

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

Document Code

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				SEME	STEF	R LE	ARN	IING	PLA	N							
Courses		CODE		Course Fa	amily						Cred	lit Wei	ight		SEMES	TER	Compilation Date
Music Ar	ts Education	862060211	5	Compulso	ry Study P	rogram S	Subjects				T=2	P=0	ECTS=	3.18		4	July 16, 2024
AUTHOR	IZATION	SP Develo	per					Course	Cluster	Coordin	ator				Study Program Coordinator		
		Nurhenti D	orlina Simatupa	ang											Putri	Rachmad M.Pe	yanti, S.Pd., d.
Learning model	Project Based I	earning															
Program		gram that is cha	rged to the c	ourse													
Learning		ctives (PO)															
(PLO)	PLO-PO Matrix	(
		PO Matrix at the end of each learning stage (Sub-PO)															
	PO Matrix at the	ne end of each le	arning stage	(Sub-PO)													
		P.O1	2	3 4	5	6	7	8	Week 9	10	11		12	13	14	15	16
Short Course Descript		I s to provide unders	anding and ski	lls to prospe	ective teach	hers in te	aching a	and devel	loping m	usic at th	e elem	entary	school	level.			
Reference	ces Main:																
	Harnum Sukohai	i dan Nugroho, Wid , Jonathan. 2001. E di, Al., Drs. 2011. ⁻ uti, Yuyun. 2015. Te	asic Music The eori Musik Um	eory: How to ium. Yogyak	Read, Wr arta: Pusa	ite, and l It Musik L	Jndersta Liturgi.	and Writte	en Music	. Chicago	: Sol-L						
	Supporters:																
Support lecturer	Dra. Nurhenti Do Senyum Sadhar Eva Amalia, M.F	orlina Simatupang, a, S.Sn., M.Pd. d.	M.Sn.														
Week-	Final abilities of each learning stage	Е	valuation					Learn Studen	p Learni ing met t Assign timated	hods, iments,					mat	rning erials rences]	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria	& Form			Offline	(offline))		0	nline	(online)			
(1)	(2)	(2)	14	1				E)				-	(C)			(7)	(0)

