



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																																	
Fine Arts Education	8620602118		T=2 P=0 ECTS=3.18	5	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																		
	Putri Rachmadyanti, S.Pd., M.Pd.																																		
Learning model	Case Studies																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	Mastery of Concepts, Practices and Management of Elementary/MI Fine Arts Education																																					
References	Main :																																					
	1. Brata, Dewa. 2007. Seni Rupa Anak. Yogyakarta: UNJ Press. 2. Kurikulum BSNP SD 3. Sudarto, Zaini., Dkk. 2004. Pendidikan Seni Rupa PGSD. Surabaya: Unesa University Press.																																					
	Supporters:																																					
Supporting lecturer	Drs. Suprayitno, 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	Understand the meaning of fine arts, and understand the history of the development of Indonesian fine arts, styles and genres and understand the aims of fine arts education at PGSD	Attitude Social skills a. Respect each other's opinions in the group b. Collaborating Characters a. Be careful in analyzing b. Develop critical thinking skills c. Responsible Knowledge 1. Explain the meaning of art and fine arts. 2. Identify works of fine art. 3. Explain the classification/genre of art. 4. Explain the periodization of Indonesian fine art history, styles and figures. 5. Explain the aim of the study. art in PGSD 6. Identifying types of student work/appreciating elementary school students' work. Skills 1. Classifying periods of art history based on genres 2. Able to write opinion pieces on the latest art	Criteria: true point 1 and false 0	Method: question and answer, discussion, lecture, assignment 6 X 50			0%																															

2	Understand the meaning of fine arts, and understand the history of the development of Indonesian fine arts, styles and genres and understand the aims of fine arts education at PGSD	Attitude Social skills a. Respect each other's opinions in the group b. Collaborating Characters a. Be careful in analyzing b. Develop critical thinking skills c. Responsible Knowledge 1. Explain the meaning of art and fine arts. 2. Identify works of fine art. 3. Explain the classification/genre of art. 4. Explain the periodization of Indonesian fine art history, styles and figures. 5. Explain the aim of the study. art in PGSD 6. Identifying types of student work/appreciating elementary school students' work. Skills 1. Classifying periods of art history based on genres 2. Able to write opinion pieces on the latest art	Criteria: true point 1 and false 0	Method: question and answer, discussion, lecture, assignment 6 X 50			0%
3	Understand the meaning of fine arts, and understand the history of the development of Indonesian fine arts, styles and genres and understand the aims of fine arts education at PGSD	Attitude Social skills a. Respect each other's opinions in the group b. Collaborating Characters a. Be careful in analyzing b. Develop critical thinking skills c. Responsible Knowledge 1. Explain the meaning of art and fine arts. 2. Identify works of fine art. 3. Explain the classification/genre of art. 4. Explain the periodization of Indonesian fine art history, styles and figures. 5. Explain the aim of the study. art in PGSD 6. Identifying types of student work/appreciating elementary school students' work. Skills 1. Classifying periods of art history based on genres 2. Able to write opinion pieces on the latest art	Criteria: true point 1 and false 0	Method: question and answer, discussion, lecture, assignment 6 X 50			0%
4	Understanding the elements and elements of fine art, drawing techniques, pencil sketches (black pencil), perspective drawing (quasi-mathematical) and rendering/shading/scratching techniques, color.	Attitude Social skills a. Respect each other's opinions in the group b. Collaborating Characters a. Be careful in analyzing b. Develop critical thinking skills c. Responsible Knowledge 1. Explain the elements of fine arts including; line, plane/shape, color, texture, space, and lighting. 2. Explain the principles of fine arts; composition, balance, rhythm, contrast, harmony, unity, and proportion. Skills 1. Practice producing pencil sketches (black and white) Producing works (drawing techniques) perspective and shading rendering techniques in fine arts practice.	Criteria: guidelines for test and non-test assessment rubrics	Method: question and answer, discussion, assignment, demonstration, 8 X 50 project			0%
5	Understanding the elements and elements of fine art, drawing techniques, pencil sketches (black pencil), perspective drawing (quasi-mathematical) and rendering/shading/scratching techniques, color.	Attitude Social skills a. Respect each other's opinions in the group b. Collaborating Characters a. Be careful in analyzing b. Develop critical thinking skills c. Responsible Knowledge 1. Explain the elements of fine arts including; line, plane/shape, color, texture, space, and lighting. 2. Explain the principles of fine arts; composition, balance, rhythm, contrast, harmony, unity, and proportion. Skills 1. Practice producing pencil sketches (black and white) Producing works (drawing techniques) perspective and shading rendering techniques in fine arts practice.	Criteria: guidelines for test and non-test assessment rubrics	Method: question and answer, discussion, assignment, demonstration, 8 X 50 project			0%
6	Understanding the elements and elements of fine art, drawing techniques, pencil sketches (black pencil), perspective drawing (quasi-mathematical) and rendering/shading/scratching techniques, color.	Attitude Social skills a. Respect each other's opinions in the group b. Collaborating Characters a. Be careful in analyzing b. Develop critical thinking skills c. Responsible Knowledge 1. Explain the elements of fine arts including; line, plane/shape, color, texture, space, and lighting. 2. Explain the principles of fine arts; composition, balance, rhythm, contrast, harmony, unity, and proportion. Skills 1. Practice producing pencil sketches (black and white) Producing works (drawing techniques) perspective and shading rendering techniques in fine arts practice.	Criteria: guidelines for test and non-test assessment rubrics	Method: question and answer, discussion, assignment, demonstration, 8 X 50 project			0%

