SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
AUD Music Creation	8620702225	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	May 2, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dra. Nurhenti Dorlina Simatupang, M.Sn	Kartika Rinakit Adhe, S.Pd., M.Pd.	Kartika Rinakit Adhe, S.Pd., M.Pd.

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-5	Mastering pedagogical skills in early childhood learning based on national cultural values
	PLO-9	Mastering the concepts of early childhood art according to the development needs of early childhood.
	Program Objectives (PO)	
	PO - 1	Lecture Contract, Knowledge of the nature, understanding and characteristics of AUD music creations and getting to know the types of AUD music creations
	PO - 2	Basic principles of Early Children's Music Creation
	PO - 3	Identify the characteristics and development of Aud's musical creative works
	PO - 4	Early Childhood Music Learning Theory
	PO - 5	Designing an Early Childhood Music Creation program.
	PO - 6	Understanding Early Childhood Music Creation skills through routine, programmed, spontaneous and exemplary activities and involving parents in children's music education
	PO - 7	Understanding of the skills of evaluation characteristics of Early Childhood Musical Creation and evaluation techniques for Early Childhood Musical Creation
	PO - 8	UTS
	PO - 9	Understanding the skills of teaching methods for Early Childhood Music Creation
	PO - 10	Understanding the development model for learning to create musical works in early childhood (AUD) in the age range of 2 to 4 years
	PO - 11	Implement a learning development model for creating musical works for children aged 5 to 7 years
	PO - 12	Make video tutorials for AUD music activities
	PO - 13	Presentation, discussion and input on group video work
	PO - 14	Observation of learning and teaching practice of Aud's musical works
	PO - 15	Teaching observation reports/articles 2. Students are able to make teaching observation reports and turn them into articles
	PO - 16	Final exams
	PLO-PO Matrix	

P.O	PLO-3	PLO-5	PLO-9
PO-1	✔	✔	✔
PO-2	✔	✔	✔
PO-3	✔	✔	✔
PO-4	✔	✔	✔
PO-5	✔	✔	✔
PO-6	✔	✔	✔
PO-7	✔	✔	✔
PO-8	✔	✔	✔
PO-9	✔	✔	✔
PO-10	✔	✔	✔
PO-11	✔	✔	✔
PO-12	✔	✔	✔
PO-13	✔	✔	✔
PO-14	✔	✔	✔
PO-15	✔	✔	✔
PO-16	✔	✔	✔

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
PO-1	✔															
PO-2		✔														
PO-3			✔													
PO-4				✔												
PO-5					✔											
PO-6						✔										
PO-7							✔									
PO-8								✔								
PO-9									✔							
PO-10																
PO-11											✔					
PO-12												✔				
PO-13													✔			
PO-14														✔		
PO-15															✔	
PO-16																✔

Short Course Description	The course "Early Childhood Musical Creation" is a learning program that aims to provide an in-depth understanding of the development of creative and innovative musical works that are appropriate to the development of early childhood (0-8 years). This course focuses on how to create music that is appropriate to the cognitive, emotional and physical development stages of children in that age range. The main aim of this course is to equip students with the knowledge and skills to design, develop and implement interesting and meaningful musical works in the context of early childhood education. The learning strategies used are lecture methods, project based learning, group discussions and practice-based learning.

References

Main :

1. 1. Craig Peery Irene Weiss Peery. 1987 Music and Child Development. Springer-Verlag New York Berlin Heidelberg London Paris Tokyo
2. 2. Frederick Vio Oivin Varkoy 2015. Philosophy of Music Education Challenged:Heideggerian Inspiration. Department of Education Aarhus University Copenhagen , Denmark
3. 3 . Irène Deliège and Geraint A. Wiggins 2006. Musical Creativity Multidisciplinary Research in Theory and Practice. Published with the support of the University Foundation of Belgium
4. 4. Linda Carol Edwards. 2013 MUSIC AND MOVEMENT A Way of Life for the Young Child Boston Columbus Indianapolis New York San Francisco Upper Saddle River Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo S E V E N T H E D I T I O N
5. 5. Micheal Houlahan & Philip Tacka 2015. Kodály in the First Grade Classroom Developing the Creative Brainin the 21st Century. Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide.
6. 6. Natalie Sarrazin 2026. Music and the Child. Open SUNY Textbooks