1	Understand the	Criteria: Depth	Criteria:	Offline Lectures		Material:	2%
	basic principles of music education in	of expression of opinion and	participatory activities	2 X 50		Knowledge of the	
1	elementary	analysis	Form of Assessment :			nature of elementary	
	schools.		Participatory Activities			school music	
						education:	
						Students understand that	
						music education	
						in elementary	
						school is an integral part of	
						the curriculum	
						which aims to	
						develop understanding	
						and appreciation	
						of music as well	
						as musical skills in early	
						childhood.	
						Students realize	
						that elementary school music	
						education does	
						not only involve	
						singing and playing musical	
						instruments, but	
						also includes an	
						introduction to musical	
						elements, an	
1						understanding of	
1						musical genres, and various	
1						musical listening	
1						experiences.	
1						Knowledge of the meaning of	
1						Elementary	
1						School Music	
1						Education: Students	
1						understand that	
1						Music Education	
						in Elementary School is a	
						learning process	
						that focuses on	
						developing musical skills,	
1						musical	
1						understanding,	
1						and music appreciation in	
1						elementary	
						school age	
						children. Students	
						understand that	
						elementary music	
						education includes learning	
						through singing	
						activities, playing	
						simple musical instruments,	
						moving to rhythm,	
						moving to rhythm, and participating	
1						in musical performances.	
						Knowledge of the	
1						characteristics of	
1						elementary school music	
1						education:	
						Students	
1						understand that elementary	
						school music	
						education must be adapted to the	
						development of	
						elementary	
						school age children, both	
						from a cognitive,	
						emotional,	
1						motoric and social	
						perspective.	
						Students realize	
						that the characteristics of	
						elementary	
						school age	
						children who are active, creative	
						and full of	
						imagination must	
						be accommodated in	
						interactive,	
						creative and fun	
						music learning. References:	
						Isfanhari and	
						Nugroho, Widyo.	
						1996. Basic Music	
						Knowledge.	
						Knowledge. Surabaya: East	
						Java Education and Culture	
						and Culture Service.	
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2	Identifying the	Rhythm Music		Scientific Approach Lecture Discussion Questions	Material:	3%
	characteristics and	Elements	Forms of Assessment	and Answers Giving	Understanding of	
	characteristics and development of elementary school age children in the context of music		Dortioinates Activities	2 X 50 Offline assignments	problems in	
	age children in the		Participatory Activities, Portfolio Assessment,		elementary school music	
	context of music education.		Practice / Performance		education:	
	education.		Tradition / Torronnanco		Students	
					understand that	
					there are several	
					problems that	
					may be faced in	
					music education in elementary	
					schools, such as	
					lack of time	
					allocated for	
					music learning,	
					lack of teacher	
					knowledge and	
					skills in the field of music, as well	
					as limited	
					resources and	
					facilities music.	
					Students also	
					realize that each	
					child has different	
1					musical interests	
					and abilities, so teachers need to	
1					face challenges	
1					in meeting	
1					students'	
1					individual musical	
1					needs and	
					interests.	
1					Supporting factors in	
1					factors in elementary music	
					education:	
					Students	
					understand the	
					importance of	
					support from	
					schools, school	
					principals, and	
					teaching staff in providing	
					adequate	
					attention and	
					resources for	
					elementary music	
					education.	
					Students realize	
					that the	
					involvement of parents and the	
					community in	
					supporting	
					musical activities	
1					at school can	
1					have a positive	
1					influence on children's musical	
1					children's musical development.	
					Inhibiting factors	
1					in elementary	
					school music	
					education:	
					Students	
					understand that limited learning	
					time and a busy	
					curriculum are	
					inhibiting factors	
					in developing a	
					comprehensive	
1					elementary	
1					school music education	
1					program.	
					Students realize	
					that teachers'	
					lack of knowledge	
					and skills in the	
					field of music as	
					well as limited music resources	
					and facilities can	
					also hinder the	
					effective	
					implementation of	
					elementary music	
					education.	
					References:	
					Sukohardi, Al.,	
					Drs. 2011. General Music	
					Theory.	
					Yogyakarta:	
					Liturgical Music	
					Center.	
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3	Plan and implement music lessons that are appropriate for elementary school	1.Melodic elements 2.Read and write the	Criteria: Accuracy of writing and reading melody notation	Scientific approach Lecture Discussion Questions and Answers Assignment/ Offline 2 X 50	Material: Understanding the importance of elementary	3%
	age children.	form, name and value of the rest sign correctly.	Form of Assessment : Participatory Activities, Practice/Performance		school music education: Students understand that music education	
					in elementary school has an important role in the cognitive, emotional, social	
					and motoric development of children. Students realize that Music	
					Education can improve children's learning abilities holistically, such	
					as increasing musical intelligence, strengthening	
					communication skills, increasing creativity, and building self- confidence. The	
					role of developmental maturation in elementary school children:	
					Students understand that elementary school children are at an	
					important developmental phase in developing musical skills.	
					Students realize that at this stage, children begin to develop the vocal abilities, musical	
					hearing, understanding of rhythm, and motor coordination	
					needed in elementary school music education. The	
					role of learning stimulation in elementary school children: Students	
					understand that appropriate learning stimulation in Music Education	
					can increase children's interest and motivation in learning music. Students realize	
					that teachers need to provide a creative, fun and interactive learning	
					environment to optimize the learning stimulation of elementary	
					school children in Music Education. References: Sukohardi, Al., Drs. 2011.	
					General Music Theory. Yogyakarta: Liturgical Music Center.	
4	Designing music education programs for elementary schools (SD).	1.State the function of dots and connecting arcs in block	Criteria: Suitability of children's musical activities Forms of Assessment	Scientific Approach Lecture Discussion Questions and Answers Assignment/ Offline 2 X 50 PBL1	Material: Knowledge of the structure of an elementary school music education	8%
		notation correctly. 2.Able to read and write notation that	Participatory Activities, Project Results Assessment / Product Assessment		program: Students understand the components that need to be in an	
		uses dots and connecting arcs			elementary school music education program, such as learning	
					objectives, material content, learning methods,	

