



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 Performances (Music, Dance, Visual Arts) | 8620704073 | | T=3 | P=0 | ECTS=4.77 | 5 | July 17, 2024 |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | |
| | Dra. Nurhenti Dorlina Simatupang, M.Sn., Dr. Sri Setyawati, M.Pd., Nurul Khotimah, S.Pd, M.Pd. | | | | | Kartika Rinakit Adhe, S.Pd., M.Pd. | |

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| Learning model | Project Based Learning |
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| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 1 | Master the knowledge of designing, implementing and assessing AUD arts performances | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 2 | Skilled in providing AUD arts performance management services | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 3 | Skilled in solving early childhood behavior problems using various AUD strategies/methods/art performances | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 4 | Skilled in working independently, working together in a team, taking responsibility for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/written in AUD arts performances | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: 40px;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table> | P.O | PO-1 | PO-2 | PO-3 | PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: 40px;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | PO-1 | | | | | | | | | | | | | | | | | PO-2 | | | | | | | | | | | | | | | | | PO-3 | | | | | | | | | | | | | | | | | PO-4 | | | | | | | | | | | | | | | | |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Short Course Description | The AUD Art Performance course is a combination of 3 music, dance and fine arts courses, by creating and holding exhibitions of fine arts, music creation and dance works for early childhood in student art performances. The concept of this course is mastery of the theory of creativity in works of art, the gradual implementation process/performance procedure, and management of art performances in large units/groups. The methods used in this course are clarification, lecture, question and answer, giving assignments, student presentations in groups, class discussions, independent material development (group participation) |
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| References | Main : | | | | | | |
|---------------------|--|---|---|--|-------------------|-----------------------------------|-----------------------|
| | <ol style="list-style-type: none"> 1. Bayless&Ramses. Music a way of life for the young child. 1986 2. James D Merrill. "Rhythmic and Vocal Creativity Builds Music Skills", dalam Jurnal General Music Today, GMT Spring 2004: 14-20 3. Marco Costa, dkk., "Psychological Connotations of Harmonic Musical Intervals", Psychology of Music by Society for Research in Psychology of Music Education, 2008 4. Niland, Amanda. "The Power of Musical Play: The Value of Based Play, Child-Centered Curriculum in Early Childhood Education" | | | | | | |
| | Supporters: | | | | | | |
| Supporting lecturer | Dr. Sri Setyowati, M.Pd. Dra. Nurhenti Dordina 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 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | <ul style="list-style-type: none"> · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% Form of Assessment : Project Results Assessment / Product Assessment | <ul style="list-style-type: none"> · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 50% |
| 2 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | <ul style="list-style-type: none"> · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% Form of Assessment : Project Results Assessment / Product Assessment | <ul style="list-style-type: none"> · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 6% |
| 3 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | <ul style="list-style-type: none"> · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% Form of Assessment : Project Results Assessment / Product Assessment | <ul style="list-style-type: none"> · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 44% |
| 4 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | <ul style="list-style-type: none"> · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% | <ul style="list-style-type: none"> · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 0% |

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| 5 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | <ul style="list-style-type: none"> · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% | <ul style="list-style-type: none"> · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 0% |
| 6 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | <ul style="list-style-type: none"> · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% Form of Assessment : Project Results Assessment / Product Assessment | <ul style="list-style-type: none"> · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 0% |
| 7 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | <ul style="list-style-type: none"> · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% | <ul style="list-style-type: none"> · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 0% |
| 8 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | <ul style="list-style-type: none"> · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% Form of Assessment : Project Results Assessment / Product Assessment | <ul style="list-style-type: none"> · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 0% |
| 9 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | <ul style="list-style-type: none"> · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% | <ul style="list-style-type: none"> · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 0% |

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| 10 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% | · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 0% |
| 11 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% | · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 0% |
| 12 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% | · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 0% |
| 13 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% | · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 0% |
| 14 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% | · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 0% |

| | | | | | | | |
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| 15 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% | · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 0% |
| 16 | Mastering and explaining the material for Exhibition of dance, music, art works for AUD with various movement designs: top, bottom, group designs | · Can explain the meaning of Exhibition · Can mention the types of Exhibition · Can state the purpose of the Exhibition | Criteria: 1.Presentation 30% 2.Argumentation 35 % 3.studio work 35% | · Direct learning · Lecture · Discussion · Question and answer 3 X 50 | | | 0% |

Evaluation Percentage Recap: Project Based Learning

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