Supporters:

1. 1. Barry Parker 2008. Good Vibrations The Physics of Music. The Johns Hopkins University Press Baltimore
2. 2. Dorita S Berger 2002. Music Therapy Integration and the Autistic Child. Jessica Kingsley Publishers 116 Pentonville RoadLondon N1 9JB, UK and 400 Market Street, Suite 400 Philadelphia, PA 19106, USA
3. 3. Irène Deliège and Geraint A. Wiggins 2006. Musical Creativity Multidisciplinary Research in Theory and Practice. Published with the support of the University Foundation of Belgium
4. 4. N Simatupang, S Widayati, KR Adhe, SA Sholihah 2022. Application of Singing Activities to Stimulate Children's Vocabulary Acquisition. Child Education Journal 4 (2), 139-158
5. ND Simatupang, SA Sholichah, IA Simanjuntak 2023. Pelatihan Musik untuk Meningkatkan Pengetahuan dan Kemampuan Bermusik Guru PAUD. Jurnal Pelita PAUD 8 (1), 29-38
6. ND Simatupang, WP Saroinsong, S Widayati, KR Adhe, MI Damayanti 2024. Pelatihan Literasi Numerasi Transisi PAUD SD Melalui Lagu: Early Childhood Education Elementary School Transition Numeracy Literacy Training Through Songs.PengabdianMu: Jurnal Ilmiah Pengabdian kepada Masyarakat 9 (1)

Supporting lecturer	Dra. Nurhenti Dorlina Simatupang, M.Sn.

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	Lecture Contract, Knowledge of the nature, understanding and characteristics of AUD music creations and getting to know the types of AUD music creations	Students can understand the nature, meaning and characteristics of AUD music creations and get to know the types of AUD music creations	**Criteria:** Criteria: Depth of expression of opinion and analysis. Form of assessment: Participatory activity **Form of Assessment** : Practice / Performance	lectures, project based learning, group discussions and practice based learning 2 X 50	lectures, project based learning, group discussions and 2x50 practice based learning	**Material:** 1. Understanding Musical Creation for Early Childhood Children. 2. Definition of musical works in the context of early childhood education 3. The importance of using musical works in early childhood development **Reference:** *Craig Peery Irene Weiss Peery. 1987 Music and Child Development. Springer-Verlag New York Berlin Heidelberg London Paris Tokyo.*	3%
2	Basic principles of early childhood music creation	Students can analyze and explain the Development of AUD Music Awareness	**Criteria:** Criteria: Depth of expression of opinion and analysis. Form of assessment: Participatory activity **Form of Assessment** : Practice / Performance	lectures, project based learning, group discussions and practice based learning 2 X 50	Lectures and Discussions 2x50	**Material:** 4. The Role of Creativity in Early Childhood Education 5. Why is creativity important in early childhood learning? 6. How creativity can be integrated in the approach to music creation **Library:** *Craig Peery Irene Weiss Peery. 1987 Music and Child Development. Springer-Verlag New York Berlin Heidelberg London Paris Tokyo.*	3%
3	Identify the characteristics and development of Aud's musical creations	Students are able to understand the characteristics and development of Aud's musical creations	**Criteria:** Criteria: Depth of expression of opinion and analysis. Form of assessment: Participatory activity **Form of Assessment** : Practice / Performance	lectures, project based learning, group discussions and 2x50 practice based learning	lectures, project based learning, group discussions and 2x50 practice based learning	**Material:** Selecting themes and concepts that are relevant to early childhood. Determining the structure and form of creative works. **Library:** *2. Linda Carol Edwards. 2013 MUSIC AND MOVEMENT A Way of Life for the Young Child Boston Columbus Indianapolis New York San Francisco Upper Saddle River Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo SEVENTHEDITION*	3%

