



**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 Choreography	8620702226	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	5	May 3, 2024

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

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which 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-9	Mastering the concepts of early childhood art according to the development needs of early childhood.																																																																																																			
Program Objectives (PO)																																																																																																				
PO - 1	Students are able to work together with groups, participate in developing insight into the art of dance for early childhood, and can be responsible for producing learning designs according to agreement.																																																																																																			
PO - 2	Students are able to analyze the basic concepts of dance for AUD, are able to appreciate and understand children's potential in practicing art at an early age, and master the theory and practice of learning dance for early childhood, can choose relevant methods, models, techniques and media or props .																																																																																																			
PO - 3	Students are able to demonstrate performance in designing, managing and simulatively demonstrating dance learning practices for early childhood																																																																																																			
PLO-PO Matrix																																																																																																				
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Short Course Description	This AUD Dance Arts course is a basic concept of dance learning for early childhood which aims to provide theoretical provision for knowing and understanding the meaning and function of dance in a definitive, perspective and appreciative manner, thus providing theoretical and practical knowledge about dance learning techniques for young children. early childhood with an approach to the concept 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 ultimate goal of being able to know comprehensively about Education and teaching of Dance for Early Childhood. The learning strategies used are Lecture Method, Project Based Learning, Group Discussion, Practice Based Learning.
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References	<b>Main :</b>
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1. Referensi Doni, Rekre, 1985, Seni Tata Rias dan Busana Tari , Surabaya: STKW
2. Humphrey, Doris, 1993. Seni Menata Tari . Jakarta: DKJ
3. Margono, Sigit, 1985. Apresiasi Seni . Surabaya: STKW
4. Murgiyanto, Sal, 1997, Sebuah Kritik Tari "Ketika Cahaya Merah Memudar", Jakarta: Deviri Ganan
5. Setyowati, Sri, 1995, makalah Motivasi Pembelajaran Tari di TK , Surabaya
6. Setyowati, Sri. 2007. Pendidikan Seni Tari dan Koreografi untuk Anak TK. Surabaya: Unesa University Press
7. Anhusadar, L. (2016). Kreativitas tari pada anak usia dini. Shautut Tarbiyah, 22(1).
8. Pamungkas, J. (2015). Estetika koreografi sebagai penunjang kreativitas seni anak usia dini. Jurnal Pendidikan Anak, 4(1).

**Supporters:**

1. Setyowati, Sri. 2012. Pembelajaran Tari Untuk Anak Usia Dini . Surabaya: Unesa University Press
2. Trisakti, 1997. Tuntunan Mencipta Tari Untuk Anak , Surabaya: IKIP Surabaya
3. Sutini, A. (2018). Pembelajaran Tari Bagi Anak Usia Dini. Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini, 3(2).

**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	Students can define the meaning of terms and analyze the functions of dance	<p><b>Criteria:</b> Agree to the assessment system 35% initial recognition as apperception 65%</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, Project Based Learning, 2 X 50 Group Discussions	Lectures, Project Based Learning, 2 X 50 Group Discussions	<p><b>Material:</b> Definition and knowledge of dance</p> <p><b>Reference:</b> Setyowati, Sri. 2012. Dance Learning for Early Age Children. Surabaya: Unesa University Press</p>	3%
2	Get to know the development of AUD's abilities in learning to dance	Students can divide the developmental period into educational dance approaches and dance teaching techniques for early childhood	<p><b>Criteria:</b> Presentation 30% Argumentation 35 % Relevant illustrations 35 %</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, Project Based Learning, 2 X 50 Group Discussions	Lectures, Project Based Learning, 2 X 50 Group Discussions	<p><b>Material:</b> Age appropriate dance learning for AUD</p> <p><b>Reader:</b> Setyowati, Sri. 2012. Dance Learning for Early Age Children. Surabaya: Unesa University Press</p>	3%
3	Preparation for teaching dance for early childhood	mentally (creative, sympathetic, flexible, improvisative, innovative, motivating, varied) and physically ready (methods, materials, media, organizing)	<p><b>Criteria:</b> Presentation 30% Argumentation 35 % Relevant illustrations 35 %</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, Project Based Learning, Group Discussions, 2 X 50 Practice	Lectures, Project Based Learning, Group Discussions, 2 X 50 Practice	<p><b>Material:</b> Dance learning for UD children</p> <p><b>Library:</b> Setyowati, Sri. 2012. Dance Learning for Early Age Children. Surabaya: Unesa University Press</p>	3%
4	Selecting dance material based on goals	Students can sort out material requirements for competitions, daily coaching, and for incidental performances	<p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, Project Based Learning, 2 X 50 Group Discussions	Lectures, Project Based Learning, 2 X 50 Group Discussions	<p><b>Material:</b> dance lessons for UD children</p> <p><b>Library:</b> Setyowati, Sri. 2012. Dance Learning for Early Age Children. Surabaya: Unesa University Press</p>	6%

