



**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																																
Fashion Design I	xx94405030562		T=0	P=0	ECTS=0	1	July 17, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
			Dr. Irma Russanti, S.Pd., M.Ds.																																	
Learning model	Case Studies																																						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		P.O																																					
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																						
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																							
References	<p>Main :</p> <ol style="list-style-type: none"> 1. Sulasmi Darmaprawira. 2002. Warna: Teori dan Kreativitas Penggunaannya. Bandung: ITB. 2. Bambang Irawan dan Pricilia Tamara. 2013. Dasar-Dasar Desain. Depok: Griya Kreasi. 3. Sadjiman Ebdi Sanyoto. 2005. Dasar-Dasar Tata Rupa dan Desain (Nirmana). Yogyakarta: Arti Bumi Intaran. 4. Atisah Sipahelut dan Petrussumadi. 1991. Dasar Desain. Jakarta: Departemen Pendidikan dan Kebudayaan. 5. Pentak, Stephen & Lauer, David A. 2016. Design Basics. Boston: Cengage Learning. <p>Supporters:</p>																																						
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	Have the ability to understand basic design concepts	1.Explain the meaning of design 2.Explain the scope of the design 3.Mention the type of design 4.Explain design requirements	Criteria: Score: 1 - 100, if you can answer the question well.	Lectures, discussions, questions and answers, and 3 X 50 assignments			0%
2	Have the ability to explain the use of design tools and materials and their use	1. Explain the use and use of design tools. 2. Explain the use and use of design materials	Criteria: Score 1 - 100, if you can answer the question well	Lectures, discussions, questions and answers, exercises and assignments 3 X 50			0%
3	Have the skills to express the elements of Line and Direction	1. Explain the meaning of the elements of Line and Direction 2. Mention the types/kinds of Line and Direction 3. Explain the characteristics/meaning of the elements of Line and Direction 4. Create a work of art by applying the elements of Line and Direction	Criteria: Score: 1 - 100, if you can do the task well	Lectures, group discussions, questions and answers, exercises, and 3 X 50 assignments			0%
4	Have the skills to express the elements of Shape and Size	1. Explain the meaning of the elements of Shape and Size 2. Mention the types of Shapes and Sizes 3. Explain the characteristics/meaning of the elements of Shape and Size 4. Create a composition by applying the elements of Shape and Size	Criteria: Score: 1 - 100, if you can do the assignment according to the assessment standards,	Method: lecture, discussion, assignment 3 X 50			0%
5	Have the skills to express Textural elements	1. Explain the meaning of texture. 2. Mention the types/kinds of texture. 3. Explain the characteristics and meaning of texture elements. 4. Create a composition by applying texture elements	Criteria: Score: 1 - 100, if you can do the task to the specified standards	Lectures, group discussions, questions and answers, exercises, and 3 X 50 assignments			0%
6	Have the skills to express Value and Color elements	1. Explain the meaning of Value and Color elements. 2. State 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	Criteria: Score: 1 - 100, for each assignment if it meets the assessment standards	Lectures, group discussions, questions and answers, exercises, and 9 X 50 assignments			0%
7	Have the skills to express Value and Color elements	1. Explain the meaning of Value and Color elements. 2. State 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	Criteria: Score: 1 - 100, for each assignment if it meets the assessment standards	Lectures, group discussions, questions and answers, exercises, and 9 X 50 assignments			0%
8	Have the skills to express Value and Color elements	1. Explain the meaning of Value and Color elements. 2. State 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	Criteria: Score: 1 - 100, for each assignment if it meets the assessment standards	Lectures, group discussions, questions and answers, exercises, and 9 X 50 assignments			0%
9	UTS			3 X 50			0%

10	Have the skills to express the principle of Unity	a. Explain the meaning of the principle of Unity b. Mention the categories of the principle of Unity. Explain the nature and meaning of the principle of Unity. Applying the principle of Unity to a design	Criteria: 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	Lecture, group discussion, questions and answers, exercises and assignments 3 X 50			0%
11	Have the skills to express the principle of Proportion (Proportion)	a. Explain the meaning of the principle of Proportion. Mention the categories of proportional principles. Explain the nature and meaning of the principle of Proportion. Applying the principle of proportion to a design	Criteria: 1. Grade A: If the design is very precise in applying the principles of proportion and is very neat in completing the design 2. Grade B: If the design correctly applies the principles of proportion and neatness in completing the design 3. Grade C: If the design is appropriate enough to apply the principle of proportion and neat enough in completing the design 4. Grade D: If the design does not apply the principles of proportion correctly and is not neat in completing the design 5. Grade E: If the design is very inaccurate in applying the principle of proportion and is very sloppy in completing the design	Lecture, group discussion, questions and answers, exercises and assignments 3 X 50			0%
12	Have the skills to express the principle of Balance (Balance)	a. Explain the meaning of the principle of balance b. Mention the categories of principles of balance. Explain the nature and meaning of the principle of balance. Applying the principle of Balance to a design	Criteria: 1. Grade A: If the design is very precise in applying the principle of balance and is very neat in completing the design 2. Grade B: If the design correctly applies the principles of balance and neatness in completing the design 3. Grade C: If the design is appropriate enough to apply the principle of balance and neat enough in completing the design 4. Grade D: If the design does not properly apply the principle of balance and is not neat in completing the design 5. Grade E: If the design is very inaccurate in applying the principle of balance and is very sloppy in completing the design	Lecture, group discussion, questions and answers, exercises and assignments 3 X 50			0%

13	Have the skills to express the principle of Center of Interest	a. Explain the meaning of the principle of Center of Attention b. Mention the principle categories of Center of Attention c. Explain the nature and meaning of the principle of Center of Attention. Applying the principle of Center of Attention to a design	Criteria: 1.The assessment includes: accuracy in selecting displays that fit the completeness category in providing analysis and creativity in compiling observation reports. 2.Value range: 0 - 100	Question and answer group discussion lecture and 6 X 50 assignments			0%
14	Have the skills to express the principle of Center of Interest	a. Explain the meaning of the principle of Center of Attention b. Mention the principle categories of Center of Attention c. Explain the nature and meaning of the principle of Center of Attention. Applying the principle of Center of Attention to a design	Criteria: 1.The assessment includes: accuracy in selecting displays that fit the completeness category in providing analysis and creativity in compiling observation reports. 2.Value range: 0 - 100	Question and answer group discussion lecture and 6 X 50 assignments			0%
15	Have the skills to express the principles of Rhythm	a. Explain the meaning of the Ramad principle. Mention the categories of Rhythmic principles. Explain the nature and meaning of the Ramad principle. Applying the principles of Rhythm to a design	Criteria: 1.Grade A: If the design is very precise in applying the principle of rhythm and is very neat in completing the design 2.Grade B: If the design correctly applies the principles of rhythm and neatness in completing the design 3.Grade C: If the design is precise enough to apply the principle of rhythm and neat enough in completing the design 4.Grade D: If the design does not apply the principles of rhythm correctly and is not neat in completing the design 5.Grade E: If the design is very inaccurate in applying the principle of rhythm and is very sloppy in completing the design	Lecture, group discussion, questions and answers, exercises and assignments 3 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.