logically implemented/measurable 35%	Discussion per group Clarification Reflection/ Evaluation 2 X 50			2%
14	Get to know the characteristics of Play Dance	Distinguish elements of play dance from other dances	**Criteria:** 1. Fair 30 % 2. Credible 35 % 3. Logically implemented/measurable 35%	Discussion per group Clarification Reflection/ Evaluation 2 X 50			15%

15	Get to know the types of educational dance performances for early childhood	Distinguish between play dance, movement and song, as well as rhythmic gymnastics	**Criteria:** 1. Fair 30 % 2. Credible 35 % 3. Logically implemented/measurable 35%	Discussion per group Clarification Reflection/ Evaluation 2 X 50			2%
16							20%

<u>**Evaluation Percentage Recap: Project Based Learning**</u>

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.