



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Early Childhood Education Teacher Education Undergraduate Study**  
**Program**

Document  
Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>										
MUSIC EDUCATION AUD	8620702154	Study Program Elective Courses	T=2	P=0	ECTS=3.18	4	May 2, 2023										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>											
	Dra. Nurhenti Dordlina Simatupang, M.sn		Dra. Nurhenti Dordlina Simatupang, M.Sn			Kartika Rinakit Adhe, S.Pd., M.Pd.											
<b>Learning model</b>	Project Based Learning																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																
	<b>PLO-3</b>	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															
	<b>PLO-9</b>	Mastering the concepts of early childhood art according to the development needs of early childhood.															
	<b>Program Objectives (PO)</b>																
	<b>PLO-PO Matrix</b>																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 30px;">P.O</td> <td style="width: 30px;">PLO-3</td> <td style="width: 30px;">PLO-9</td> </tr> </table>			P.O	PLO-3	PLO-9										
P.O	PLO-3	PLO-9															
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Short Course Description</b>	This course provides knowledge to students through the concept of early childhood music education, the concept of management of early childhood music activities, and strategies/methods/models of early childhood behavior management, as well as skills for planning, compiling programs, implementing, evaluating and resolving problems that arise. related to early childhood music education. This course also equips students to be able to make decisions in applying/applying special strategies/methods/models to find alternative solutions in solving problems in the field of early childhood music education. Lectures are carried out with student-centered learning through small group discussions, problem based learning, and simulations.																
<b>References</b>	<b>Main :</b>																
	<ol style="list-style-type: none"> <li>1. 1. Direktorat Paud Kemdikbud (2020) Bermain Musik dan Gerak. Kementerian Pendidikan dan Kebudayaan</li> <li>2. 2.Don Lebler, Gemma Carey, Scott de Harrisson (2015) Assessment in Music Education: from Politic to Practice. Springer Cham Heidelberg New York Dordrecht London</li> <li>3. 3.Natalie Sarrazin (2016) Music and the Child: Open SUNY Textbooks</li> <li>4. 4.Nurhenti Dordlina S (2013). Teori Dasar Musik: Bintang Surabaya</li> </ol>																
	<b>Supporters:</b>																
<b>Supporting lecturer</b>	Dra. Nurhenti Dordlina Simatupang, M.Sn.																
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time ]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>										
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>												
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)										

1	Introduction to knowledge of the nature of early childhood music education and college contracts	Agreement on the implementation of lectures	<b>Form of Assessment :</b> Participatory Activities	Offline discussion and questions and answers 2 X 50	Introduction to knowledge of the nature of early childhood music education and college contracts	<b>Material:</b> Introduction to knowledge of the nature of early childhood music education and college contracts. <b>References:</b> 4 Linda Carol Edwards (2013) <i>Music and Movement: A Way of Life for the Young Child</i> . Pearson Educational, Inc	2%
2	Students can understand and apply rhythm elements in music	Rhythm musical elements: notes, silence, pulse (beat), rhythm patterns, time, and rhythm	<b>Criteria:</b> 1.Accuracy of writing notation 2.Compatibility of writing notation with reading ability  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Demonstration Questions and Answers Presentation Assignment 2 X 50		<b>Material:</b> Elements of music Rhythm: notes, silence, pulse (beat), rhythm patterns, time signatures, and timing <b>References:</b> 4. Nurhenti Dirlina S (2013). <i>Basic Music Theory: Bintang Surabaya</i>  <b>Material:</b> Musical elements Rhythm: note, silence, pulse (beat), rhythm pattern, measure, and timer <b>Library:</b>	8%
3	Students can explain the importance of time in music	Students can apply the use of time signatures and how to measure them	<b>Criteria:</b> Accuracy in using time signatures and applying them in songwriting, and rhythm movements according to basic patterns  <b>Form of Assessment :</b> Participatory Activities	Demonstration Questions and Answers Discussion Assignment Offline Presentation 2 X 50	Students can understand and apply rhythm elements in music	<b>Material:</b> Students can apply the use of rhythm and how to <b>make rhythm</b> <b>Reference:</b> 4. Nurhenti Dirlina S (2013). <i>Basic Music Theory: Bintang Surabaya</i> 5. Nurhenti Dirlina Simatupang et al (2021) Haura Publishing	2%
4	Students can understand melodic musical elements and their application in songs	Understand and be skilled at writing and reading melodies: major scales, ascending and descending minor scales, and reading 1 octave melodies	<b>Criteria:</b> Melodic precision  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Demonstration Questions and Answers Offline Presentation Assignment 2 X 50	Understand and be skilled at writing and reading melodies: major scales, ascending and descending minor scales, and reading 1 octave melodies	<b>Material:</b> melodic musical elements and their application in songs <b>References:</b> 3.Natalie Sarrazin (2016) <i>Music and the Child: Open SUNY Textbooks</i>	4%

