

	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																																
Development of AUD Fine Arts Learning	8620702214		T=2	P=0	ECTS=3.18	2	July 17, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
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Learning model	Project Based Learning																																						
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)																																						
	PLO-PO Matrix																																						
		<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-3</td> <td style="padding: 5px;">PLO-9</td> <td colspan="4"></td> </tr> </table>						P.O	PLO-3	PLO-9																													
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PO Matrix at the end of each learning stage (Sub-PO)																																							
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">8</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;">14</td> <td style="padding: 5px;">15</td> <td style="padding: 5px;">16</td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	This course aims to provide students with skills in designing arts and creativity education lessons for early childhood. Studies include: The essence of arts education for early childhood, the concept of early childhood creativity, musical creativity, dance creativity, theater creativity, fine arts and crafts creativity (drawing, coloring, cutting, folding, sticking, etc.), movement creativity in Early Childhood, as well as art learning plans for early childhood. Lecture learning methods, project-based learning, group discussions, and simulations.																																						
References	Main :																																						

1. 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 . @font-face {font-family:"Cambria Math"; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:roman; mso-font-pitch:variable; mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face {font-family:"Arial MT"; panose-1:2 11 6 4 2 2 2 2 4; mso-font-charset:1; mso-generic-font-family:swiss; mso-font-pitch:variable; mso-font-signature:0 0 0 0 0 0 0 0 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-unhide:no; mso-style-qformat:yes; mso-style-parent:""; margin:0cm; mso-pagination:none; text-autospace:none; font-size:11.0pt; font-family:"Arial MT",sans-serif; mso-fareast-font-family:"Arial MT"; mso-bidi-font-family:"Arial MT"; mso-ansi-language:#0021;}p.MsoBodyText, li.MsoBodyText, div.MsoBodyText {mso-style-priority:1; mso-style-unhide:no; mso-style-qformat:yes; mso-style-link:"Body Text Char"; margin:0cm; mso-pagination:none; text-autospace:none; font-size:9.0pt; font-family:"Arial MT",sans-serif; mso-fareast-font-family:"Arial MT"; mso-bidi-font-family:"Arial MT"; mso-ansi-language:#0021;}span.BodyTextChar {mso-style-name:"Body Text Char"; mso-style-priority:1; mso-style-unhide:no; mso-style-locked:yes; mso-style-link:"Body Text"; mso-ansi-font-size:9.0pt; mso-bidi-font-size:9.0pt; font-family:"Arial MT",sans-serif; mso-ascii-font-family:"Arial MT"; mso-fareast-font-family:"Arial MT"; mso-hansi-font-family:"Arial MT"; mso-bidi-font-family:"Arial MT"; mso-ansi-language:#0021;}p.MsoChpDefault {mso-style-type:export-only; mso-default-props:yes; font-size:11.0pt; mso-ansi-font-size:11.0pt; mso-bidi-font-size:11.0pt; font-family:"Calibri",sans-serif; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi; mso-ansi-language:EN-US;}p.MsoPapDefault {mso-style-type:export-only; mso-pagination:none; text-autospace:none;}div.WordSection1 {page:WordSection1;}

Supporters:

Supporting lecturer

Dr. Nurul Khotimah, S.Pd., M.Pd.
Sri Widayati, S.Pd., M.Pd.
Dr. Achmad Sya'dullah., S.Psi., 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	<p>Explains how visual arts help children grow, Explains how two-dimensional activities are designed. Explains drawing experiences, Explains painting experiences, Explains collage experiences, Explains graphic arts experiences, Explains knitting arts experiences, Explains computer arts experiences, Explains designing three-dimensional activities. Explain the power of visual arts</p>	<p>How visual arts help children grow How two-dimensional activities are designed. Drawing experience Painting experience Collage experience Graphic arts experience Knitting arts experience Computer arts experience Designing three-dimensional activities The power of visual arts</p>	<p>Criteria: 1.Very good 85-100 2.OK= 75=84 3.Less== 60-74</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>lectures, discussions and assignments</p>	<p>Blended Learning Asynchronous learning at Vinesa</p> <p>Blended Learning Asynchronous learning at Vinesa</p> <p>Blended Learning Asynchronous learning at Vinesa</p> <p>Blended Learning Asynchronous learning at Vinesa</p> <p>Blended learning</p>	<p>Material: Nurul Khotimah. 2015. Fine Arts Education Recognition Technique Dyeing In Early Childhood. International Proceedings ISBN 978-979- 028-742-6 Nurul Khotimah. 2018. Learning to draw ISBN: 978-602-449-196-3. Unesa University Press Nurul Khotimah. 2012. Child-based learning in the development of the arts (fine) field at batik and sabitul azmi preschools in Sidoarjo. Journal of Arts research and education</p> <p>References:</p> <hr/> <p>Material: Can explain the meaning of art Can mention types of art Can state the purpose of art Can explain the meaning of drawing and painting</p> <p>References:</p>	50%
2	<p>Explains how visual arts help children grow, Explains how two-dimensional activities are designed. Explains drawing experiences, Explains painting experiences, Explains collage experiences, Explains graphic arts experiences, Explains knitting arts experiences, Explains computer arts experiences, Explains designing three-dimensional activities. Explain the power of visual arts</p>	<p>How visual arts help children grow How two-dimensional activities are designed. Drawing experience Painting experience Collage experience Graphic arts experience Knitting arts experience Computer arts experience Designing three-dimensional activities The power of visual arts</p>	<p>Criteria: 1.Very good 85-100 2.OK= 75=84 3.Less== 60-74</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>lectures, discussions and assignments 2 X 50</p>		<p>Material: Nurul Khotimah. 2015. Fine Arts Education Recognition Technique Dyeing In Early Childhood. International Proceedings ISBN 978-979- 028-742-6 Nurul Khotimah. 2018. Learning to draw ISBN: 978-602-449-196-3. Unesa University Press Nurul Khotimah. 2012. Child-based</p>	50%

						<p>learning in the development of the arts (fine) field at batik and sabitul azmi preschools in Sidoarjo. Journal of Arts research and education</p> <p>References:</p> <hr/> <p>Material: Nurul Khotimah. 2015. Fine Arts Education Recognition Technique Dyeing In Early Childhood. International Proceedings ISBN 978-979-028-742-6 Nurul Khotimah. 2018. Learning to draw ISBN: 978-602-449-196-3. Unesa University Press Nurul Khotimah. 2012. Child-based learning in the development of the arts (fine) field at batik and sabitul azmi preschools in Sidoarjo. Journal of Arts research and education</p> <p>References:</p> <hr/> <p>Material: Can explain the meaning of drawing and painting</p> <p>Reference:</p>
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16							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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.