| | | Document Code |
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| | **Universitas Negeri Surabaya**<br>**Faculty of Languages and Arts**<br>**Bachelor of Visual Communication Design Study Program** | |

## SEMESTER LEARNING PLAN

| Courses | | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|---|
| **2d Basic Shape** | | 9024103040 | | **T=3** | **P=0** | **ECTS=4.77** | 1 | July 18, 2024 |

| AUTHORIZATION | | SP Developer | | Course Cluster Coordinator | Study Program Coordinator |
|---|---|---|---|---|---|
| | | ...................................... | | ...................................... | Marsudi, S.Pd., M.Pd. |

| Learning model | **Project Based Learning** |
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| Program Learning Outcomes (PLO) | **PLO study program that is charged to the course** |
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| | **Program Objectives (PO)** |
| | **PLO-PO Matrix** |

| | P.O |
|---|---|

**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 examines the application of the basics of visual techniques as an effort to provide students with the elements and principles of two-dimensional art. Fine art element material includes color theory, the concepts of points, lines, shapes, space, texture. The organizational principles of visual elements include balance, rhythm, unity, harmony, perspective, and dominance. Elements and principles as rules for forming artistic visualization, as well as their application in 2-dimensional visualization which utilizes a variety of mediums, properties and 2-dimensional visual structures in geometric or non-geometric forms, through training in sensitivity in organizing visual elements and the practice of creating basic two-dimensional visual works. |
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| References | **Main :** |
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1. Alan Pipes. 2008. Foundations of Art and Design. Lawrence King.
2. Bates, Kenneth F. 1970. Basic Design Priciple and Practice. New York: The World Publishing Company
3. Fukuda, Akio. 1992. Studio Design Patterns 2. Japan: Kashiwashobo
4. Garret, Lilian. 1980. Variable Penyusunan. Yogyakarta : ISI.
5. Itten. 1970. The Element of Colour. New York: Van Nostrand Reinhold Company.
6. Sanyoto, Sadjiman Ebdi. 2009. Nirmana, Elemen-elemen Seni dan Desain. Yogyakarta: Jalasutra.
7. Waller, Louise. 1982. Art Fundamentals Theory And Practice. Wm.C. Brown Company Publishers
8. Wong, Wucius. 1989. Principle of Two Dimensional Design. New York: Van Nostrand Reinhold Company.

| | **Supporters:** |
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| Supporting lecturer | Marsudi, S.Pd., M.Pd. |
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| 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 describe the basics of two-dimensional basic shapes | 1. Describe the characteristics of two-dimensional visual works. 2. Describe the variety and characteristics of two-dimensional visual elements that are natural and artificial 3. Describe the arrangement variables and principles of organizing two-dimensional visual elements | | Lectures, discussions, questions and answers 3 X 50 | | | 0% |
|---|---|---|---|---|---|---|---|
| 2 | Able to organize dots/dots with various alternative two-dimensional visual displays | 1. Describe variations in point appearance based on manufacturing techniques 2. Identifying point arrangement and composition variables 3. Organizing dots in two-dimensional visual works | | Lectures, discussions, questions and answers, practice, assignments 3 X 50 | | | 0% |
| 3 | Able to organize lines in various alternative two-dimensional visual displays | 1. Describe variations in the appearance of two-dimensional lines 2. Identify line construction variables 3. Organizing lines in two-dimensional visual works | | Lectures, discussions, questions and answers, practice, assignments 3 X 50 | | | 0% |
| 4 | Able to organize geometric and non-geometric fields in a two-dimensional visual display | 1. Describe variations in the appearance of a two-dimensional plane 2. Identify field arrangement variables 3. Organizing geometric and non-geometric planes in two-dimensional visual works | **Criteria:** Suitability to task, variable arrangement, neatness | Lectures, discussions, questions and answers, practice, assignments 3 X 50 | | | 0% |
| 5 | Able to organize geometric and non-geometric fields in a two-dimensional visual display | 1. Describe variations in the appearance of a two-dimensional plane 2. Identify field arrangement variables 3. Organizing geometric and non-geometric planes in two-dimensional visual works | **Criteria:** Suitability to task, variable arrangement, neatness | Lectures, discussions, questions and answers, practice, assignments 3 X 50 | | | 0% |
| 6 | Able to organize colors in combination and two-dimensional visual composition | 1. Describe color variations based on hue, value and intensity/saturation 2. Explain color combinations 3. Organizing color in two-dimensional visual works | **Criteria:** tasks, arrangement variables, neatness | Lectures, discussions, questions and answers, practice, assignments 3 X 50 | | | 0% |