7	Understanding the elements and elements of fine art, drawing techniques, pencil sketches (black pencil), perspective drawing (quasi-mathematical) and rendering/shading/scratching techniques, color.	Attitude Social skills a. Respect each other's opinions in the group b. Collaborating Characters a. Be careful in analyzing b. Develop critical thinking skills c. Responsible Knowledge 1. Explain the elements of fine arts including; line, plane/shape, color, texture, space, and lighting. 2. Explain the principles of fine arts; composition, balance, rhythm, contrast, harmony, unity, and proportion. Skills 1. Practice producing pencil sketches (black and white) Producing works (drawing techniques) perspective and shading rendering techniques in fine arts practice.	Criteria: guidelines for test and non-test assessment rubrics	Method: question and answer, discussion, assignment, demonstration, 8 X 50 project			0%
8	understand the material from meetings 1 to 7	understand the material from meetings 1 to 7	Criteria: test answer key and performance assessment sheet	individual work 2 X 50			0%
9	Explain and master Calligraphy/ Stylization/ Motif design.	Attitude Social skills a. Respect each other's opinions in the group b. Collaborating Characters a. Be careful in analyzing b. Develop critical thinking skills c. Responsible Knowledge 1. Explaining the meaning of ornament 2. Explaining the meaning of calligraphy 3. Explaining the steps for making ornaments and calligraphy 4. Classifying works of art including ornaments and calligraphy Skills 1. Drawing ornaments Designing ornaments to decorate	Criteria: performance assessment rubric	Method: question and answer, discussion, demonstration, assignment, 6 X 50 project			0%
10	Explain and master Calligraphy/ Stylization/ Motif design.	Attitude Social skills a. Respect each other's opinions in the group b. Collaborating Characters a. Be careful in analyzing b. Develop critical thinking skills c. Responsible Knowledge 1. Explaining the meaning of ornament 2. Explaining the meaning of calligraphy 3. Explaining the steps for making ornaments and calligraphy 4. Classifying works of art including ornaments and calligraphy Skills 1. Drawing ornaments Designing ornaments to decorate	Criteria: performance assessment rubric	Method: question and answer, discussion, demonstration, assignment, 6 X 50 project			0%
11	Explain and master Calligraphy/ Stylization/ Motif design.	Attitude Social skills a. Respect each other's opinions in the group b. Collaborating Characters a. Be careful in analyzing b. Develop critical thinking skills c. Responsible Knowledge 1. Explaining the meaning of ornament 2. Explaining the meaning of calligraphy 3. Explaining the steps for making ornaments and calligraphy 4. Classifying works of art including ornaments and calligraphy Skills 1. Drawing ornaments Designing ornaments to decorate	Criteria: performance assessment rubric	Method: question and answer, discussion, demonstration, assignment, 6 X 50 project			0%
12	Explain techniques for drawing landscapes and animals.	Attitude Social skills a. Respect each other's opinions in the group b. Collaborating Characters a. Be careful in analyzing b. Develop critical thinking skills c. Responsible Knowledge 1. Explain the processing of image media into artistic works, leading to elementary school fine arts education (illustrations/scenery/animals). 2. Explain the steps for managing image media 3. Explain the elements of fine art in drawing illustrations Skills 1. Classify image media	Criteria: true point 1 and false zero	Method: question and answer, discussion, demonstration, assignment 4 X 50			0%
13	Explain techniques for drawing landscapes and animals.	Attitude Social skills a. Respect each other's opinions in the group b. Collaborating Characters a. Be careful in analyzing b. Develop critical thinking skills c. Responsible Knowledge 1. Explain the processing of image media into artistic works, leading to elementary school fine arts education (illustrations/scenery/animals). 2. Explain the steps for managing image media 3. Explain the elements of fine art in drawing illustrations Skills 1. Classify image media	Criteria: true point 1 and false zero	Method: question and answer, discussion, demonstration, assignment 4 X 50			0%

14	Explains fine arts management/appreciation of fine arts works/work evaluation	Attitude Social skills a. Respect each other's opinions in the group b. Collaborating Characters a. Be careful in analyzing b. Develop critical thinking skills c. Responsible Knowledge 1. Explain the meaning of an art exhibition 2. Explain the procedures for planning an art exhibition 3. Explain the procedures and implementation of an art exhibition 4. Explain appreciation in art exhibition activities Skills Carrying out visual art exhibition activities procedurally, as well as appreciating the works in the exhibition.	Criteria: answer key and project assessment sheet	Method: question and answer, discussion, assignment 4 X 50			0%
15	Explains fine arts management/appreciation of fine arts works/work evaluation	Attitude Social skills a. Respect each other's opinions in the group b. Collaborating Characters a. Be careful in analyzing b. Develop critical thinking skills c. Responsible Knowledge 1. Explain the meaning of an art exhibition 2. Explain the procedures for planning an art exhibition 3. Explain the procedures and implementation of an art exhibition 4. Explain appreciation in art exhibition activities Skills Carrying out visual art exhibition activities procedurally, as well as appreciating the works in the exhibition.	Criteria: answer key and project assessment sheet	Method: question and answer, discussion, assignment 4 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.