



**Universitas Negeri Surabaya  
Faculty of Vocational Studies  
D4 Fashion Design Study Program**

Document  
Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Basic Design	9441002052	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	May 13, 2023
AUTHORIZATION	SP Developer	Course Cluster Coordinator			Study Program Coordinator		
	Dra. Yulistiana, M.PSDM	Indarti, S.Pd, M.Sn			Dr. Irma Russanti, S.Pd., M.Ds.		

<b>Learning model</b>	<b>Project Based Learning</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																					
	<b>PLO-10</b>	Able to apply research results in developing fashion designs that are creative, innovative, based on local culture and global issues, as well as paying attention to market trends and opportunities																																																																																																				
	<b>PLO-14</b>	Have in-depth theoretical concepts about various types of textile materials, fashion history, fashion design principles, fashion trends, fashion industry structure, sustainable practices in fashion, cultural exploration, and an understanding of business aspects in the fashion industry, to carry out the entire creative process and formulate procedural problem solving.																																																																																																				
	<b>Program Objectives (PO)</b>																																																																																																					
	<b>PO - 1</b>	CPMK 1 Students have the ability to understand basic design concepts																																																																																																				
	<b>PO - 2</b>	CPMK 2 Students have the ability to understand design tools and materials																																																																																																				
	<b>PO - 3</b>	CPMK 3 Students have the skills to express Design Elements																																																																																																				
	<b>PO - 4</b>	CPMK 4 Students have the skills to express Design Principles																																																																																																				
	<b>PLO-PO Matrix</b>																																																																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-10</th> <th>PLO-14</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td></tr> </tbody> </table>	P.O	PLO-10	PLO-14	PO-1			PO-2			PO-3			PO-4																																																																																							
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																						
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<b>Short Course Description</b>	Conduct studies and provide an understanding of basic design concepts and mastery of skills in applying Design Elements which include line, direction, shape, size, texture, value, dark and light, and color, as well as Design Principles which include the principles of unity, proportion, balance, center of interest and rhythm. Practice analyzing and applying design elements and design principles to fashion designs or works of art in the fashion field. Learning is carried out by applying the Case Study and Project Based Learning learning models in producing a portfolio.
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<b>References</b>	<b>Main :</b>
	<ol style="list-style-type: none"> <li>1. Sanyoto, Sadjiman Ebd. 2005. Dasar-Dasar Tata Rupa dan Desain (Nirmana). Yogyakarta: Arti Bumi Intaran.</li> <li>2. Darmaprawira, Sulasmi. 2002. Warna: Teori dan Kreativitas Penggunaannya. Bandung: ITB.</li> <li>3. Sipahelut, Atisah dan Petrussumadi. 1991. Dasar Desain. Jakarta: Departemen Pendidikan dan Kebudayaan.</li> </ol>
	<b>Supporters:</b>

1. Irawan, Bambang dan Tamara, Pricilia. 2013. Dasar-Dasar Desain. Depok: Griya Kreasi.
2. Pentak, Stephen & Lauer, David A. 2016. Design Basics . Boston: Cengage Learning.

**Supporting lecturer** Dra. Yulistiana, M.PSDM.

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 have the ability to understand basic design concepts	1. Explain the meaning of design 2. Explain the design scope3. Mention the type of design 4. Explain design requirements	<p><b>Criteria:</b> The assessment includes the completeness of the systematic information on the preparation of sources and the examples provided</p> <p><b>Form of Assessment :</b> Participatory Activities</p>		Approach: deductive Discussion and lecture method Model: Case Study, online using the WA Group, Google meet and SiDia 2 X 50 platforms	<p><b>Material:</b> 1. Definition of design 2. Scope of design 3. Types of design 4. Design requirements</p> <p><b>References:</b> Sanyoto, Sadjiman Ebd. 2005. <i>Basics of Fine Arts and Design (Nirmana)</i>. Yogyakarta: <i>The Meaning of Bumi Intaran</i>.</p>	5%
2	Students have the ability to explain various design tools and materials and their uses	1. Explain the meaning of design tools and materials 2. Identify various design tools 3. Explain the use and use of design tools4. Explain the meaning of design materials 5. Identify various types of design materials	<p><b>Criteria:</b> Assessment includes: accuracy in answering questions, accuracy in using design tools and materials</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Approach: deductive Discussion and lecture method Model: Case Study, offline using the WA Group, Google meet and SiDia 2 X 50 platforms		<p><b>Material:</b> 1. Definition of design tools and materials 2. Types of design tools 3. Use and use of design tools 4. Definition of design materials 5. Types of design materials</p> <p><b>References:</b> Sanyoto, Sadjiman Ebd. 2005. <i>Basics of Fine Arts and Design (Nirmana)</i>. Yogyakarta: <i>The Meaning of Bumi Intaran</i>.</p>	0%
3	Students have the skills to express the elements of Line and Direction	1. Explain the meaning of the elements Line and Direction 2. Mention the types/kinds of Lines and Directions 3. Explain the characteristics/meaning of the Line and Direction elements4. Create a work of art by applying the elements of Line and Direction	<p><b>Criteria:</b> Assessment includes: creativity, neatness, suitability to theme, layout and color.</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>		Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and SiDia 2 X 50 platforms	<p><b>Material:</b> 1. Understanding the elements of lines and directions 2. Types/kinds of lines and directions 3. Characteristics of lines and directions 4. Application of elements of lines and directions in design</p> <p><b>Reader:</b> Sanyoto, Sadjiman Ebd. 2005. <i>Basics of Fine Arts and Design (Nirmana)</i>. Yogyakarta: <i>The Meaning of Bumi Intaran</i>.</p>	5%

