

		Universitas Negeri Surabaya Faculty of Education, Bachelor of Primary School Teacher Education Study Program					Document Code										
SEMESTER LEARNING PLAN																	
Courses		CODE	Course Family		Credit Weight		SEMESTER	Compilation Date									
Development of musical arts for children		8620603234	Compulsory Study Program Subjects		T=3	P=0	ECTS=4.77	5 July 17, 2024									
AUTHORIZATION		SP Developer			Course Cluster Coordinator		Study Program Coordinator										
			Putri Rachmadyanti, S.Pd., M.Pd.										
Learning model	Project Based Learning																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
	PLO-5	Analyzing the application of basic education science by prioritizing inclusive education based on technology and local wisdom.															
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O		PLO-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
Short Course Description	This course provides knowledge of basic music theory including rhythmic and melodic understanding. Practical experience is given to students to be able to read number notation rhythmically and melodically. Practical experience is given to students by playing recorder musical instruments through reading sheet music, in the form of 2 and 3 voice ensemble arrangements.																
References	Main :																
	<ol style="list-style-type: none"> 1. Armando, 2015. Kumpulan lagu wajib nasional dan daerah. Yogyakarta: Certe Poose. 2. William, 2009. Kumpulan lagu daerah. Jakarta: PT. Kawan Pustaka. 3. Soekarno, Ari. ----. Buku Pinta Musik. Jakarta: Inovasi. 4. Loh Phaik Kheng. 1991. A Handbook of Music Theory . Penang, Malaysia: Penerbit Mizikal. 5. Mayer, Richard. 2009. Multimedia Learning. Yogyakarta: Pustaka Pelajar. 6. Persichetti, Vincent. 1978. Twentieth Century Harmony 13 Creative Aspect and Practice. London: Faber & Faber. 7. Kodijat, L., 2002. Penuntun mengajar piano . Djambatan. 8. Sukohardi, A., 1978. Teori Musik Umum. Yogyakarta: Pusat Musik Liturgi . 9. Rahn, J., 1987. Basic atonal theory . MacMillan Publishing Company. 10. Benward, B., 2014. Music in Theory and Practice Volume 1 . McGraw-Hill Higher Education. 11. Soemirat, C., 2009. Panduan Dasar Bermain Recorder. 12. Astuti, K.S. and Hadi, S., 2007. Diktat Ansambel Lanjut Musik Sekolah. Yogyakarta: Fakultas Bahasa dan Seni UNY . 																
	Supporters:																
Supporting lecturer	Dr. Yoyok Yermiandhoko, M.Pd. Dr. Nurhenti Dirlina Simatupang, M.Sn. Senyum Sadhana, S.Sn., 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	1. Master simple music theory and the concept of learning the art of music for elementary schools	1.1. Mastering the signs in musical notation	Criteria: Correct if according to existing references. Form of Assessment : Participatory Activities	Asynchronous. Online music theory reading materials/materials. 2 X 50		Material: Basic theory of music Reference: <i>Sukohardi, A., 1978. General Music Theory. Yogyakarta: Liturgical Music Center.</i>	2%
2	1. Master simple music theory and the concept of learning the art of music for elementary schools	1.2. Mastering the technique of reading rhythmic musical notation	Form of Assessment : Participatory Activities	Direct Synchronous. Through lectures, demonstrations and direct practice. 2 X 50		Material: melodic musical elements and their application in songs Reference: <i>Sukohardi, A., 1978. General Music Theory. Yogyakarta: Liturgical Music Center.</i>	2%
3	1. Master simple music theory and the concept of learning the art of music for elementary schools.	1.3. Mastering the technique of reading melodic music notation	Form of Assessment : Participatory Activities	Direct Synchronous. Through Lectures, Demonstrations and Direct Practice. 2 X 50 PBL 1		Material: Elements of music Rhythm: notes, silence, pulses (beats), rhythm patterns, time signatures, and timing References: <i>Sukohardi, A., 1978. General Music Theory. Yogyakarta: Liturgical Music Center.</i>	2%
4	2. Able to practice reading rhythmic and melodic notation.	2.1. Able to practice rhythmic and melodic notation with 4,3,2, and 1 beats.2.2. Able to practice rhythmic and melodic notation with 1/2 and 1/4 beats.	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Direct and Virtual Synchronous. Direct Modeling and Practice. Assignments using e-Learning. 2 X 50 PBL1		Material: Elements of music Rhythm: note, silence, pulse (beat), rhythm pattern, bar, and timer Reference: <i>Sukohardi, A., 1978. General Music Theory. Yogyakarta: Liturgical Music Center.</i>	10%
5	3. Master the technique of playing the recorder and piano including: how to blow and fingering on the 1CC 1D scale.	3.1. Playing the recorder and piano with right hand fingering.3.2. Plays the recorder and piano with left hand fingering.	Form of Assessment : Participatory Activities, Practical Assessment	Asynchronous utilizes 2 X 50 e-Learning		Material: Playing the recorder musical instrument Reference: <i>Soemirat, C., 2009. Basic Guide to Playing the Recorder.</i>	2%

