

## Universitas Negeri Surabaya Vocational Faculty, D4 Graphic Design Study Program

Document Code

## SEMESTER LEARNING PLAN CODE **Course Family Credit Weight** SEMESTER Courses Compilation Date Study Program Elective Courses T=1 P=3 ECTS=6.36 August 1, 2023 Arts and Crafts 9034204446 5 AUTHORIZATION SP Developer Course Cluster Coordinator **Study Program Coordinator** Asidigisianti Surya Patria, S.T., M.Pd. Hendro Aryanto, S.Sn., M.Si. Dr. Martadi, M.Sn. Learning **Project Based Learning** model Program PLO study program that is charged to the course Learning 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-3 Outcomes (PLO) **Program Objectives (PO)** PO - 1 Students are able to make arts and crafts using paperclay techniques PO - 2 Students are able to make arts and crafts by painting on canvas PO - 3 Students are able to make arts and crafts using the papercrave technique PO - 4 Students are able to make arts and crafts using string art techniques PO - 5 Students are able to design simple toys from wood **PLO-PO** Matrix P.O PLO-3 PO-1 PO-2 PO-3 PO-4 PO-5 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 The Art and Craft course is more practical in nature, the content of this course includes history, theoretical basis of Art and Craft (understanding, function, types, knowledge of materials and tools, various techniques, elements and principles of design and art), Short Course practice various kinds of craft art objects, visits to craft objects as student reference material. Description Main : References

	2. Abdul 3 4. Jennit Sydne 5. Pearl 6. Sue, I York. 7. Tati ,	<ol> <li>Jennifer Isaacs, 1987, The Gentle Arts, 200 Years of Australian Women's Domestic &amp; Decorative Arts ,Lansdowne Press, Sydney-Auckland-London-New York.</li> <li>Pearl Berd &amp; Safety Pin Magic, 1994.</li> <li>Sue, Laura dan Rachel Preston, 1984, Family Creative Workshop , Plenary Publications International, Incorporated, New York.</li> <li>Tati , 2009, Diktat Seni Kerajinan , Jurusan PKK FPTK UPI Bandung. Valeria Jackson, 1997, Crafts, (Yesterday''s Crafts for Today) Lutterworth Pres Cuild for and London.</li> </ol>								
Support lecturer	Dra. Siti Mutm									
Week-	Final abilities of each learning stage	E	valuation	Lear Stude	elp Learning, ming methods, nt Assignments, stimated time]	Learning materials [ References	Assessment Weight (%)			
	(Sub-PO)	Indicator	Criteria & Form	Offline ( offline )	Online ( <i>online</i> )	1				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)			
1	Able to understand the meaning, variety and role of arts and crafts in the world of graphic design	<ol> <li>Understand the lecture contract</li> <li>Can describe the meaning of arts and crafts</li> <li>Can name and describe various arts and crafts</li> <li>Can describe the role of arts and crafts</li> </ol>	Criteria: Activeness in class discussions Form of Assessment Participatory Activities	Lectures 4 X 50	Lectures (online meetings) 4 X 50	Material: Arts and crafts Reference: Tati, 2009, Arts and Crafts Diktat, Department of PKK FPTK UPI Bandung. Valeria Jackson, 1997, Crafts, (Yesterday''s Crafts for Today) Lutterworth Pres Cuild for and London.	0%			
2	Able to understand the history of arts and crafts within the scope of family welfare education	<ul> <li>1.Can describe the history of the world arts and crafts movement</li> <li>2.Can describe the history of arts and crafts within the scope of family welfare education</li> </ul>	Criteria: Activeness in class discussions Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers 4 X 50		Material: Arts and crafts in the scope of family welfare education <b>Reference:</b> Tati, 2009, Diktat on Arts and Crafts, Department of PKK FPTK UPI Bandung. Valeria Jackson, 1997, Crafts, (Yesterday''s Crafts for Today) Lutterworth Pres Cuild for and London.	0%			