4	Early Childhood Music Learning Theory		**Form of Assessment** : Practice / Performance	lectures, project based learning, group discussions and 2x50 practice based learning	lectures, project based learning, group discussions and 2x50 practice based learning	**Material:** Introduction to Appropriate Lyrics Introduction to Color and Visuals The Importance of Imitation and Interaction Educational and Service Contexts Case Studies and Practicum **Literature:** *Craig Peery Irene Weiss Peery. 1987 Music and Child Development. Springer-Verlag New York Berlin Heidelberg London Paris Tokyo.*	6%
5	Designing an Early Childhood Music Creation program.	Students can design musical works that are suitable for early childhood	**Criteria:** Criteria: Routine and programmed children's music activities. Assessment Form: Participatory Activities, Practice/Performance **Form of Assessment** : Project Results Assessment / Product Assessment	lectures, project based learning, group discussions and 2x50 practice based learning	lectures, project based learning, group discussions and 2x50 practice based learning	**Material:** Introduction to Appropriate Lyrics Introduction to Color and Visuals The Importance of Imitation and Interaction Educational and Service Contexts Case Studies and Practicum **Literature:** *Craig Peery Irene Weiss Peery. 1987 Music and Child Development. Springer-Verlag New York Berlin Heidelberg London Paris Tokyo.* **Material:** Selecting themes and concepts that are relevant to early childhood. Determining the structure and form of creative works. **Library:** *2. Linda Carol Edwards. 2013 MUSIC AND MOVEMENT A Way of Life for the Young Child Boston Columbus Indianapolis New York San Francisco Upper Saddle River Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo SEVENTHEDITION*	10%
6	Understanding Early Childhood Music Creation skills through routine, programmed, spontaneous and exemplary activities and involving parents in children's music education	Students have an understanding of Early Childhood Music Creation skills through routine, programmed, spontaneous and exemplary activities and involving parents in children's music education	**Criteria:** Criteria: Routine and programmed children's music activities. Assessment Form: Participatory Activities, Practice/Performance **Form of Assessment** : Project Results Assessment / Product Assessment	lectures, project based learning, group discussions and 2x50 practice based learning	lectures, project based learning, group discussions and 2x50 practice based learning	**Material:** Learning Methods for Musical Creations for Early Age Children Appropriate approaches in teaching musical creations to young children. The use of play and exploration in learning. Use of Musical Instruments and Movement in Learning How can simple musical instruments be used to support the learning of musical works? Integration of movement in music creation activities. **References:**	10%

| 7 | Understanding of the skills of evaluation characteristics of Early Childhood Musical Creation and evaluation techniques for Early Childhood Musical Creation | Students are skilled at making evaluations of Early Childhood Music Creation Works and evaluation techniques for Early Childhood Music Creation Works | **Criteria:** Students are skilled at making evaluations of Early Childhood Music Creation Works and evaluation techniques for Early Childhood Music Creation Works

Form of Assessment : Project Results Assessment / Product Assessment | lectures, project based learning, group discussions and 2x50 practice based learning | lectures, project based learning, group discussions and 2x50 practice based learning | **Material:** Characteristics of Evaluation of Early Childhood Music Creation; Development Aspects Assessed; Evaluation Techniques for Early Childhood Musical Creations; Indicators for Evaluation of Musical Creation Works; Identifying Potential Musical Talent; Using appropriate Evaluation Tools; Using appropriate rating scales; Providing Constructive Feedback; Group Discussion and Case Analysis
Literature: *2. Linda Carol Edwards. 2013 MUSIC AND MOVEMENT A Way of Life for the Young Child Boston Columbus Indianapolis New York San Francisco Upper Saddle River Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo SEVENTHEDITION*

