



**Universitas Negeri Surabaya  
Faculty of Vocational Studies  
D4 Fashion Design 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>																																																																																																				
Computer Aided Design (CAD)	99999440503051	Compulsory Study Program Subjects	T=0	P=3	ECTS=4.77	2	January 23, 2024																																																																																																				
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																																																					
	Dra. Yulistiana, M.PSDM		Indarti, S.Pd., M.Sn			Dr. Irma Russanti, S.Pd., M.Ds.																																																																																																					
<b>Learning model</b>	Case Studies																																																																																																										
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																										
	<b>PLO-11</b>	Able to apply various comprehensive techniques for making and decorating textile materials to produce novelty in product design																																																																																																									
	<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>	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial																																																																																																									
	<b>PO - 2</b>	Develop logical, critical, creative thinking in the context of the development or implementation of science and technology according to their field																																																																																																									
	<b>PO - 3</b>	Able to apply various comprehensive techniques for making and decorating textile materials to produce novelty in product design																																																																																																									
	<b>PO - 4</b>	Have in-depth theoretical concepts regarding understanding the use of Adobe Illustrator software																																																																																																									
	<b>PLO-PO Matrix</b>																																																																																																										
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-11</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-11	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>	In this course students learn to create a collection of computer-based design concept developments using the Adobe Illustrator and Richpeace Pattern System applications. The course material consists of the following subjects: computer-based application skills with Adobe Illustrator such as creating design concepts, design stylization, developing decorative designs, repeated designs, designing clothing and making technical drawings from designs that have been created. Next, mastery of the skills to make clothing patterns using the Richpeace Pattern System software application in making body patterns, various collar patterns and broken collar patterns, various sleeve patterns and broken sleeve patterns, skirts, trouser patterns, and broken patterns, modifying lapels and making necklines (manipulating dart & neck) and final project results in the form of portfolio and products.																																																																																																										
<b>References</b>	<b>Main :</b>																																																																																																										

1. Wibawa, Setya Chendra dan Arifiana, Deny, 2018. Module computer aided fashion design. Team. Version:3.0. User Manual: Textile & Fashion Design System . Germany: Richpeace Technology Limited.
2. Andi. 2013:2, Adobe Illustrator CS5. Madcoms : Yogyakarta.
3. Andi. 2013:2, Adobe Illustrator CS5. Madcoms : Yogyakarta.

**Supporters:**

1. Muliawan, Porie. (2012). Analisa Pecah Model Busana Wanita : Lanjutan Dari Buku Pertama Konstruksi Pola Busana Wanita. Jakarta: Gunung Mulia
2. Muliawan, Porrie. (1990). Konstruksi Pola Busana Wanita. Jakarta: PT BPK Gunung Mulia

**Supporting lecturer**  
Dra. Yulistiana, M.PSDM.  
Dra. Urip Wahyuningsih, 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 know about the meaning of CAD and the function of tools in Adobe Illustrator software (UTS: Test) 10%	<ol style="list-style-type: none"> <li>1.Students can analyze the meaning of Adobe Illustrator software</li> <li>2.Students can analyze the benefits and objectives of Adobe Illustrator software</li> <li>3.Students can analyze the entire tool in Adobe Illustrator</li> </ol>	<p><b>Criteria:</b> Answer Accuracy</p> <p><b>Form of Assessment :</b> Test</p>		Online methods, online teaching, chatting, video conferencing, participating in e-learning at www.vi-learn.unesa.ac.id (Blended Learning) 3 X 50	<p><b>Material:</b> - Understanding CAD, Understanding Adobe Illustrator, various Adobe Illustrator tools and their functions</p> <p><b>Reader:</b> Wibawa, Setya Chendra and Arifiana, Deny, 2018. Computer aided fashion design module. Team. Version:3.0. User Manual: Textile &amp; Fashion Design System. Germany: Richpeace Technology Limited.</p>	10%
2	Students are able to develop design concepts, design and develop decorative designs on a computer using Adobe Illustrator	<ol style="list-style-type: none"> <li>1.Explains how to create basic shape design concepts</li> <li>2.Explains how to create basic shape design concepts using tools in Adobe Illustrator software</li> <li>3.Students are able to make 5 basic shapes accordingly</li> </ol>	<p><b>Criteria:</b> 1.Moodboard and basic shape analysis 2.5 basic shapes according to concept</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Demonstrating how to use Adobe Illustrator tools Meming training Advanced training 3 X 50		<p><b>Material:</b> Moodboard, Basic Forms</p> <p><b>Library:</b> Andi. 2013:2, Adobe Illustrator CS5. Madcoms : Yogyakarta.</p>	0%
3	Developing design concepts	Explains the development of design concepts from basic forms		Online methods, online teaching, chatting, video conferencing, participating in e-learning at www.vi-learn.unesa.ac.id (Blended Learning) 3 X 50			0%