3	Able to understand the elements and principles of fine art and their application to the manufacture of craft art objects.	<ol> <li>Students         <ul> <li>can                  understand                 the design                 elements in                 making arts                 and crafts.</li> </ul> </li> <li>Students         <ul> <li>can                 understand                 the design                 principles                 in making                 arts and                 crafts.</li> </ul> </li> </ol>	Criteria: Activeness in class discussions Form of Assessment : Participatory Activities	Lectures, Discussions, Questions and Answers 4 X 50	Material: Elements, principles, elements used in arts and crafts Bibliography: Jennifer Isaacs, 1987, The Gentle Arts, 200 Years of Australian Women's Domestic & Decorative Arts, Lansdowne Press, Sydney- Auckland- London-New York.	0%
4	Able to analyze interiors and graphics in the form of arts and crafts	Can analyze interiors and graphics in the form of arts and crafts.	Criteria: Activeness in class discussions Form of Assessment Participatory Activities	Lectures, Discussions and Questions and Answers 4 X 50	Material: Interiors and graphics in the form of arts and crafts Bibliography: Jennifer Isaacs, 1987, The Gentle Arts, 200 Years of Australian Women's Domestic & Decorative Arts, Lansdowne Press, Sydney- Auckland- London-New York.	10%

5	Able to make	Can make arts	Criteria:	Practice		5%
	arts and crafts from paperclay	and crafts from paperclay	Activeness in class	Studio		
	nom paperciay	paperciay	discussions	Project		
			Form of Assessment	Based		
			·	Learning,		
			Participatory Activities	Discussion in groups		
				Task 1:		
				making		
				paperclay		
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				Phase 1:		
				Determining		
				Basic		
				Questions		
				Lecturer		
				asks:		
				Developing		
				a design		
				concept		
				Students		
				respond to the lecturer's		
				statement.		
				The lecturer		
				asks:		
				making		
				paperclay.		
				Students		
				make		
				paperclay.		
				Phase 2:		
				Developing a project		
				plan.		
				The lecturer		
				makes an		
				agreement		
				on the		
				deadline for		
				submitting		
				the project.		
				Students		
				prepare a timeline for		
				completing		
				the project.		
				Phase 3:		
				Develop a		
				schedule		
				. The		
				lecturer		
				makes an		
				agreement on the final		
				deadline for		
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				the project.		
				Students		
				develop a		
				timeline for		
				completing		
				the		
				4 X 50		
				project		
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6	Able to make arts and crafts	Can make arts and crafts from	Criteria:	Practice		10%
	from paperclay	paperclay	1.Punctuality and	Studio		
	nom papereiay	paperciay	discipline	Project		
			2.Completeness	Based		
			and suitability	Learning,		
			3.Honesty and	Discussion		
			creativity	in groups		
			4.High motivation	Task 1:		
			and interest	making		
			and interest	paperclay		
			Form of Assessment	Phase 4:		
			: Participatory Activities	Monitoring		
			1 anticipatory Activities	The lecturer		
				monitors the		
				student		
				process of		
				collecting		
				project		
				results.		
				Students		
				submit their		
				work		
				according to		
				the agreed time limit.		
				ume innit.		
				Phase 5:		
				Testing the		
				results.		
				Students		
				explain and		
				present		
				the lecturer's		
				results. The		
				accuracy of		
				the interface		
				on the		
				media.		
				Phase 6:		
				Evaluation		
				of		
				experiences.		
				Students		
				revise if the		
				work		
				produced		
				has not reached the		
				standards		
				set. The lecturer		
				gives		
				students		
				time to		
				reflect and		
				revise the		
				project.		
				The lecturer		
				provides		
				suggestions		
				and input on		
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Able to make canvas     Students on parting on canvas     Criteria: Advantase in class documents parting on canvas     Students on boots and parting on canvas     Students on boots and documents parting on canvas     Students on project     Students on boots boots parting on canvas     Students on boots parting on canvas     Students parting on canvas       Image: Students on canvas     Image: Students on boots parting on canvas     Students parting on canvas     Students parting on canvas     Students parting on canvas       Image: Students on canvas     Image: Students parting on canvas     Image: Students parting on canvas     Image: Students parting on canvas       Image: Students on canvas     Image: Students parting on canvas     Image: Students parting on canvas       Image: Students on canvas     Image: Students parting on canvas     Image: Students parting on canvas       Image: Students on canvas     Image: Students parting on canvas     Image: Students parting on canvas       Image: Students on canvas     Image: Students parting on canvas     Image: Students parting on canvas       Image: Students on canvas     Image: Students parting on canvas     Image: Students parting on canvas       Image: Students on canvas     Image: Students parting on canvas     Image: Students parting on canvas       Image: Students on canvas     Image: Students on canvas </th <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>							
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8	Able to make	Students can	Critoria			10%
o	arts and crafts by	make arts and	Criteria: 1.Punctuality and	Studio		10%
	painting on	crafts by		Project		
	canvas	painting on	discipline	Based		
		canvas.	2.Completeness	Learning		
			and suitability	Practice ,		
			3.Honesty and	Discussion		
			creativity	in groups		
				Task 2:		
			Form of Assessment	Painting on		
			:	canvas		
			Participatory Activities,	canvas		
			Project Results	Phase 4:		
			Assessment / Product	Monitoring		
			Assessment	The lecturer		
				monitors the		
				student		
				process of		
				collecting		
				project results.		
				Students submit their		
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				Phase 6:		
				Evaluation		
				of		
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				Students		
				revise if the		
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				has not		
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				The lecturer		
				gives		
				students		
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				revise the		
				project.		
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				provides		
