



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Bachelor of Primary School Teacher Education Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																										
Music Ensemble	8620602003		T=2	P=0	ECTS=3.18	7	July 18, 2024																																										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																											
	.....		.....			Putri Rachmadyanti, S.Pd., M.Pd.																																											
<b>Learning model</b>	Case Studies																																																
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px; text-align: center;">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-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																	
<b>Short Course Description</b>	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.																																																
<b>References</b>	<b>Main :</b>																																																
	<ol style="list-style-type: none"> <li>1. Armando, 2015. Kumpulan lagu wajib nasional dan daerah. Yogyakarta: Certe Poose.</li> <li>2. William, 2009. Kumpulan lagu daerah. Jakarta: PT. Kawan Pustaka.</li> <li>3. Soekarno, Ari. ----. Buku Pinta Musik. Jakarta: Inovasi.</li> <li>4. Loh Phaik Kheng. 1991. A Handbook of Music Theory . Penang, Malaysia: Penerbit Muzikal.</li> <li>5. Mayer, Richard. 2009. Multimedia Learning. Yogyakarta: Pustaka Pelajar.</li> <li>6. Persichetti, Vincent. 1978. Twentieth Century Harmony 13 Creative Aspect and Practice. London: Faber &amp; Faber.</li> <li>7. Kodijat, L., 2002. Penuntun mengajar piano . Djambatan.</li> <li>8. Sukohardi, A., 1978. Teori Musik Umum. Yogyakarta: Pusat Musik Liturgi .</li> <li>9. Rahn, J., 1987. Basic atonal theory . MacMillan Publishing Company.</li> <li>10. Benward, B., 2014. Music in Theory and Practice Volume 1 . McGraw-Hill Higher Education.</li> <li>11. Soemirat, C., 2009. Panduan Dasar Bermain Recorder.</li> <li>12. Astuti, K.S. and Hadi, S., 2007. Diktat Ansambel Lanjut Musik Sekolah. Yogyakarta: Fakultas Bahasa dan Seni UNY .</li> </ol>																																																
	<b>Supporters:</b>																																																
<b>Supporting lecturer</b>	Dr. Yoyok Yermiandhoko, M.Pd.																																																
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																										
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																												
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>																																										

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	<b>Criteria:</b> Correct if according to existing references.	Asynchronous. Online music theory reading materials/materials. 2 X 50			0%
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		Direct Synchronous. Through lectures, demonstrations and direct practice. 2 X 50			0%
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		Direct Synchronous. Through Lectures, Demonstrations and Direct Practice. 2 X 50			0%
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.		Direct and Virtual Synchronous. Direct Modeling and Practice. Assignments using e-Learning. 2 X 50			0%
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.		Asynchronous utilizes 2 X 50 e-Learning			0%
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		Synchronous Maya. Modeling, assignments and discussion forums using e-Learning facilities. 2 X 50			0%
7	4. Able to read melodic notation on a recorder or pianica musical instrument	1. Able to play a recorder musical instrument by reading simple beat number notation 2. Able to play the piano instrument by reading simple beat number notation		Asynchronous. Utilizing audio visuals through e-Learning 2 X 50			0%
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).		Asynchronous, through audio visuals linked to e-Learning. Virtual Synchronous, with assignments and discussion forums utilizing e-Learning. 2 X 50			0%
9	MIDDLE SEMESTER PROJECT	STUDENTS PRACTICE PLAYING MUSICAL INSTRUMENTS AS A GROUP		2 X 50			0%
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		Asynchronous using audio-visual via e-learning 2 X 50			0%

11	7. Play simple songs on the 1CF 1D scale.	7.1. Playing 2 simple songs with scales 1CF 1D,		Asynchronous through audio visual Synchronous Maya through assignments and chat rooms 2 X 50			0%
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.		Synchronous Directly through ensemble playing practice Synchronous Maya through assignments and chat rooms 2 X 50			0%
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.		Synchronous Directly through the practice of playing Synchronous Maya ensembles through assignments and chat rooms 2 X 50			0%
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.		Synchronous Directly through the practice of playing Synchronous Maya ensembles through assignments and chat rooms 2 X 50			0%
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.		Synchronous Directly through the practice of playing Synchronous Maya ensembles through assignments and chat rooms 2 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.