5	Students can understand melodic musical elements and their application in songs	Continuing week 4	<b>Criteria:</b> Ability to read melodies  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Live Practice Demonstration 2 X 50		<b>Material:</b> melodic musical elements and their application in songs <b>References:</b> 3. <i>Natalie Sarrazin (2016) Music and the Child: Open SUNY Textbooks</i>	4%
6	Students are able to understand and apply simple harmonies in music	Students can understand simple harmonies in music	<b>Criteria:</b> Skills in making simple arrangements of 2 voice model songs and singing  <b>Form of Assessment :</b> Practice / Performance	Demonstration Questions and Answers Practice Assignment/Offline 2 X 50	understand and apply simple harmony in music	<b>Material:</b> understanding and applying simple harmony in music <b>References:</b> 3. <i>Natalie Sarrazin (2016) Music and the Child: Open SUNY Textbooks</i>	5%
7	Understand expressions in music and apply them	Students can understand expressions in music and apply them	<b>Criteria:</b> Skills in determining and applying expressions in songs  <b>Form of Assessment :</b> Participatory Activities	Live/Offline Practical Demonstration 2 X 50	Understand expressions in music and apply them	<b>Material:</b> Understanding expression in music and applying it. <b>References:</b> 3. <i>Natalie Sarrazin (2016) Music and the Child: Open SUNY Textbooks</i>	2%
8	UTS	Meeting materials 1-7	<b>Form of Assessment :</b> Test	Written Test 2 X 50		<b>Material:</b> Meeting material 1-7 <b>References:</b> 3. <i>Natalie Sarrazin (2016) Music and the Child: Open SUNY Textbooks</i>	20%
9	Students are able to play the Rekorder musical instrument	· Students can play musical instruments, recorder/pianica, children's songs	<b>Criteria:</b> Ability to play recorder and piano, both wind and fingering in playing children's songs  <b>Form of Assessment :</b> Participatory Activities	Live/Offline Practical Demonstration 2 X 50	Techniques for playing musical instruments, recorder and piano	<b>Material:</b> Playing musical instruments <b>References:</b> 4. <i>Nurhenti Dirlina S (2013). Basic Music Theory: Bintang Surabaya</i> 5. <i>Nurhenti Dirlina Simatupang et al (2021) Haura Publishing</i>	2%
10	Students are able to play musical instruments, piano and guitar	Continue playing guitar music	<b>Criteria:</b> Skills in playing guitar/keyboard to accompany songs  <b>Form of Assessment :</b> Participatory Activities	Live/Offline Practice Demonstration 2 X 50	basic guitar playing techniques	<b>Material:</b> Playing accompanying musical instruments <b>References:</b> 1. <i>Directorate of Early Childhood Education, Ministry of Education and Culture (2020) Playing Music and Movement. Ministry of Education and Culture</i>	2%

11	Students are able to sing using basic vocal techniques	Students can practice basic vocal techniques in singing children's songs	<b>Criteria:</b> Skills in using basic vocal techniques <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Live/Offline Practical Demonstration 2 X 50	Students are able to sing using basic vocal techniques	<b>Material:</b> Vocal techniques <b>References:</b> 4. Nurhenti Dorlina S (2013). <i>Basic Music Theory: Bintang Surabaya</i> 5. Nurhenti Dorlina Simatupang et al (2021) <i>Haura Publishing</i>	3%
12	Strengthening of the 11th meeting	Strengthening meeting 11 and practicing vocal techniques for singing model songs	<b>Criteria:</b> Skills in using vocal techniques when singing <b>Form of Assessment :</b> Participatory Activities	Live/Offline Practical Demonstration 2 X 50		<b>Material:</b> Singing syntax <b>References:</b> 4 Linda Carol Edwards (2013) <i>Music and Movement: A Way of Life for the Young Child</i> . Pearson Educational, Inc	2%
13	Students are able to create simple songs using form and structure.	Students can understand the form of song structure as a basis for making simple songs	<b>Criteria:</b> Motive development <b>Form of Assessment :</b> Participatory Activities	Demonstration Questions and answers Live/Offline practice 2 X 50		<b>Material:</b> Students are able to create simple songs using form and structure. <b>References:</b> 1. Directorate of Early Childhood Education Ministry of Education and Culture (2020) <i>Playing Music and Movement</i> . Ministry of Education and Culture	2%
14	Students are able to practice teaching their songs to children and observing	Students are able to practice teaching their songs to children and observing	<b>Criteria:</b> Students are skilled at practicing their songs with children and can observe children <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment	Demonstration Questions and answers Discussion Live/Offline Practice 2 X 50		<b>Material:</b> Students are able to understand the structural elements of music to create songs <b>Aud Reference:</b> 4. Nurhenti Dorlina S (2013). <i>Basic Music Theory: Bintang Surabaya</i> 5. Nurhenti Dorlina Simatupang et al (2021) <i>Haura Publishing</i>	15%
15	Continuation of meeting 14 finishing individual songs	Finishing individual song works	<b>Criteria:</b> article <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Practice making 2 X 50 articles		<b>Material:</b> Teaching practice <b>References:</b> 4 Linda Carol Edwards (2013) <i>Music and Movement: A Way of Life for the Young Child</i> . Pearson Educational, Inc	7%

16	UAS (students present young children who have been taught the songs they wrote in an art performance)	Musical arts performance	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test	2 X 50		<b>Material:</b> US <b>Bibliography:</b> 4 Linda Carol Edwards (2013) <i>Music and Movement: A Way of Life for the Young Child.</i> Pearson Educational, Inc	20%
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**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	30%
2.	Project Results Assessment / Product Assessment	22.5%
3.	Practical Assessment	5%
4.	Practice / Performance	12.5%
5.	Test	30%
		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.
- 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.