6	3. Master the technique of playing the recorder and piano including: how to blow and fingering on the 1CC 1D scale.	3.3. Plays recorder and full fingering piano	Form of Assessment : Participatory Activities, Practice/Performance	Synchronous Maya. Modeling, assignments and discussion forums using e-Learning facilities. 2 X 50		Material: Recorder and piano playing techniques Reference: <i>Soemirat, C., 2009. Basic Guide to Playing Recorder.</i>	3%
7	4. Able to read melodic notation on a recorder or pianica musical instrument	Able to play a recorder musical instrument by reading simple beat number notation	Form of Assessment : Participatory Activities	Asynchronous. Utilizing audio visuals through e-Learning 2 X 50		Material: Playing record and piano songs using number and block notation Reader: <i>Soekarno, Ari. ----, Pinta Music Book. Jakarta: Innovation.</i>	2%
8	5. Play on the recorder simple children's and traditional songs on the 1CC 1D scale.	5.1. Playing 2 children's songs solo (1 voice) 5.2. Playing 2 children's songs in a mixed ensemble (recorder and pianist).	Form of Assessment : Participatory Activities, Tests	Asynchronous, through audio visuals linked to e-Learning. Virtual Synchronous, with assignments and discussion forums utilizing e-Learning. 2 X 50			20%
9	MIDDLE SEMESTER PROJECT	STUDENTS PRACTICE PLAYING MUSICAL INSTRUMENTS Recorders and pianica with D and F scales	Form of Assessment : Participatory Activities, Portfolio Assessment	2 X 50			3%
10	6. Master the technique of fingering the recorder and piano on the 1CF 1D scale.	6.1. Playing 1.5 octave scales on a 1CF 1D scale	Form of Assessment : Participatory Activities, Portfolio Assessment	Asynchronous using audio-visual via e-learning 2 X 50		Material: Playing the D Basic Tone recorder Reference: <i>Soemirat, C., 2009. Basic Guide to Playing the Recorder.</i>	4%
11	7. Play simple songs on the 1CF 1D scale.	7.1. Playing 2 simple songs with scales 1CF 1D,	Form of Assessment : Participatory Activities, Practice/Performance	Asynchronous via audio visual Synchronous Virtual via assignments and chat rooms 2 X 50 PBL 2		Material: Playing the recorder and pianica in D and F scales. Reference: <i>Sukohardi, A., 1978. General Music Theory. Yogyakarta: Liturgical Music Center.</i>	10%
12	8. Playing a children's song recorder ensemble, including 2 voices, 1CF 1D scales.	8.1. Recorder and pianist ensemble practice with 2 voice arrangements, and 1CF 1D scales.	Form of Assessment : Participatory Activities, Practical Assessment	Synchronous Directly through ensemble playing practice Synchronous Maya through assignments and chat rooms 2 X 50		Material: Music ensembles Reference: <i>Astuti, KS and Hadi, S., 2007. Diktat for Advanced School Music Ensembles. Yogyakarta: UNY Faculty of Languages and Arts.</i>	5%

13	8. Playing a children's song recorder ensemble, including 2 voices, 1CF 1D scales.	8.1. Recorder and pianist ensemble practice with 2 voice arrangements, and 1CF 1D scales.	Form of Assessment : Participatory Activities, Portfolio Assessment	Synchronous Directly through the practice of playing Synchronous Maya ensembles through assignments and chat rooms 2 X 50		Material: Ensemble games References: Astuti, KS and Hadi, S., 2007. <i>Advanced School Music Ensemble Diktat</i> . Yogyakarta: UNY Faculty of Languages and Arts.	2%
14	9. Playing a children's song recorder ensemble, including 3 voices, 1CF 1D scales.	9.1. Recorder and pianist ensemble practice with 3 voice arrangements, and 1CF 1D scales.	Form of Assessment : Participatory Activities, Practical Assessment	Synchronous Directly through the practice of playing Synchronous Maya ensembles through assignments and chat rooms 2 X 50			3%
15	9. Playing a children's song recorder ensemble, including 3 voices, 1CF 1D scales.	9.1. Recorder and pianist ensemble practice with 3 voice arrangements, and 1CF 1D scales.	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Synchronous Directly through the practice of playing Synchronous Maya ensembles through assignments and chat rooms 2 X 50 PBL 3		Material: Ensemble practice References: Astuti, KS and Hadi, S., 2007. <i>Advanced School Music Ensemble Diktat</i> . Yogyakarta: UNY Faculty of Languages and Arts.	10%
16	Answering the end of semester exam		Form of Assessment : Test			Material: All material Reference: Sukohardi, A., 1978. <i>General Music Theory</i> . Yogyakarta: Liturgical Music Center.	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	42.33%
2.	Project Results Assessment / Product Assessment	8.33%
3.	Portfolio Assessment	7.83%
4.	Practical Assessment	5%
5.	Practice / Performance	6.5%
6.	Test	30%
		99.99%

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.