					assessments,	
					and extracurricular	
					activities related	
					to music. Students	
					understand how	
					to develop a curriculum and	
					sustainable	
					learning plans to meet the musical	
					needs and	
					development of	
					children in elementary	
					school. Ability to	
					design music learning in	
					accordance with	
					learning objectives:	
					Students are able	
					to design music	
					learning activities that are relevant	
					to the learning	
					objectives that have been set.	
					Students are able	
					to select and adapt music	
					material content	
					that is appropriate to the	
					developmental	
					stage and interests of	
					elementary	
					school children.	
					Skills in using creative and	
					interactive	
					learning methods: Students are able	
					to choose and	
					apply learning methods that are	
					varied and	
					interesting for	
					elementary school children,	
					such as role	
					playing, musical exploration,	
					playing musical	
					instruments,	
					singing and movement.	
					Students are able	
					to create an inclusive and	
					participatory	
					learning	
					environment, where all	
					students can	
					actively participate in	
					musical activities.	
					Ability to integrate music into	
					extracurricular	
					activities: Students are able	
					to design and	
1					organize	
					extracurricular activities related	
1					to music, such as	
1					choir, band, mini orchestra, or	
					dance group, to	
1					enrich the musical	
1					experience of	
1					children in elementary	
1					school. Students	
					are able to	
					integrate music learning into	
1					these	
1					extracurricular activities, so that	
1					students can	
					develop musical skills in more	
					depth.	
					Reference:	
					Harnum, Jonathan. 2001.	
					Basic Music	
					Theory: How to Read, Write, and	
					Understand	
					Written Music. Chicago: Sol-Ut	
-					Press.	
5	Understanding the targets of	1.Plan and	Form of Assessment :	Scientific Approach Lecture Discussion Questions and Answers Assignment/ Offline	Material: Understanding	4%
	elementary school	implement meaningful	Participatory Activities,	2 X 50	the goals of	
	music education and music	musical	Portfolio Assessment		elementary school music	
	activities in elementary school	activities			education:	
	23,1001	and support the musical			Students	
		development			understand that	

1 1	af atudanta	ı	I	the goals of
	of students in			music education
	elementary			in elementary school are to
	schools. 2.			develop
				understanding and appreciation
				of music, develop
				basic musical skills, and form a
				positive attitude
				towards music. Students
				understand that
				these goals include
				introducing basic
				musical concepts, developing
				singing skills,
				playing simple musical
				instruments, as
				well as introducing
				diverse musical
				genres and musical cultures.
				Understanding of
				musical activities in elementary
				school: Students
				understand various musical
				activities that can
				be carried out in elementary
				school, such as
				singing, playing simple musical
				instruments,
				dancing, listening to music, and
				composing and
				composing simple songs.
				Students understand the
				importance of
				choosing music activities that are
				appropriate to the
				level of development and
				interests of
				elementary school children,
				as well as
				considering the diversity of music
				and musical
				culture in these activities. Skills in
				planning and
				implementing music activities in
				elementary
				school: Students are able to plan
				varied and
				interesting music activities, taking
				into account the
				learning objectives and
				developmental
				stages of children in elementary
				school. Students
				are able to carry out musical
				activities well, direct students in
				active
				participation, and provide
				constructive
				feedback to develop students'
				musical skills.
				Ability to integrate music activities
				with other
				subjects: Students are able
				to integrate music
				activities with other subjects in
				elementary
				school, such as Indonesian,
				mathematics, fine arts, or English,
				to improve
				understanding and application of
				musical concepts
				across disciplines.
				Students are able
				to develop and choose relevant
				learning
				strategies to integrate music
				activities with
				other subjects
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				R Is N 1 M K S	ynergistically. leferences: sfanhari and lugroho, Widyo. 1996. Basic fusic fusic funowledge. surabaya: East laya Education	
6	Understanding the music education skills of elementary school children through routine, programmed, spontaneous and exemplary activities and involving parents in children's music education	Criteria: Depth of expression of opinion and analysis Form of Assessment: Participatory Activities, Portfolio Assessment	Scientific Approach Lecture Discussion Questions and Answers Assignment/ Offline 2 x 50	N 1 M KS J. a B U e s m e tt a S u ir d a e s s m p m ir b ir w tt S u m a d m s s m ir fc tt U e s m s p a S u ir m e s m ir s p S u p m c e s u m ir d m U e s m s s a S u ir p o e	lugroho, Widyo. 996. Basic Iusic 'nowledge.	3%
				b cr m s ir s e fr S u s, n c c c e e s u t t t t t t t t t t t t t t t t t t	chool children to e spontaneously reative in usical activities, uch as vocal or istrumental inprovisation, ound xploration, and ee movement. itudents inderstand that pontaneous unsical activities an stimulate reativity, self-xpression and usical xploration in lementary chool children. Inderstanding eimportance of xample and	

