



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

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Arts and Crafts	9034204446	Study Program Elective Courses	T=1	P=3	ECTS=6.36	5	August 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model Project Based Learning

Program Learning Outcomes (PLO) PLO study program that is charged to the course

PLO-3 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

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																

Short Course Description 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), practice various kinds of craft art objects, visits to craft objects as student reference material.

References Main :

1. Arifah A Riyanto, 1991, Pengetahuan Busana , Jurusan PKK FPTK IKIP Bandung.
2. Abdul Latief, 2002, Membuat Sandal & Sepatu Santai untuk Wirausaha, Jakarta: PuspaSwara.
3. _____, 22003, Aneka Kreasi dari Tali, Jakarta; Puspa Swara
4. Jennifer Isaacs, 1987, The Gentle Arts, 200 Years of Australian Women's Domestic & Decorative Arts ,Lansdowne Press, Sydney-Auckland-London-New York.
5. Pearl Berd & Safety Pin Magic, 1994.
6. Sue, Laura dan Rachel Preston, 1984, Family Creative Workshop , Plenary Publications International, Incorporated, New York.
7. 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.

Supporters:

Supporting lecturer
 Dr. Martadi, M.Sn.
 Dra. Siti Mutmainah, M.Pd.
 Hendro Aryanto, S.Sn., M.Si.

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	Able to understand the meaning, variety and role of arts and crafts in the world of graphic design	<ol style="list-style-type: none"> 1. Understand the lecture contract 2.Can describe the meaning of arts and crafts 3.Can name and describe various arts and crafts 4.Can describe the role of arts and crafts 	<p>Criteria: Activeness in class discussions</p> <p>Form of Assessment : Participatory Activities</p>	Lectures 4 X 50	Lectures (online meetings) 4 X 50	<p>Material: Arts and crafts Reference: <i>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.</i></p>	0%
2	Able to understand the history of arts and crafts within the scope of family welfare education	<ol style="list-style-type: none"> 1.Can describe the history of the world arts and crafts movement 2.Can describe the history of arts and crafts within the scope of family welfare education 	<p>Criteria: Activeness in class discussions</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions, questions and answers 4 X 50		<p>Material: Arts and crafts in the scope of family welfare education Reference: <i>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.</i></p>	0%

3	Able to understand the elements and principles of fine art and their application to the manufacture of craft art objects.	1.Students can understand the design elements in making arts and crafts. 2.Students can understand the design principles in making arts and crafts.	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: <i>Jennifer Isaacs, 1987, The Gentle Arts, 200 Years of Australian Women's Domestic & Decorative Arts, Lansdowne Press, Sydney-Auckland-London-New York.</i>	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: <i>Jennifer Isaacs, 1987, The Gentle Arts, 200 Years of Australian Women's Domestic & Decorative Arts, Lansdowne Press, Sydney-Auckland-London-New York.</i>	10%

