INSTITUTE SENI INDONESIA PADANGPANJANG
FACULTY OF VISUAL AND DESIGN ART
CRAFT ART STUDY PROGRAM

SEMESTER LESSON PLAN (RPS)

SUBJECT	CODE	Course Design	Credit Semester System (sks)	Semester	Preparation Date
TRIMATRA ELEMENTER DESIGN	6040402MKK28	Elective course	3	2	January 25, 2024

Authorization	Coordintaor RPS	Head of Study Programme
	Ferawati. S.Sn., M.Sn.	**Hendra, S.Sn., M.Sn.**

Learning Outcomes (CP)		
	CPL-PRODI (Study Program Graduate Learning Outcomes)	
	P.1	Mastering art science and methods in craft research.
	P.2	Mastering art science in craft creation methods.
	P.3	Mastering the concept of traditional, contemporary, industrial craft design.
	P.4	Mastering the principles of designing craft works.
	P.5	Have design thinking skills in the field of craft.
	KK.3	Able to research in the field of craft from both artistic and sociocultural aspects.
	KK.4	Able to master technology in creating and developing craft works.
	KU.4	Able to make appropriate decisions in the context of problem solving in their field of expertise, based on the results of analysis of information and data.
	CPMK (Course Learning Outcomes)	

	CPMK 1	Students understand the principles and concepts of three-dimensional elementary design and its limitations. (P.1, P.2, P.5)
	CPMK 3	Students are able to design, arrange, and color plane shapes, volumes, and design real volumes. (P.3, P.4, P.5, KK.3, KK.4, KU.4).
	Sub-CPMK (Course Learning Outcomes)	
	Sub-CPMK 1.1	Students are able to understand and explain the meaning of fields and the meaning contained in the preparation of fields.
	Sub-CPMK 1.2	Students are able to understand and know composition, proportion, balance, rhythm, sinter of interest in the preparation of three-dimensional elementary design.
	Sub-CPMK 2.1	Students are able to design tasks by making fields, arranging them and coloring them, in accordance with the principles and fundamentals of elementary design science.
	Sub-CPMK 2.2	Students are able to design, create, and develop empty and solid volume shapes in three-dimensional elementary design works.
	Sub-CPMK 2.3	Students are able to create elementary design works in the form of plane works, volumes and real volumes using ice sticks.
Brief Course Description	This course is a course that provides knowledge and skills as well as ideas and artistic sensitivity through three-dimensional concepts and elements, visual elements in three-dimensional works, exploration of materials with various characters in three-dimensional works, visual elements and design principles in works of art, application of various material characters in accordance with the design concept.	
Study Material	1. The concept of three-dimensional elementary design science in the preparation of three-dimensional elementary design elements. 2. Forms and functions of elementary three-dimensional design science. 3. Ability and understanding and designing field tasks. 4. Designing and developing the form of empty volume and solid volume in pseudo three-dimensional works. 5. Creating real three-dimensional works with ice stick media.	
Bibilioghrapy	**Primary:**	
	1. Sadjiman Ebdi Sanyoto,2005, *Dasar-dasar Tata Rupa dan Desain*, Arti Bumi Intaran, Yogyakarta. 2. Wucius Wong, 1976, *Beberapa asas merancang Trimatra,* ITB Bandung, Bandung	

	Additional :	
	1. Dharsono Sony Kartika, 2007, *Estetika*, Rekayasa Sains, Bandung. 2. Dharsono Sony Kartika, 2016, *Kreasi Artistik "Perjumpaan Tradisi Modern dalam Paragdima Kekaryaan Seni*", Citra Sain, Surakarta. 3. Fadjar Sidik dan Aming Prayitno, 1981, *Desain Elementer,* STSRI "ASRI" Yogyakarta. 4. Mike Susanto, 2002, *Diksi Rupa "Kumpulan istilah Seni Rupa*", Kanisius, Yogyakarta. 5. Maajore Elliot Belvin, 1970, *Design Trough Discovery*, Reinhart and Wiston.	
Team Teaching	Ferawati. S.Sn., M.Sn. Wisnu Prastawa. S.Sn., M.Sn.	
Learning Media	**Software**	**Hardware:**
	Ilearn/LMS, powerpoint	Komputer, LCD Proyektor, Whiteboard and Devices
Course requirements	-	
Assesment (%)	Practice : 50 % Mid Semester Test : 30 % Final Semester Test : 20 %	