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						involving parents
						in elementary
						school children's
						music education:
						Students
						understand that
						the teacher's
						example in
						enjoying and
						appreciating
						music is very
						important in
						forming children's
						interest and
						positive attitudes
						towards music.
						Students
						understand that
						involving parents
						in cupporting
						in supporting
						elementary
						school children's
						music education
						through activities
						at home,
						participation in
						musical
						performances, or
						supporting
						musical activities
1						at school can
1						provide richer
1						musical
						experiences for
						children.
						References:
						Yuniastuti,
						Yuyun. 2015.
						Junior Level
						Music Theory.
						Surabaya: East
						Java Education
						and Culture
						Service.
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7	Understanding the characteristics of elementary music education evaluation stells and elementary music education evaluation techniques	Understanding of the characteristic skills for evaluating elementary school music education and evaluation techniques that can be used in the context of music education in elementary schools.	Form of Assessment : Participatory Activities	Scientific Approach Lectures Discussions Questions and Answers Assignments / Offline 2 X 50	Material: Understanding the characteristics of elementary music education evaluation skills: Students understand the characteristics of evaluation in elementary school music education, such as objectivity, consistency, validity, reliability and contextuality. Students understand that elementary school music education evaluations must be able to measure students' musical abilities holistically, including the ability to sing, play musical instruments, follow rhythm, and understand other musical elements. Understanding elementary music education evaluation techniques: Students students students students students that can be used in the context of elementary music education, such as performance assessment, portfolio assessment, observation assessment, and self-assessment, the context of elementary music education evaluation techniques that can be used in the context of elementary music education such as performance assessment, portfolio assessment, and self-assessment, observation assessment and evelopment of elementary school music education to the context of elementary school music education to participate actively in the evaluation process. Reference: Harnum, Jonathan. 2001. Basic Music Theory: How to Read, Write, and Understand Writers Music. Chicago: Sol-Ut	4%
8	Mastering the material presented at the 2nd to 7th meetings	Work on questions by answering USS questions	Form of Assessment : Test	UTS 2 X 50	Press. Material: Mastering the material presented at the 2nd to 7th meetings Readers: Sukohardi, Al., Drs. 2011. General Music Theory. Yogyakarta: Liturgical Music Center.	20%

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Formula of the control of the contro	9	Skills in	Students are		Scientific	Material:	3%
demonstration of control of the cont		understanding	also expected to	Form of Assessment :			
demonstration of control of the cont		music teaching methods for	be able to	Participatory Activities,		the types and	
In conclusion of the control of the		elementary school	music teaching	Practice/Performance			
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methods: Students are able to apply music teaching methods appropriate to the learning context in elementary school, taking minor and development of elementary school of taking minor and the school of taking methods into fun and meaningful methods into fun and meaningful methods into fun and meaningful methods into fun understanding of variations in methods: Students understand the importance of variations in methods in achieving music learning goals in elementary school of taking methods in achieving music learning goals in elementary school of taking methods in achieving music learning goals in elementary school of hidren. The school of taking methods in achieving music learning most school of taking methods in achieving music learning goals in elementary school of hidren. The school of taking methods in achieving music learning process interesting and effective.	1					the application of	
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11	Elementary music education peer teaching skills	skills in conducting peer teaching in the context of music education for elementary school children.	Criteria: skills in making music teaching devices, thereby creating a collaborative and sustainable learning environment. Form of Assessment: Participatory Activities, Practical Assessment	Scientific Approach Lecture Discussion Questions and answers Assignment 2 x 50	Material: Understanding of music activity program evaluation: Students understand the purpose and importance of evaluation in music activity programs for elementary school children. Students understand the basic concepts of evaluation, including data collection, data analysis, and decision making based on evaluation results. Ability to design evaluation	2%
					instruments: Students are able to design evaluation instruments that are relevant to the objectives of music learning and the characteristics of music activities in elementary school. Students can create questions or evaluation tasks that measure musical	
					understanding, musical instrument playing skills, vocal abilities, and students' active participation in musical activities. Ability to analyze and interpret evaluation data: Students are able to analyze evaluation data obtained from the evaluation instruments that have been	
					designed. Students can interpret evaluation results to identify the success of the music activity program, strengths and weaknesses, as well as potential improvements that can be made. Ability to provide feedback and suggestions for improvement: Students are able	
					to provide constructive feedback based on evaluation results to related parties, such as music teachers, students and parents. Students can provide suggestions for improvements or recommendations for developing music activity programs that are more effective	
12	Skills for	Able to plan and	California	Continue Approach Actura Discussion Questions	and suit the needs of elementary school students. Reference: Harnum, Jonathan. 2001. Basic Music Theory: How to Read, Write, and Understand Written Music. Chicago: Sol-Ut Press.	5%
12	developing musical activities for elementary school children with the	Able to plan and implement musical activities	Criteria: completeness, clarity, creativity, originality, accuracy, relevance,	Scientific ApproachLectureDiscussionQuestions and answers Assignment/Offline 2 X 50 PBL2	Material: Understanding the importance of	5%