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10	Able to make	Con make arts	Critoria	Studio		1004
10	Able to make arts and crafts	Can make arts and crafts	Criteria:	Studio Project		10%
	using the	using the	1.Punctuality and			
	papercrave	paper crave	discipline	Based		
	technique	technique	2.Completeness	Learning		
			and suitability	Practice		
			3.Honesty and	, Discussion		
			creativity	in groups		
			-	Task 3:		
			Form of Assessment	Paper Crave		
			:	Phase 4:		
			Participatory Activities,	Monitoring		
			Project Results	The lecturer		
			Assessment / Product	monitors the		
			Assessment	student		
				process of		
				collecting		
				project		
				results.		
				Students		
				submit their		
				work		
				according to		
				the agreed		
				time limit.		
				Phase 5:		
				Testing the		
				results.		
				Students		
				explain and		
				present		
				the lecturer's		
				results. The		
				accuracy of		
				the interface		
				on the		
				media.		
				Phase 6:		
				Evaluation of		
				experiences. Students		
				revise if the		
				work		
				produced		
				has not		
				reached the		
				standards		
				set.		
				The lecturer		
				gives		
				students		
				time to		
				reflect and		
				revise the		
				project.		
				The lecturer		
				provides		
				suggestions		
				and input on		
				the project		
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11       Able to make and crafts using string ant lechniques       Can make arts and crafts using string ant lechniques       Studio       Naterial:       Rope creations         1.Activeness in lechniques       and crafts using string ant lechniques       Discussion       22003       Library:         2.Conformity       Practice       Discussion       22003       Various       Various         Form of Assessment :       Participatory Activities       Task 4:       Creations       Puspa Swara         Based       Can make and crafts using string ant lechniques       Puspa Swara       Based 1:       Ouestions         Form of Assessment :       Participatory Activities       Sing Att       Discussion       2003         Yarous       Variaus       Variaus       Puspa Swara       Based 1:       Ouestions         Puspa Swara       Based 1:       Creations       Puspa Swara       Puspa Swara         Based       Creations       Students       Puspa Swara       Puspa Swara         Based       Creations       Tite featurer       Students       Puspa Swara         Based       Creations       Tite featurer       Students       Puspa String ant         Based       Creations       Tite featurer       Students       Students       PuspeString ant <th>r</th>	r
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using string at techniques       using string at techniques       class discussions or preparing schedules       Based arming preparing schedules       creations preparing schedules         Form of Assessment Participatory Activities       Form of Assessment in groups       22003, Various preparing schedules       22003, Various preparing preparing         Determining Base       Creations from Rope, Jakata:       Phase 1: Determining Base       Phase 1: Determining Base         Develop design concept Students       Phase 1: Develop design concept Students       Phase 1: Jakata:         Develop design concept Students       Phase 1: Develop design concept Students       Phase 1: Jakata:         Develop design concept Students       Phase 1: Develop design concept Students       Phase 1: Jakata:         Develop design concept       Phase 1: Develop design concept       Phase 1: Jakata:         Develop design concept       Phase 1: Develop design at techniques.       Phase 1: Jakata:         Developing a Project       Phase 2: Developing a Project       Phase 2: Developing a Project.         Developing a Project.       Phase 3: Develop a schedule The lecturer makes an agreement on the final deadime for submiting	1
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Practice Pra	1
Image: schedules       Discussion       2203, Various         Form of Assessment       Task 4:       from Rope, Jakarta;         Participatory Activities       Phase 1:       Jakarta;         Past Curver       Basic       Questions       Lecturer         ask:       Develop       design       concept         Develop design       Students       make ars       and orats         Using string art       techniques.       students       make ars         Students       make ars       and orats       using string art         at techniques.       Phase 2:       Developing a Project       Plan.         The lecturer       make ars       and orats       using string art         at techniques.       Phase 2:       Developing a Project       Plan.         The lecturer       agreement       on the       dealline for         submiting       the project.       Students       prepare a         makes an agreement on the       dealline for       schedule       The         lecturer       makes an       agreement on the       datient for         schedule       The       techniques.       schedule         project.       Phase 3:       Develop a schedule       The	1
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10	Able to make	Con moleo orto	Criterie	Drastica	Matarial	100/
12	Able to make arts and crafts	Can make arts and crafts	Criteria:	Practice	Material:	10%
	using string art	using string art	1.Punctuality and	Studio	Rope	
	techniques	techniques	discipline	Project	creations	
			2.Completeness	Based	Library:	
			and suitability	Learning,	,	
			3.Honesty and	Discussion	22003,	
			creativity	in groups	Various	
			4.High motivation	Task 4:	Creations	
			and interest	string art	from Rope,	
			and interest		Jakarta;	
			Form of Assessment	Phase 4:	Puspa Swara	
			·	Monitoring		
			Participatory Activities,	The lecturer		
			Project Results	monitors the		
			Assessment / Product	student		
			Assessment	process of		
			Assessment	collecting		
				project		
				results.		
				Students		
				submit their		
				work		
				according to		
				the agreed		
				time limit		
				Phase 5:		
				Testing the		
				Results		
				Students		
				explain and		
				present the		
				results		
				Phase 6:		
				Evaluation		
				of		
				Experience		
				Students		
				revise if the		
				work		
				produced		
				has not		
				reached the		
				standards		
				set.		
				The lecturer		
				gives		
				students		
				time to		
				reflect and		
				revise the		
1				project.		
				The lecturer		
1				provides		
				suggestions		
1				and input on		
1				the project.		
				the project.		