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| 7 | Able to organize colors in combination and two-dimensional visual composition | 1.Describe color variations based on hue, value and intensity/saturation<br>2.Explain color combinations<br>3.Organizing color in two-dimensional visual works | **Criteria:**<br>Suitability to task, variable arrangement, neatness | Lectures, discussions, questions and answers, practice, assignments<br>3 X 50 | | | 0% |
| 8 | Able to design two-dimensional visual works displaying a varied arrangement of visual elements | Students are able to design two-dimensional visual works displaying a varied arrangement of visual elements | **Criteria:**<br>Suitability to task, variable arrangement, neatness | Practice<br>3 X 50 | | | 0% |
| 9 | Able to organize textures in combination and two-dimensional visual composition | 1.Describe variations in texture based on materials and techniques<br>2.Texture combination<br>3.Organizing textures in two-dimensional visual works | **Criteria:**<br>Suitability to task, variable arrangement, neatness | Lectures, discussions, questions and answers, practice, assignments<br>3 X 50 | | | 0% |
| 10 | Able to organize textures in combination and two-dimensional visual composition | 1.Describe variations in texture based on materials and techniques<br>2.Texture combination<br>3.Organizing textures in two-dimensional visual works | **Criteria:**<br>Suitability to task, composition, neatness | Lectures, discussions, questions and answers, practice, assignments<br>3 X 50 | | | 0% |
| 11 | Able to organize visual elements with a harmonious composition of contrasting shapes and colors | 1.Describe variations in contrasting shapes and colors<br>2.Explain the visual effects of applying contrast in a two-dimensional composition.<br>3.Organizing visual elements by applying contrast in a harmonious composition | **Criteria:**<br>Suitability to task, composition, neatness | Lectures, discussions, questions and answers, practice<br>3 X 50 | | | 0% |
| 12 | Able to organize visual elements with symmetrical and asymmetrical balance in a harmonious composition | 1.Describe variations in balance in two-dimensional visual works<br>2.Explain the visual effects of applying balance in organizing visual elements.<br>3.Organizing visual elements by applying balance in a harmonious composition | **Criteria:**<br>Suitability to task, composition, neatness | Lectures, discussions, questions and answers, practice<br>3 X 50 | | | 0% |
| 13 | Able to organize visual elements by creating a climax/focus in a harmonious composition | 1.Describe variations in climax/focus in two-dimensional visual works.<br>2.Identify the visual effects of applying object focus and background in a two-dimensional composition<br>3.Organizing visual elements by applying focus in a harmonious composition | **Criteria:**<br>Suitability to task, composition, neatness | Lectures, discussions, questions and answers, practice<br>3 X 50 | | | 0% |

| 14 | Able to organize visual elements with variations in rhythm/rhythm in a harmonious composition | 1. Describe variations in rhythm in two-dimensional visual works<br>2. Explain the visual effects of applying rhythm in a two-dimensional composition<br>3. Organizing visual elements by applying harmonious rhythmic variations | **Criteria:** Suitability to task, composition, neatness | Lectures, discussions, questions and answers, practice 3 X 50 | | | 0% |
| 15 | Able to design two-dimensional visual works displaying a harmonious composition of visual elements | Designing two-dimensional visual works featuring a harmonious composition of visual elements with a variety of materials and techniques | **Criteria:** Suitability to task, composition, neatness | Lectures, discussions, questions and answers, practice 3 X 50 | | | 0% |
| 16 | Able to organize visual elements by applying the principles of harmonious composition | Designing two-dimensional visual works featuring a harmonious composition of visual elements with a variety of materials and techniques | **Criteria:** Suitability to task, composition, neatness | Practice 3 X 50 | | | 0% |

**Evaluation Percentage Recap: Project Based Learning**

| No | Evaluation | Percentage |
|----|-----------|-----------|
| | | 0% |

**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.