5	Able to make arts and crafts from paperclay	Can make arts and crafts from paperclay	<p>Criteria: Activeness in class discussions</p> <p>Form of Assessment : Participatory Activities</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Task 1: making paperclay</p> <p>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.</p> <p>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.</p> <p>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</p>			5%
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6	Able to make arts and crafts from paperclay	Can make arts and crafts from paperclay	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Punctuality and discipline 2.Completeness and suitability 3.Honesty and creativity 4.High motivation and interest <p>Form of Assessment : Participatory Activities</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Task 1: making paperclay</p> <p>Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit.</p> <p>Phase 5: Testing the results. Students explain and present the lecturer's results. The accuracy of the interface on the media.</p> <p>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 4 X 50 project</p>			10%
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7	Able to make arts and crafts by painting on canvas	Students can make arts and crafts by painting on canvas.	<p>Criteria: Activeness in class discussions</p> <p>Form of Assessment : Participatory Activities</p>	<p>Studio Project Based Learning Practice , Discussion in groups Task 2: Painting on canvas</p> <p>Phase 1: Determining Basic Questions The lecturer asks: Develop a design concept. Students respond to the lecturer's statement. The lecturer asks: Painting on canvas. Students paint on canvas.</p> <p>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.</p> <p>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</p>			5%
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8	Able to make arts and crafts by painting on canvas	Students can make arts and crafts by painting on canvas.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Punctuality and discipline 2.Completeness and suitability 3.Honesty and creativity <p>Form of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Studio Project Based Learning Practice , Discussion in groups</p> <p>Task 2: Painting on canvas</p> <p>Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit.</p> <p>Phase 5: Testing the results. Students explain and present the lecturer's results. The accuracy of the interface on the media.</p> <p>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 4 X 50 project</p>			10%
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9	Able to make arts and crafts using the papercrave technique	Can make arts and crafts using the paper crave technique	<p>Criteria: Activeness in class discussions</p> <p>Form of Assessment : Participatory Activities</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Task 3: Paper Crave</p> <p>Phase 1: Determining Basic Questions Lecturer asks: Develop design concept Students respond to lecturer's statement. The lecturer asks: Designing a paper crave. Students create a design for a paper crave.</p> <p>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.</p> <p>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 project</p>			5%
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10	Able to make arts and crafts using the papercrave technique	Can make arts and crafts using the paper crave technique	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Punctuality and discipline 2.Completeness and suitability 3.Honesty and creativity <p>Form of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Studio Project Based Learning Practice , Discussion in groups</p> <p>Task 3: Paper Crave</p> <p>Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit.</p> <p>Phase 5: Testing the results. Students explain and present the lecturer's results. The accuracy of the interface on the media.</p> <p>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</p>			10%
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11	Able to make arts and crafts using string art techniques	Can make arts and crafts using string art techniques	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Activeness in class discussions 2. Conformity in preparing schedules <p>Form of Assessment : Participatory Activities</p>	<p>Studio Project Based Learning Practice , Discussion in groups</p> <p>Task 4: String Art</p> <p>Phase 1: Determining Basic Questions Lecturer asks: Develop design concept Students respond to lecturer's statement. The lecturer asks: string art techniques. Students make arts and crafts using string art techniques.</p> <p>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.</p> <p>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 project</p>		<p>Material: Rope creations Library: 22003, Various Creations from Rope, Jakarta; Puspa Swara</p>	5%
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12	Able to make arts and crafts using string art techniques	Can make arts and crafts using string art techniques	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Punctuality and discipline 2.Completeness and suitability 3.Honesty and creativity 4.High motivation and interest <p>Form of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Task 4: string art</p> <p>Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit</p> <p>Phase 5: Testing the Results Students explain and present the results</p> <p>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 project. The lecturer provides suggestions and input on the project.</p>		<p>Material: Rope creations Library: 22003, <i>Various Creations from Rope,</i> Jakarta; <i>Puspa Swara</i></p>	10%
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13	Able to design toys from wood	Can design simple toys from wood	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Activeness in class discussions 2. The schedule is well arranged <p>Form of Assessment :</p> <p>Participatory Activities</p>	<p>Project Based Learning Studio Practice, Small Group Discussion Task 4. Design wooden toys</p> <p>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.</p> <p>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.</p> <p>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</p>			5%
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14	Able to design toys from wood	Can design simple toys from wood	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Punctuality and discipline 2.Completeness and suitability <p>Form of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Project Based Learning Studio Practice, Small Group Discussion Task 5. Design wooden toys</p> <p>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</p>			5%
15	Able to design toys from wood	Can design simple toys from wood	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Punctuality and discipline 2.Completeness and suitability <p>Form of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Project Based Learning Studio Practice, Small Group Discussion Task 4. Design wooden toys</p> <p>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</p>			10%

16	Able to design toys from wood	Can design simple toys from wood	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Punctuality and discipline 2.Completeness and suitability 3.Honesty and creativity <p>Form of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Project Based Learning Studio Practice, Small Group Discussion Task 4. Design wooden toys</p> <p>Phase 5: Testing the Results Students explain and present the results</p> <p>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 4 X 50 project</p>		10%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	72.5%
2.	Project Results Assessment / Product Assessment	27.5%
		100%

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.