13	Able to design	Can design	Criteria:	Project		5%
	toys from wood	simple toys from wood	1.Activeness in	Based		
		nom wood	class discussions	Learning		
			2.The schedule is	Studio Practice,		
			well arranged	Small Group		
				Discussion		
			Form of Assessment	Task 4.		
			: Participatory Activities	Design		
			a anopatory Activities	wooden toys		
				Phase 1:		
				Determining		
				Basic		
				Questions		
				Lecturer asks:		
				Develop		
				design		
				concept		
				Students		
				respond to		
				lecturer's		
				statement.		
				The lecturer		
				asks: Design a simple		
				game from		
				wood.		
				Students		
				create a		
				simple game		
				design from		
				wood.		
				Phase 2:		
				Develop a		
				project plan.		
				The lecturer		
				makes an		
				agreement		
				on the		
				deadline for		
				submitting the project.		
				Students		
				prepare a		
				timeline for		
				completing		
				the project.		
				Phase 2		
				Phase 3: Develop a		
				schedule		
				. The		
				lecturer		
				makes an		
				agreement		
				on the final		
				deadline for submitting		
				the project.		
				Students		
				develop a		
				timeline for		
				completing		
				the		
				4 X 50		
				project		
•	•	•		•	•	

14	Able to design toys from wood	Can design simple toys from wood	Criteria: 1.Punctuality and discipline 2.Completeness and suitability Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning Studio Practice, Small Group Discussion Task 5. Design wooden toys Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit of 4 X 50		5%
15	Able to design toys from wood	Can design simple toys from wood	Criteria: 1.Punctuality and discipline 2.Completeness and suitability Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning Studio Practice, Small Group Discussion Task 4. Design wooden toys Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit of 4 X 50		10%

16	Able to design toys from wood	Can design simple toys from wood	Criteria: 1.Punctuality and discipline 2.Completeness and suitability 3.Honesty and creativity Form of Assessment Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning Studio Practice, Small Group Discussion Task 4. Design wooden toys Phase 5: Testing the Results Students explain and present the results Phase 6: Evaluation of Experience Students revise if the work produced has not reached the standards set. The lecturer gives the students time to reflect and revise the project. The lecturer provide suggestions and input on the		10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	72.5%
2.	Project Results Assessment / Product Assessment	27.5%
		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.
- 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, 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.