Meeting	Sub-CP MK	Indicator	Criteria & Form of Assessment	Learning Method (Estimated Time)	Subject matter Sub subject matter (Library)	Meeting
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Students understand and know the subject matter, learning methods, references and assessments. Students are able to explain the elements of three-dimensional elementary design	a. Accuracy and mastery of the subject matter of learning methods, learning outcomes, references and assessments. b. Accuracy in explaining the meaning of	- Discussion/QA - Check list - Participation	- Introductory lecture - Discussion **[TM: 3x50"]** - Self evaluation **[TT: 3x60"] [BM: 3x60"]**	**RPS and lecture contract** **1.References, forms and assignments, lecture exercises, materials and tools, assessment, elementary design.**	5 %

		three-dimensional elementary design, functions, and forms of three-dimensional elementary design in designing artworks.			**a.** Definition of three-dimensional elementary design. b. Principles in the preparation of elementary three-dimensional design. c. Methods in the preparation of elementary three-dimensional design. **2.Independence, critical and analytical thinking and oral communication.** **(soft skills).** **-** Value of honesty - Value of hard work - Competitive value - courtesy/ethics - Self-confidence - Accuracy of form - Creativity. - Cleanliness - Neatness. **[Main.....]**	

					[Supporting.....]	
II-IV	Students understand and can explain about the field of	a. Ability to understand and design the accuracy of the shape of the plane. b. Accuracy, neatness and creativity in composing the plane.	• Discussion/QA • Participation • Check list	- Task I-8 - -Lecture - -Visual example of work - Practice - -Discussion **[TM: 3x50"]** - -Self evaluation **[TT: 3x60"]** **[BM: 3x60"]** - Students create and color the sketches of field composition according to the assignmen	- Definition of field - Field characteristics - Assignment exercise 1. Arrange various rectangular planes far apart from each other. 2. Arranging triangular planes varying in distance from each other. 3. Arranging semicircular planes far apart from each other. 4. Arranging rectangular, triangular, semicircular planes touching each other. 5. Arranging rectangles, triangles, semicircles close to each other. 6. Arranging rectangles, triangles, semicircles on top of each other. 7. Arranging rectangles, triangles, semicircles that touch each other. **Main.....]** **[Supporting.....]**	5%

V-VIII	Students can explain about volume, empty volume and solid volume	a. Ability to understand and design tasks about volume. b. Accuracy in creating volume shapes with various variations and perspectives. c. Accuracy in coloring and neatness in composing volume shapes.	- Design sketches on volumes, tasks. - Task result sheet - Review and consultation -Discussion/QA	- Task 5-12: - Lecture - Visual examples of works - Discussion volume shape design and given light dark color on the volume with paper size 3,3,3,5 cm **[TM: 2x (3 x50")]** -Self evaluation **[PT: 2x(4x60"]** **[BM: 2x(4x60"]** -Students identify problems and find solutions to the existing **problems.*Project Base Learning***	P- Definition of volume - Volume characteristics - The meaning of volume -Assignment exercise 1. Arrange volumes that are far away from each other. 2. Arrange volumes on top of each other. 3. Arrange volumes on top of each other. 4. Arranging volumes in the spiral line SEG. 5. Constructing volume in the diminishing perspective SEG. 6. Constructing volume in SEG inverted perspective. 7. Composing volume in upward swirl SEG **Main.....}** **Supporting.....}**	10 % 15 %
9	**MID-SEMESTER EXAM (UTS)**					

	1.Theoretical and practical examinations on the field of **2.Collect exam results**					
10-15	Students are able to design and make assignments about the volume and character of line expression symbols in the design of works, and students are able to explain about real three-dimensional forms	a. Accuracy in the ability to understand the design of elementary trimatratic design tasks in the form of solid volume and empty volume arranged in such a way and given a light dark color depending on where the light is directed. b. Accuracy of form, creativity, cleanliness, neatness in making elementary trimatra design tasks. c. The ability to understand and design tasks about real three-dimensional shapes using ice stick media.	-	- Lecture - Visual example of work - Practice - Discussion - Assignment 13-25: Make assignments using white manila paperboard, with a paper size of 3,3,3,5 cm. As well as making real three-dimensional works with sizes 20, 20, 35, cm with a plywood base of adjusting size. **[TM: 5x (3x50")]** - Self evaluation **[PT: 5x (3x60")** **[BM: 5x (3x60"]** ***Project Base Learning***	- Independent critical and analytical thinking and oral communication ((soft skills). - Integrity, hard work. - Discipline, courtesy/ethics, values, confidence. - Friendliness - Creativity - Responsibility 1. Arrange the volume into SEG radiation lines (radiating). 2.Compose volume into horizontal rhythmical SEG. 3.Compose contrasting colors in six color standards using volume elements. 4.Compose contrasting colors using rough and smooth textures in the volume element.	15 % 15 % 20 %

