



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 Music Arts Learning	8620702221	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	May 2, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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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	
	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 can detail and analyze the basic elements of art in a work of art
	PO - 2	Students can detail and analyze the basic elements of art in a work of art
	PO - 3	Students can design arts learning plans that include creative and innovative activities, and design assessment instruments that are relevant and in line with arts learning objectives.
	PO - 4	Students are able to identify and explain various forms of traditional and contemporary art.
	PO - 5	Students can detail the basic principles of music learning that are appropriate for early childhood development.
	PO - 6	Students can choose and determine collaborative music learning methods for early childhood.
	PO - 7	Students can design and implement collaborative art projects, and develop music learning plans that are responsive to the needs of diverse students. At recognize and compile a list of chords used in musical works.
	PO - 8	Students can generate creative ideas relevant to the project concept, demonstrating an understanding of the musical elements involved.
	PO - 9	Students can generate creative ideas relevant to the project concept, demonstrating an understanding of the musical elements involved.
	PO - 10	Students compile book material for early childhood music learning activities based on experience and creative results
PO - 11	UAS	
PLO-PO Matrix		

P.O	PLO-3	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 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																

Short Course Description

The Music Learning Development course is designed to provide an in-depth understanding of strategies and methods for developing early childhood music learning. The main focus of this course is to equip students with the knowledge and skills necessary to design effective and powerful music learning experiences. Learning strategies use lecture methods, project based learning, group discussions and simulations.

References

Main :

1. Barry Parker 2008. Good Vibrations The Physics of Music. The Johns Hopkins University Press Baltimore
2. Craig Peery Irene Weiss Peery 1986. Music and Child Development. Department of Family Sciences College of Family, Home, and Social Sciences Brigham Young University Provo, Utah 84602, USA
3. 4. Frederick Vio Oivin Varkoy 2015. Philosophy of Music Education Challenged: Heideggerian Inspiration. Department of Education Aarhus University Copenhagen , Denmark
4. 5. 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
5. 6. Linda Carol Edwards 2013. Music and Movement A Way of Live for the Young Children. Pearson 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
6. 7. Micheal Houlahan & Philip Tacka 2015. Kodály in the First Grade Classroom Developing the Creative Brain in 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.
7. 8. Natalie Sarrazin 2026. Music and the Child. Open SUNY Textbooks

Supporters:

1. Dorita S Berger 2002. Music Therapy Integration and the Autistic Child. Jessica Kingsley Publishers 116 Pentonville Road London N1 9JB, UK and 400 Market Street, Suite 400 Philadelphia, PA 19106, USA
2. Pamela Ott 2011. Music for Special Kids . Jessica Kingsley Publishers 116 Pentonville Road London N1 9JB, UK and 400 Market Street, Suite 400 Philadelphia, PA 19106, USA
3. Rachel Darnley-Smith and Helen M. Patey 2004. MUSIC THERAPY. Sage Publications Ltd 1 Oliver's Yard 55 City Road London EC1Y 1SP
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. SA Sholichah, ND Simatupang 2022. Pengaruh Aktivitas Bernyanyi Terhadap Perkembangan Bahasa Anak di TK Kurnia Putra. Jurnal Pelita PAUD 6 (2), 239-247
6. ND Simatupang, WP Saroinsong, R Rosalianisa, S Widayati, 2021. Music Enhancing Young Learner's Creativity. International Journal of Multicultural and Multireligious Understanding 8 (8 ...

Supporting lecturer Dra. Nurhenti Dorlina Simatupang, M.Sn.
Sri Widayati, 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	Students can detail and analyze the basic elements of art in a work of art	Students can detail and analyze the basic elements of art in a work of art	<p>Criteria: Students can detail and analyze the basic elements of art in a work of art</p> <p>Form of Assessment : Practice / Performance</p>	lectures, project based learning, group discussions and 2 x 50 simulations	lectures, project based learning, group discussions and 2 x 50 simulations		3%