İ	involvement of	parents with the	organization and	l I	in elementary
	parents	aim of strengthening relationships	presentation		school children's musical activities:
		between school and family, as well as creating	Forms of Assessment :		Students understand the
		well as creating an environment	Participatory Activities, Project Results		important role of parents as
		that supports the overall	Assessment / Product Assessment		partners in supporting the
		musical development of			musical development of
		elementary school children.			elementary
					school children. Students realize
					that involving parents can
					increase student motivation and
					participation in musical activities,
					as well as expand musical
					experiences outside the
					school environment.
					Ability to plan musical activities
					that involve parents: Students
					are able to plan musical activities
					that involve
					active participation from parents, whether
					in the form of
					workshops, musical
					performances, or collaborative
					activities between students,
					teachers and parents. Students
					can identify concepts or
					themes for music activities that can
					involve parents, thereby creating
					stronger bonds between school
					and family. Ability to communicate
					and encourage cooperation with
					parents: Students are able to
					communicate
					with parents about the
					importance of musical activities
					in the development of
					elementary school children.
					Students can invite parents to
					collaborate in supporting
					musical activities, such as attending
					children's musical performances,
					providing support at home, or
					volunteering in musical activities
					at school. Ability to appreciate the
					role of parents in the musical
					development of elementary
					school children: Students can
					appreciate the contribution of
					parents in supporting the
					musical activities of elementary
					school children.
					Students can recognize and
					appreciate the diversity of their
					parents' musical backgrounds, and
					use them as a valuable resource
					in their children's musical
					development. Reference:
					Harnum, Jonathan. 2001.
					Basic Music Theory: How to
					Read, Write, and Understand
					Written Music.
					Chicago: Sol-Ut Press.

	music activities for elementary school children and	music activities for elementary school children	Forms of Assessment	AnswerAssignment/Offline 2 X 50	Understanding of creating music	
	evaluation	and evaluating these activities.	Participatory Activities, Project Results		activities for elementary	
		triese activities.	Assessment / Product		school children: Students	
			Assessment		understand the	
					basic principles in designing music	ו
					activities that are	
					appropriate to the development of	·
					elementary	
					school children, including	
					selecting musical repertoire, using	
					musical	
					instruments, and structuring	
					activities.	
					Students are able to identify	·
					learning goals to	
					be achieved through musical	
					activities, such as developing	
					musical skills,	
					self-expression, cooperation and	
					music	
					appreciation. Ability to plan	
					varied and	
					interesting musical activities	
					Students are able to design varied	
					musical activities	
					follow the elementary	
					school music	
					education curriculum, and	
					attract children's interest. Students	
					can integrate	
					musical elements such as singing,	
					movement,	
					playing musical instruments, and	
					dancing in	
					designed music activities. Ability	
					to organize and carry out musical	
					activities:	
					Students are able to organize	: [
					musical activities	
					by preparing materials,	
					arranging space,	
					and coordinating the participation	
					of elementary	
					school children. Students can	
					facilitate music activities by	
					providing	
					instructions, guiding students	
					in participation,	
					and providing support and	
					positive	
					feedback. Ability to evaluate	
					musical activities:	
					Students are able to evaluate	
					musical activities that have been	
					carried out, both	
					formatively and summatively.	
					Students can use	
					evaluation techniques such	
					as observation,	
					performance assessment, and	
					self-reflection to measure the	
					achievement of	
					learning goals in music activities.	
					Reference:	
					Harnum, Jonathan. 2001.	
					Basic Music	
					Theory: How to Read, Write, and	
					Understand	
					Written Music. Chicago: Sol-Ut	
					Press.	
4	Learning observation skills	skills in conducting	Form of Assessment	Scientific Approach Lecture Discussion Questions	Material: Ability	8%
	and teaching	learning	Form of Assessment : Participatory Activities,	and Answers Assignment/ Offline 2 X 50 PBL3	to observe music learning in	
	practices in music education in	observations and teaching	Practice/Performance		elementary school: Students	
	1	practices in the	1	İ	acrioor. acuderits	