5	Master chapters 1 to chapter 4	Able to answer, sort, differentiate, identify	<p><b>Criteria:</b> Presentation 30% Argumentation 35 % Relevant illustrations 35 %</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, Project Based Learning, 2 X 50 Group Discussions	Lectures, Project Based Learning, 2 X 50 Group Discussions	<p><b>Material:</b> Dance learning for children UD: <b>Library:</b> <i>Setyowati, Sri. 2012. Dance Learning for Early Age Children. Surabaya: Unesa University Press</i></p>	10%
6	Appreciation of the Art of Dance	Assessing, understanding, looking for meaning and philosophy in works of art	<p><b>Criteria:</b> Presentation 30% Argumentation 35 % Relevant illustrations 35 %</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, Project Based Learning, Group Discussions, 2 X 50 Practice	Lectures, Project Based Learning, Group Discussions, 2 X 50 Practice	<p><b>Material:</b> Functions of Dance <b>Library:</b> <i>Setyowati, Sri. 2007. Dance and Choreography Education for Kindergarten Children. Surabaya: Unesa University Press</i></p> <p><b>Material:</b> Art Appreciation <b>Literature:</b> <i>Margono, Sigit, 1985. Art Appreciation. Surabaya: STKW</i></p>	10%
7	Get to know dance compositions in general	Students are able to recognize the elements that make up dance	<p><b>Criteria:</b> Presentation 30% Argumentation 35 % Relevant illustrations 35 %</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, Project Based Learning, 2 X 50 Group Discussions	Lectures, Project Based Learning, 2 X 50 Group Discussions	<p><b>Material:</b> The Art of Arranging Dance <b>Reference:</b> <i>Humphrey, Doris, 1993. The Art of Arranging Dance . Jakarta: DKJ</i></p> <p><b>Material:</b> AUD Choreography: <b>Bibliography:</b> <i>Setyowati, Sri. 2012. Dance Learning for Early Age Children. Surabaya: Unesa University Press</i></p>	10%
8	UTS	UTS	<p><b>Criteria:</b> UTS</p> <p><b>Form of Assessment :</b> Test</p>	Test 2 X 50	Test 2 X 50	<p><b>Material:</b> UTS <b>Library:</b></p>	5%

9	Creating Early Childhood Dance with simple dance compositions	MTrying to compose a simple dance composition with existing materials	<p><b>Criteria:</b> Fair 30 % Credible 35 % Logical, implemented/measurable 35 %</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, Project Based Learning, Group Discussions, 2 X 50 Practice	Lectures, Project Based Learning, Group Discussions, 2 X 50 Practice	<p><b>Material:</b> The Art of Arranging Dance <b>Reference:</b> <i>Humphrey, Doris, 1993. The Art of Arranging Dance . Jakarta: DKJ</i></p> <p><b>Material:</b> AUD Choreography <b>Reader:</b> <i>Setyowati, Sri. 2012. Dance Learning for Early Age Children. Surabaya: Unesa University Press</i></p>	3%
10	Get to know facial makeup for early childhood dance	Identify the character of dance make-up in color and shape	<p><b>Criteria:</b> Fair 30 % Credible 35 % Logical, implemented/measurable 35 %</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, Project Based Learning, Group Discussions, 2 X 50 Practice	Lectures, Project Based Learning, Group Discussions, 2 X 50 Practice	<p><b>Material:</b> Dance Make-up <b>Literature:</b> <i>Reference Doni, Rekro, 1985, The Art of Dance Make-up and Clothing, Surabaya: STKW</i></p>	3%
11	Getting to know Dance Costumes for early childhood	Identify the character of dance clothing from material, color and model	<p><b>Criteria:</b> Fair 30 % Credible 35 % Logical, implemented/measurable 35 %</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, Project Based Learning, 2 X 50 Group Discussions	Lectures, Project Based Learning, 2 X 50 Group Discussions	<p><b>Material:</b> Dance Make-up <b>Literature:</b> <i>Reference Doni, Rekro, 1985, The Art of Dance Make-up and Clothing, Surabaya: STKW</i></p>	3%
12	Get to know the characteristics of movements and songs in dance	Distinguishing movements and songs from other types of dance performances	<p><b>Criteria:</b> Fair 30 % Credible 35 % Logical, implemented/measurable 35 %</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, Project Based Learning, Group Discussions, 2 X 50 Practice	Lectures, Project Based Learning, Group Discussions, 2 X 50 Practice	<p><b>Material:</b> Dance Make-up <b>Literature:</b> <i>Setyowati, Sri. 2012. Dance Learning for Early Age Children. Surabaya: Unesa University Press</i></p>	6%
13	Get to know rhythmic gymnastics in dance	Differentiate rhythmic gymnastics from other types of dance performances	<p><b>Criteria:</b> Fair 30 % Credible 35 % Logical, implemented/measurable 35 %</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, Project Based Learning, 2 X 50 Group Discussions	Lectures, Project Based Learning, 2 X 50 Group Discussions	<p><b>Material:</b> Selection of Dance Material <b>Library:</b> <i>Setyowati, Sri. 2012. Dance Learning for Early Age Children. Surabaya: Unesa University Press</i></p>	10%
14	Get to know the characteristics of Play Dance	Distinguish elements of play dance from other dances	<p><b>Criteria:</b> Fair 30 % Credible 35 % Logical, implemented/measurable 35 %</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, Project Based Learning, 2 X 50 Group Discussions	Lectures, Project Based Learning, 2 X 50 Group Discussions	<p><b>Material:</b> Unan Creating Dance <b>Library:</b> <i>Trisakti, 1997. Guide to Creating Dance for Children, Surabaya: IKIP Surabaya</i></p>	10%

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	<b>Criteria:</b> 1 30 % Credible 35 % Logically implemented/measurable 35 %  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, Project Based Learning, 2 X 50 Group Discussions	Lectures, Project Based Learning, 2 X 50 Group Discussions	<b>Material:</b> AUD Dance lessons <b>Reader:</b> Setyowati, Sri. 2012. <i>Dance Learning for Early Age Children</i> . Surabaya: Unesa University Press	10%
16	Summative Exam	Summative Exam	<b>Criteria:</b> Summative Exam  <b>Form of Assessment :</b> Test	Test 2 x 50	Test 2 x 50	<b>Material:</b> Summative Exam <b>Literature:</b>	5%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	60%
2.	Practice / Performance	30%
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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.