2	Students can detail and analyze the basic elements of art in a work of art	Students can detail and analyze the basic elements of art in a work of art	<p>Criteria: Students can detail and analyze the basic elements of art in a work of art well</p> <p>Form of Assessment : Practice / Performance</p>	lectures, project based learning, group discussions and 2x50 simulations	lectures, project based learning, group discussions and 2x50 simulations	<p>Material: Musical elements</p> <p>References: 7. Micheal Houlahan & Philip Tacka 2015. <i>Kodály in the First Grade Classroom Developing the Creative Brain in the 21st Century.</i> 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.</p> <hr/> <p>Material: Starting a journey in music and movement</p> <p>References: 6. Linda Carol Edawards 2013. <i>Music and Movement A Way of Live for the Young Children.</i> Pearson 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</p>	3%
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3	Students can design arts learning plans that include creative activities, and design assessment instruments that are relevant and in line with arts learning objectives.	Art Learning Development, students are expected to be able to design and carry out art learning activities that are not only creative but also appropriate to the level of development of students	<p>Criteria: Criteria: 1. accuracy of analysis 2. neatness of presentation 3. Creativity of ideas 4. communication skills Assessment Form: Participatory Activity</p> <p>Form of Assessment : Practice / Performance</p>	lectures, project based learning, group discussions and 2x50 simulations	lectures, project based learning, group discussions and 2x50 simulations	<p>Material: Musical elements</p> <p>References: 7. Micheal Houlahan & Philip Tacka 2015. <i>Kodály in the First Grade Classroom Developing the Creative Brain in the 21st Century.</i> 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.</p> <hr/> <p>Material: Assessment and Learning Objectives</p> <p>References: 8. Natalie Sarrazin 2026. <i>Music and the Child.</i> Open SUNY Textbooks</p>	3%
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4	Students are able to identify and explain various forms of traditional and contemporary art.	Students can identify and explain traditional art forms from various cultures.	<p>Criteria: Accurate use of the body as a musical medium, singing, clapping, picking, stomping your feet, and moving to the music</p> <p>Form of Assessment : Practice / Performance</p>	lectures, project based learning, group discussions and 2x50 simulations	lectures, project based learning, group discussions and 2x50 simulations	<p>Material: Music Education Approach</p> <p>Bibliography: 8. <i>Natalie Sarrazin 2026. Music and the Child. Open SUNY Textbooks</i></p> <hr/> <p>Material: Developing Musical Skills and Creative Expression</p> <p>References: 6. <i>Linda Carol Edawards 2013. Music and Movement A Way of Live for the Young Children. Pearson 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</i></p>	6%
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5	Students can detail the basic principles of music learning that are appropriate for early childhood development.	Students are able to detail the basic principles of music learning that are appropriate to early childhood development	<p>Criteria: Criteria: 1. Students are able to write musical notation according to musical structure. Form of Assessment: Participatory Activity</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	lectures, project based learning, group discussions and 2x50 simulations	lectures, project based learning, group discussions and 2x50 simulations	<p>Material: Developing Musical Skills and Creative Expression References: 7. <i>Micheal Houlahan & Philip Tacka 2015. Kodály in the First Grade Classroom Developing the Creative Brain in 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.</i></p> <hr/> <p>Material: Assessment and Learning Objectives References: 8. <i>Natalie Sarrazin 2026. Music and the Child. Open SUNY Textbooks</i></p>	10%
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6	Students can choose and determine collaborative music learning methods for early childhood.	Students can choose and determine collaborative music learning methods for early childhood.	<p>Criteria: Criteria: 1. accuracy of analysis 2. neatness of presentation 3. Creativity of ideas 4. communication skills Assessment Form: Participatory Activity</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	lectures, project based learning, group discussions and 2x50 simulations	lectures, project based learning, group discussions and 2x50 simulations	<p>Material: Creative Activities and Learning Planning Bibliography: 8. Natalie Sarrazin 2026. <i>Music and the Child. Open SUNY Textbooks</i></p> <hr/> <p>Material: Developing Musical Skills and Creative Expression References: 7. Micheal Houlahan & Philip Tacka 2015. <i>Kodály in the First Grade Classroom Developing the Creative Brain in the 21st Century. Oxford University Press</i> is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide.</p>	10%
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7	<p>Students can design and implement collaborative arts projects, and develop music learning plans that are responsive to the needs of diverse students. At recognize and compile a list of chords used in musical works.</p>	<p>Students can design and implement collaborative arts projects, and develop music learning plans that are responsive to the needs of diverse students. At recognize and compile a list of chords used in musical works.</p>	<p>Criteria: Criteria: 1. accuracy of analysis 2. neatness of presentation 3. Creativity of ideas 4. communication skills Assessment Form: Participatory Activity</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>lectures, project based learning, group discussions and 2x50 simulations</p>	<p>lectures, project based learning, group discussions and 2x50 simulations</p>	<p>Material: Children's Songs and Singing Activities References: 8. <i>Natalie Sarrazin 2026. Music and the Child. Open SUNY Textbooks</i></p> <hr/> <p>Material: Developing Musical Skills and Creative Expression References: 6. <i>Linda Carol Edwards 2013. Music and Movement A Way of Live for the Young Children. Pearson 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</i></p> <hr/> <p>Material: Creative Activities and Learning Planning References: 7. <i>Micheal Houlahan & Philip Tacka 2015. Kodály in the First Grade Classroom Developing the Creative Brain in 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.</i></p>	10%
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8		Do the test correctly	Criteria: Students can do the soar correctly Form of Assessment : Test	Offline 2x50	Offline 2x50	Material: Chapters 1, 2, 3, and 4 Bibliography: 8. <i>Natalie Sarrazin 2026. Music and the Child. Open SUNY Textbooks</i>	5%
9	Students can generate creative ideas relevant to the project concept, demonstrating an understanding of the musical elements involved.	Students produce creative ideas that are original and relevant to the given project concept.	Criteria: Students are able to produce creative ideas that are original and relevant to the given project concept. Form of Assessment : Practice / Performance	lectures, project based learning, group discussions and 2x50 simulations	lectures, project based learning, group discussions and 2x50 simulations	Material: Music in Early Childhood Development, Children's Musical Games: Musicality and Creativity References: 8. <i>Natalie Sarrazin 2026. Music and the Child. Open SUNY Textbooks</i>	3%