elementary schools	context of music education in		are able to observe and
00.1100.10	elementary schools.		identify various
	3010013.		aspects of music learning that
			occur in
			elementary school classes,
			such as interactions
			between teachers
			and students, the use of teaching
			methods,
			student-student interactions, and
			the level of student
			participation in
			music activities. Students are able
			to use
			appropriate observation tools
			to collect relevant data related to
			music learning in
			elementary school. Ability to
			analyze and
			evaluate music learning in
			elementary school: Students
			are able to
			analyze observation data
			that has been collected and
			identify strengths
			and weaknesses in music learning
			in elementary
			school. Students can provide
			constructive evaluations and
			recommendations
			for improvements to aspects of
			music learning that need to be
			improved. Ability
			to practice teaching music
			education in
			elementary school: Students
			are able to plan and carry out
			music teaching
			sessions in elementary
			school by
			referring to the curriculum and
			applicable music
			learning standards.
			Students can select and
			organize music teaching
			materials that are
			appropriate to the level of
			development and interests of
			elementary
			school children, as well as apply
			varied and
			interesting teaching
			methods. Ability to self-reflect on
			practical teaching
			experiences: Students are able
			to reflect on and analyze practical
			teaching
			experiences that have been carried
			out, including
			successes, difficulties, and
			effective strategies in
			teaching music in
			elementary schools. Students
			can make follow- up plans to
			improve the
			quality of music teaching based
			on this self- reflection.
			References:
			Sukohardi, Al., Drs. 2011.
			General Music
			Theory. Yogyakarta:
		 	 Liturgical Music Center.

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15	Skills in making observation reports	skills in making music learning	Forms of Assessment	Scientific ApproachLectureDiscussionQuestions		Material: Ability	7%
	observation reports and making	observation	Forms of Assessment	and answersAssignment 2 X 50		to observe music learning in	
	articles	reports and	Participatory Activities,	2.7.00		elementary	
		processing them into	Project Results			school: Students	
		articles	Assessment / Product			are able to	
			Assessment			observe and	
						collect data related to music	
						learning that	
						occurs in	
						elementary	
						school classes. Students use	
						appropriate	
						observation tools	
						to collect relevant	
						data, such as	
						observation notes, audio or	
						video recordings,	
						or interviews with	
						teachers or	
						students. Ability	
						to analyze and process	
						observation data:	
						Students are able	
						to analyze	
						observation data that has been	
						collected using	
						relevant	
						analytical	
						methods. Students can	
						identify important	
						findings and	
						patterns that	
						emerge from the	
						observation data. Ability to write	
						observation	
						reports: Students	
						are able to	
						compose clear, structured and	
						informative	
						observation	
						reports. Students	
						describe in detail	
						the findings from observations,	
						including analysis	
						and interpretation	
						of relevant data.	
						Ability to process	
						observation reports into	
						articles: Students	
						are able to	
						process	
						observation	
						reports into scientific articles	
						that comply with	
						the required	
						format and	
						structure. Students can	
						compile an	
						introduction,	
						methodology,	
						findings, discussion and	
						conclusions in an	
						informative and	
						powerful article.	
						References: Sukohardi, Al.,	
						Drs. 2011.	
						General Music	
						Theory.	
						Yogyakarta:	
						Liturgical Music Center.	
16	UAS	Studente de		Final Evam offling			2004
16	UAS	Students do UAS questions	Form of Assessment :	Final Exam offline		Material: Basic music theory	20%
		57 to questions	Test			Reader: Harnum,	
						Jonathan. 2001.	
						Basic Music	
						Theory: How to	
						Read, Write, and Understand	
						Written Music.	
						Chicago: Sol-Ut	
						Press.	

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage					
1.	Participatory Activities	32.5%					
2.	Project Results Assessment / Product Assessment	14%					
3.	Portfolio Assessment	4.5%					
4.	Practical Assessment	1%					
5.	Practice / Performance	8%					
6.	Test	40%					
		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.
- 2. The PLO imposed on courses are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/d 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
- 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 abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.
- 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.