Material: Using appropriate evaluation tools; Using appropriate rating scales; Providing Constructive Feedback; Group Discussion and Case Analysis
Literature: *Craig Peery Irene Weiss Peery. 1987 Music and Child Development. Springer-Verlag New York Berlin Heidelberg London Paris Tokyo.* | 10% |

| 8 | UTS | Students are able to answer UTS questions | **Criteria:** Criteria: 10-100 marks Assessment Form: Test

Form of Assessment : Test | CollaborativeCognitive Offline 2x50 | CollaborativeCognitive Offline 2x50 | **Material:** Material 1-3
Bibliography: *Craig Peery Irene Weiss Peery. 1987 Music and Child Development. Springer-Verlag New York Berlin Heidelberg London Paris Tokyo.*

Material: Material 4-7
References: *2. Linda Carol Edwards. 2013 MUSIC AND MOVEMENT A Way of Life for the Young Child Boston Columbus Indianapolis New York San Francisco Upper Saddle River Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo SEVENTHEDITION* | 5% |
| 9 | Understanding the skills of teaching methods for Early Childhood Music Creation | Students are able to understand the teaching method for Early Childhood Music Creation | **Criteria:** Criteria: Depth of expression of opinion and analysis. Form of assessment: Participatory activity

Form of Assessment : Practice / Performance | lectures, project based learning, group discussions and 2x50 practice based learning | lectures, project based learning, group discussions and 2x50 practice based learning | **Material:** Introduction to Teaching Methods in Early Childhood Music Education Introduction to Teaching Methods for Musical Creation Understanding Early Childhood Development in the Teaching Context
Library: *Craig Peery Irene Weiss Peery. 1987 Music and Child Development. Springer-Verlag New York Berlin Heidelberg London Paris Tokyo.*

Material: Designing Learning Activities Based on Musical Creation Integrating Play and Physical Activity Stimulating Creativity and Imagination Applying Staging and Presentation Techniques Collaborative Learning
Bibliography: *2. Linda Carol Edwards. 2013 MUSIC AND MOVEMENT A Way of Life for the Young Child Boston Columbus Indianapolis New York San Francisco Upper Saddle River Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo SEVENTHEDITION* | 3% |

| 10 | Understanding the development model for learning to create musical works in early childhood (AUD) in the age range of 2 to 4 years | Skilled Students implement a learning development model for creating musical works in early childhood (AUD) in the age range of 2 to 4 years | **Criteria:** Skilled Students implement a learning development model for creating musical works in early childhood (AUD) in the age range of 2 to 4 years

Form of Assessment : Practice / Performance | lectures, project based learning, group discussions and 2x50 practice based learning | lectures, project based learning, group discussions and 2x50 practice based learning | **Material:** Introduction to the 2-4 Year Age Range Getting to know the Learning Development Model Adapting the Learning Model to a Musical Context Designing a Learning Plan for Using Musical Instruments and Recordings **Library:** *Craig Peery Irene Weiss Peery. 1987 Music and Child Development. Springer-Verlag New York Berlin Heidelberg London Paris Tokyo.*

Material: Creative Activities and Exploration of Play and Movement in Music Learning Composing Story-Based Activities to Support Language Development **Bibliography:** *2. Linda Carol Edwards. 2013 MUSIC AND MOVEMENT A Way of Life for the Young Child Boston Columbus Indianapolis New York San Francisco Upper Saddle River Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo SEVENTHEDITION* | 3% |
| 10 | Understanding the development model for learning to create musical works in early childhood (AUD) in the age range of 2 to 4 years | Skilled Students implement a learning development model for creating musical works in early childhood (AUD) in the age range of 2 to 4 years | **Criteria:** Skilled Students implement a learning development model for creating musical works in early childhood (AUD) in the age range of 2 to 4 years

Form of Assessment : Practice / Performance | lectures, project based learning, group discussions and 2x50 practice based learning | lectures, project based learning, group discussions and 2x50 practice based learning | | 3% |