10	Students can generate creative ideas relevant to the project concept, demonstrating an understanding of the musical elements involved.	Suitability of ideas with the character of early childhood music	<p>Criteria: Suitability of ideas with the character of early childhood music</p> <p>Form of Assessment : Practice / Performance</p>	lectures, project based learning, group discussions and 2x50 simulations	lectures, project based learning, group discussions and 2x50 simulations	<p>Material: structure of children's songs</p> <p>References: 7. Micheal Houlahan & Philip Tacka 2015. <i>Kodály in the First Grade Classroom Developing the Creative Brain in the 21st Century.</i> 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.</p> <hr/> <p>Material: Songs for 3-year-old children</p> <p>References: 6. Linda Carol Edawards 2013. <i>Music and Movement A Way of Live for the Young Children.</i> Pearson 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</p>	3%
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11	Students compile book material for early childhood music learning activities based on experience and creative results	Students compile book material for early childhood music learning activities based on experience and creative results	<p>Criteria: Students compile book material for early childhood music learning activities based on experience and creative results</p> <p>Form of Assessment : Practice / Performance</p>	lectures, project based learning, group discussions and 4x50 simulations	lectures, project based learning, group discussions and 4x50 simulations	<p>Material: Music and the Brain</p> <p>References: 8. <i>Natalie Sarrazin 2026. Music and the Child. Open SUNY Textbooks</i></p> <hr/> <p>Material: Creative Activities and Learning Planning</p> <p>References: 7. <i>Micheal Houlahan & Philip Tacka 2015. Kodály in the First Grade Classroom Developing the Creative Brain in 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.</i></p>	3%
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12	Students can design and implement collaborative art projects, and develop music learning plans that are responsive to the needs of diverse students, recognize and compile a list of chords used in musical works	Students can design and implement collaborative art projects, and develop music learning plans that are responsive to the needs of diverse students, recognize and compile a list of chords used in musical works	<p>Criteria: Students can design and implement collaborative art projects, and develop music learning plans that are responsive to the needs of diverse students, recognize and compile a list of chords used in musical works</p> <p>Form of Assessment : Practice / Performance</p>	lectures, project based learning, group discussions and 2x50 simulations	lectures, project based learning, group discussions and 2x50 simulations	<p>Material: Musical elements Rhythm: note, silence, pulse (beat), rhythm pattern, bar, and rhythm Reference: 7. Micheal Houlahan & Philip Tacka 2015. <i>Kodály in the First Grade Classroom Developing the Creative Brain in the 21st Century.</i> 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.</p> <hr/> <p>Material: Children's Songs and Singing Activities References: 8. Natalie Sarrazin 2026. <i>Music and the Child. Open SUNY Textbooks</i></p>	6%
13	Students can generate creative ideas relevant to the project concept, demonstrating an understanding of the musical elements involved	Students can generate creative ideas relevant to the project concept, demonstrating an understanding of the musical elements involved	<p>Criteria: Students can generate creative ideas relevant to the project concept, demonstrating an understanding of the musical elements involved</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	lectures, project based learning, group discussions and 2x50 simulations	lectures, project based learning, group discussions and 2 X 50 simulations	<p>Material: Teaching music Bibliography: 8. Natalie Sarrazin 2026. <i>Music and the Child. Open SUNY Textbooks</i></p>	10%

14	Students can generate creative ideas relevant to the project concept, demonstrating an understanding of the musical elements involved	Students can generate creative ideas relevant to the project concept, demonstrating an understanding of the musical elements involved	<p>Criteria: Students can generate creative ideas relevant to the project concept, demonstrating an understanding of the musical elements involved</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	lectures, project based learning, group discussions and 2 x 50 simulations	lectures, project based learning, group discussions and 2 x 50 simulations	<p>Material: Chapters 1-10 Bibliography: 8. <i>Natalie Sarrazin 2026. Music and the Child. Open SUNY Textbooks</i></p> <hr/> <p>Material: Chapters 1-8 Bibliography: 6. <i>Linda Carol Edwards 2013. Music and Movement A Way of Live for the Young Children. Pearson 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</i></p> <hr/> <p>Material: Chapters 1-5 Bibliography: 7. <i>Micheal Houlahan & Philip Tacka 2015. Kodály in the First Grade Classroom Developing the Creative Brain in 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.</i></p>	10%
15	Students compile book material for early childhood music learning activities based on experience and creative results	Students compile book material for early childhood music learning activities based on experience and creative results	<p>Criteria: Students compile book material for early childhood music learning activities based on experience and creative results</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	lectures, project based learning, group discussions and 2x50 simulations	lectures, project based learning, group discussions and 2x50 simulations		10%

16	UAS	Students do UAS questions correctly	Form of Assessment : Test	Answering UAS 2x50 questions	Answering UAS 2x50 questions		5%
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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.**