4	Students have the skills to express the elements of shape and size	1. Explain the meaning of the elements of Shape and Size 2. Mention various shapes and sizes 3. Explain the characteristics/meaning of Shape and Size elements 4. Create a composition by applying the elements of shape and size	<p><b>Criteria:</b></p> <p>1. Discussion assessment includes the accuracy of the answers given and accompanied by examples.</p> <p>2. Performance assessment includes creativity, neatness, accuracy in applying elements of shape and size and harmony in color combinations</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>		Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and SiDia 2 X 50 platforms	<p><b>Material:</b> 1. Understanding the elements of shape and size 2. Types of shapes and sizes 3. Characteristics of shapes and sizes 4. Application of the elements of shape and size in design</p> <p><b>Reader:</b> <i>Sanyoto, Sadjiman Ebd. 2005. Basics of Fine Arts and Design (Nirmana). Yogyakarta: The Meaning of Bumi Intaran.</i></p>	5%
5	Students have the skills to express texture elements	1. Explain the meaning of texture 2. Mention the types/kinds of texture. 3. Explain the characteristics and meaning of the Texture element 4. Create a composition by applying textural elements	<p><b>Criteria:</b></p> <p>Assessment includes: accuracy of application of fabric texture, creativity, harmony and neatness.</p>		Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and SiDia 2 X 50 platforms		0%
6	Students have the skills to express the elements of color and value	1. Explain the meaning of Value and Color elements 2. Mention the types/classifications of Value and Color. 3. Explain the nature/characteristics of Value and Color 4. Create a composition by applying the elements of Value and Color	<p><b>Criteria:</b></p> <p>The assessment includes: accuracy in applying colors, harmony, creativity and good looks with a score range of 0 - 100</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and SiDia 2 X 50 platforms			0%
7	Students have the skills to express the elements of color and value	1. Explain the meaning of Value and Color elements 2. Mention the types/classifications of Value and Color. 3. Explain the nature/characteristics of Value and Color 4. Create a composition by applying the elements of Value and Color	<p><b>Criteria:</b></p> <p>The assessment includes: accuracy in applying colors, harmony, creativity and good looks with a score range of 0 - 100</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and SiDia 2 X 50 platforms			0%
8	Students have the skills to express elements of Value and Color	1. Explain the meaning of Value and Color elements 2. Mention the types/classifications of Value and Color. 3. Explain the nature/characteristics of Value and Color 4. Create a composition by applying the elements of Value and Color	<p><b>Criteria:</b></p> <p>The assessment includes: accuracy in applying colors, harmony, creativity and good looks with a score range of 0 - 100</p> <p><b>Form of Assessment :</b> Test</p>		2 X 50		0%

9	UTS	1. Students have the skills to express Value elements 2.	<b>Criteria:</b> Score: 0 - 100  <b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance	Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and SiDia 2 X 50 platforms		0%
10	Students have the skills to express the principle of Unity	1. Explain the meaning of the principle of Unity 2. Mention the categories of the principle of Unity 3. Explain the nature and meaning of the principle of Unity 4. Applying the principle of Unity to a design	<b>Criteria:</b> The assessment includes: completeness of the information described, creativity, accuracy of the image according to category and neatness with a value range of 0 - 100  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment		Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and SiDia 2 X 50 platforms	0%
11	Have the skills to express the principle of Proportion (Proportion)	1. Explain the meaning of the principle of Proportion 2. Mention the categories of principles of Proportion 3. Explain the nature and meaning of the principle of Proportion 4. Applying the principle of proportion to a design	<b>Criteria:</b> Score: 0 - 100  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment		Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and SiDia 2 X 50 platforms	0%
12	Students have the skills to express the principle of Balance	1. Explain the meaning of the principle of balance 2. Mention the categories of principles of balance 3. Explain the nature and meaning of the principle of balance 4. Applying the principle of Balance to a design	<b>Criteria:</b> Score: 0 - 100		Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and SiDia 2 X 50 platforms	0%
13	Students have the skills to express the principle of Center of Interest	1. Explain the meaning of the principle of Center of Attention 2. Mention the principle categories of Center of Attention 3. Explain the nature and meaning of the principle of Center of Attention 4. Applying the principle of Center of Attention to a design	<b>Criteria:</b> Score: 0 - 100  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and SiDia 2 X 50 platforms		0%

14	Students have the skills to express the principle of Center of Interest	1. Explain the meaning of the principle of Center of Attention 2. Mention the principle categories of Center of Attention 3. Explain the nature and meaning of the principle of Center of Attention 4. Applying the principle of Center of Attention to a design	<b>Criteria:</b> Score: 0 - 100  <b>Form of Assessment</b> : Participatory Activities	Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and Vinesa 2 X 50 platforms		0%
15	Students have the skills to express the principles of Rhythm	1. Explain the meaning of the principle of Rhythm 2. Mention the categories of Rhythm principles 3. Explain the nature and meaning of the principle of Rhythm 4. Applying the principles of Rhythm to a design	<b>Form of Assessment</b> : Portfolio Assessment	Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and SiDia 2 X 50 platforms		35%
16	UAS	Students are able to work on UAS questions	<b>Criteria:</b> Score: 0 - 100  <b>Form of Assessment</b> : Test	2 X 50		14%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Portfolio Assessment	40%
3.	Test	14%
		64%

#### 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.