11	Implement a learning development model for creating musical works for children aged 5 to 7 years	Skilled Students implement a learning development model for creating musical works for children aged 5 to 7 years	**Criteria:** Criteria: Depth of expression of opinion and analysis. Form of assessment: Participatory activity **Form of Assessment** : Practice / Performance	lectures, project based learning, group discussions and 2x50 practice based learning	lectures, project based learning, group discussions and 2x50 practice based learning	**Material:** Material: Introduction Age Range 5-7 Years Understanding Creativity in Music Appropriate Learning Development Model Designing Activities Based on Musical Creation Developing Understanding of Musical Concepts **Library:** *Craig Peery Irene Weiss Peery. 1987 Music and Child Development. Springer-Verlag New York Berlin Heidelberg London Paris Tokyo.* **Material:** Play Approach in Music Learning Developing Collaboration Ability Story and Visual Based Activities Application of Staging and Presentation Techniques Using Technology in Learning **Library:** *2. Linda Carol Edwards. 2013 MUSIC AND MOVEMENT A Way of Life for the Young Child Boston Columbus Indianapolis New York San Francisco Upper Saddle River Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo SEVENTHEDITION*	3%
12	Make video tutorials for AUD music activities	Students are skilled in peer teaching	**Criteria:** Students are skilled in peer teaching **Form of Assessment** : Practice / Performance	lectures, project based learning, group discussions and 2x50 practice based learning	lectures, project based learning, group discussions and 2x50 practice based learning	**Material:** Peer teaching skills Aud's musical creations **Library:** *Craig Peery Irene Weiss Peery. 1987 Music and Child Development. Springer-Verlag New York Berlin Heidelberg London Paris Tokyo.*	6%
13	Presentation, discussion and input on group video work	Video compatibility for AUD	**Criteria:** 10 **Form of Assessment** : Project Results Assessment / Product Assessment	lectures, project based learning, group discussions and 2x50 practice based learning	lectures, project based learning, group discussions and 2x50 practice based learning	**Material:** Peer teaching skills Aud's musical creations **Library:** *Craig Peery Irene Weiss Peery. 1987 Music and Child Development. Springer-Verlag New York Berlin Heidelberg London Paris Tokyo.*	10%
14	Observation of learning and teaching practice of Aud's musical works	Students are able to engage in early childhood observation of learning and teaching practice of Aud's musical creations	**Criteria:** Criteria: conformity with indicators of teaching practice of Aud musical works. Form of assessment: Participatory activities, assessment of project results / product assessment **Form of Assessment** : Project Results Assessment / Product Assessment	lectures, project based learning, group discussions and 2x50 practice based learning	lectures, project based learning, group discussions and 2x50 practice based learning	**Material:** Teaching Practice Skills and Observation **Reader:** *Craig Peery Irene Weiss Peery. 1987 Music and Child Development. Springer-Verlag New York Berlin Heidelberg London Paris Tokyo.*	10%

15	1.Teaching observation report/article 2.Students are able to make teaching observation reports and turn them into articles		**Form of Assessment** : Project Results Assessment / Product Assessment	lectures, project based learning, group discussions and 2x50 practice based learning	lectures, project based learning, group discussions and 2x50 practice based learning	**Material:** Teaching Practice Skills and Observation **Reader:** *Craig Peery Irene Weiss Peery. 1987 Music and Child Development. Springer-Verlag New York Berlin Heidelberg London Paris Tokyo.*	10%
16	Final exams	Students are able to answer semester exam questions	**Form of Assessment** : Test	Cognitive Collaborative 2x50	Cognitive Collaborative 2x50	**Material:** Reports and articles **Bibliography:** *Craig Peery Irene Weiss Peery. 1987 Music and Child Development. Springer-Verlag New York Berlin Heidelberg London Paris Tokyo.* **Material:** Doing UAS **References:** *2. Linda Carol Edwards. 2013 MUSIC AND MOVEMENT A Way of Life for the Young Child Boston Columbus Indianapolis New York San Francisco Upper Saddle River Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo SEVENTHEDITION*	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

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.