4	Develop variations in colors and motifs	Explains the development of color and motif variations		Online methods, online teaching, chatting, video conferencing, participating in e-learning at <a href="http://www.vi-learn.unesa.ac.id">www.vi-learn.unesa.ac.id</a> (Blended Learning) 3 X 50			0%
5	Designing fashion	Explaining fashion design with Adobe Illustrator		Online methods, online teaching, chatting, video conferencing, participating in e-learning at <a href="http://www.vi-learn.unesa.ac.id">www.vi-learn.unesa.ac.id</a> (Blended Learning) 3 X 50			0%
6	Develop clothing designs with a variety of colors and motifs	a. Explains how to incorporate motifs and colors into clothing designs. Explains how to develop clothing designs with a variety of colors and motifs		Online methods, online teaching, chatting, video conferencing, participating in e-learning at <a href="http://www.vi-learn.unesa.ac.id">www.vi-learn.unesa.ac.id</a> (Blended Learning) 3 X 50			0%
7	Make technical drawings	Explains how to create a flat design	<b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Online methods, online teaching, chatting, video conferencing, participating in e-learning at <a href="http://www.vi-learn.unesa.ac.id">www.vi-learn.unesa.ac.id</a> (Blended Learning) 3 X 50			25%
8	USS I (work on design questions, practice)			3 X 50			0%
9	Get to know the Richpeace Pattern System	a. Opening the Richpeace Pattern Design System (PDS) b. Recognize PDS menus c. Recognizing the PDS toolbar d. Practicing the Tool e. Pattern Identification f. Processing printed pages g. Save the Exit PDS worksheet		Online methods, online teaching, chatting, video conferencing, participating in e-learning at <a href="http://www.vi-learn.unesa.ac.id">www.vi-learn.unesa.ac.id</a> (Blended Learning) 3 X 50			0%
10	Create a basic body pattern	a. Open the worksheet b. Create a new worksheet c. Opening the pattern file d. Selecting a pattern object e. Checking pattern identification f. Transforming pattern objects. g. Manipulating pattern objects. h. Dart Manipulation i. Save file Exit PDS		Online methods, online teaching, chatting, video conferencing, participating in e-learning at <a href="http://www.vi-learn.unesa.ac.id">www.vi-learn.unesa.ac.id</a> (Blended Learning) 3 X 50			0%

11	Dart Manipulation	a. Move the side dart to the main dart b. Manipulating the center of the dart neck (pivoting at bust point). c. Mid-shoulder dart modification Mid armhole dart and center front neck modification		Online methods, online teaching, chatting, video conferencing, participating in e-learning at <a href="http://www.vi-learn.unesa.ac.id">www.vi-learn.unesa.ac.id</a> (Blended Learning) 3 X 50			0%
12	Create collar and sleeve patterns with Richpeace	Collar: tailored sleeve, shawl sleeve, bell sleeve, kimono sleeve		Online methods, online teaching, chatting, video conferencing, participating in e-learning at <a href="http://www.vi-learn.unesa.ac.id">www.vi-learn.unesa.ac.id</a> (Blended Learning) 3 X 50			0%
13	Creates broken body patterns	Create a broken pattern for the front and back of the body		Online methods, online teaching, chatting, video conferencing, participating in e-learning at <a href="http://www.vi-learn.unesa.ac.id">www.vi-learn.unesa.ac.id</a> (Blended Learning) 3 X 50			0%
14	Create a broken collar and sleeve pattern	Krah: a. tailored sleeves, shawl sleeves, bell sleeves, bell sleeves, kimono sleeves		Online methods, online teaching, chatting, video conferencing, participating in e-learning at <a href="http://www.vi-learn.unesa.ac.id">www.vi-learn.unesa.ac.id</a> (Blended Learning) 3 X 50			0%
15	Create broken skirt and pants patterns with Richpeace	a. Open the worksheet b. Create a new worksheet c. Opening the pattern file d. Selecting a pattern object e. Transforming pattern objects. f. Manipulating pattern objects. g. Practice breaking out the pattern of ball sleeves, bell sleeves, kimono sleeves h. Practice breaking patterns (ruffled skirt & wrap skirt) i. Save file Exit PDS		Online methods, online teaching, chatting, video conferencing, participating in e-learning at <a href="http://www.vi-learn.unesa.ac.id">www.vi-learn.unesa.ac.id</a> (Blended Learning) 3 X 50			0%
16	UAS (quiz and portfolio presentation)			3 X 50			0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	12.5%
2.	Portfolio Assessment	12.5%
3.	Test	10%
		35%

## 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.