					5.Building volume using continuous line motion. 6. Building a formal volume balance 7. Developing informal volume balance - Definition of real trimatra - Character of real trimatra - Exercises and assignments 8.Composing one center of attention with a black bagraund. 9.Composing by grouping the same elements. 10.Constructing a real volume using ice stick media. **Main.....]** **[Supporting.....]**	15 %
16	**Final Semester Evaluation (UAS)** **1. Submission of the whole assignment in the form of a volume that has been given an assessment.** **2. Cleanliness and neatness of the binding, as well as the completeness of the assignment.**					

INDICATORS, CRITERIA AND ASSESSMENT SCORE

Learning assessment includes process assessment and assessment of learning outcomes. Assessment of the learning process is adjusted to the learning outcomes of mastery of knowledge, general skills learning outcomes which include the ability to think creatively and critically in producing truth and completeness of task identification in design and oral communication in independent work. Assessment of learning outcomes from specific skill learning outcomes in the course of elementary three-dimensional design consists of an overall assessment of the task.

Indicators and criteria for the assessment process are listed in the table below:

Scoring Rubric

a. Correctness, completeness of data identification, project design and presentation		
Description/Work indicators	**Number/Scores**	**Level/Grade**
● Assignments are clear, creative and innovative ● Assignments are very complete and clear ● Analytical acumen is very good ● Cleanliness and neatness are maintained. ● Assignment sketches and designs are clear, measurable and attractive. ● Oral communication in discussion is very good ● The consultation and assistance process is complete and scheduled.	91-100	Satisfying
● Clear, creative and innovative assignments ● Assignments are presented quite completely and clearly ● Analytical acumen is quite good ● Task sketches and designs are clear and measurable ● Cleanliness and neatness are very good ● Oral communication in presentation is very good and ● The consultation and assistance process is sufficiently scheduled.	86-90	Very Good

• Ideas are clear enough • Data are presented clearly enough • Analytical acumen is quite good • Sketches and designs are clear • Oral communication in discussion is very good and • Neatness and cleanliness are good • The consultation and assistance process is sufficiently scheduled.	80-85	Good
• Ideas are clear enough • Data are presented clearly enough • Analytical acumen is quite good • Neatness and cleanliness are sufficient • Sketches and designs are not clear enough • Oral communication in presentation is good and • Consultation and assistance process is not scheduled.	76-79	More than Enough
• Ide cukup jelas, • he idea is clear enough, • Sketches and designs are less clear • Cleanliness and neatness are not good • Communication is less active • form creativity is not clear • Sketches and designs are not clear enough • Did not do the assignment	65-75	Enough
• Form creativity is less clear • Sketches and designs are not clear enough • Did not do the assignment	60-64	Less
• No grades • Did not collect daily assignments, uts, uas.	0-59	Fail

b. Visual Execution Ability

Description/Work indicators	Number/Scores	Level/Grade
• Has aesthetic considerations, has high creativity and is very good at	91-100	Satisfying

• Able to present visual alternatives that are relevant to the design concept • Have excellent manual visualization skills • Able to present sketches and designs that are very representative of the task object • Able to make excellent assignments		
• Memiliki pertimbangan estetis, selera seni yang sangat baik • Possesses aesthetic judgment, excellent artistic feeling • Able to present visual ideas relevant to the task concept • Have excellent manual visualization skills • Able to present sketches and designs that are very representative of the task object • Able to perform tasks and works very well	86-90	Very Good
• Has aesthetic considerations, excellent design taste • Able to produce designs relevant to the task concept • Have excellent manual visualization skills • Able to present sketches and designs that are quite representative of the object • Able to produce assignments reasonably well	80-85	Good
• Has aesthetic considerations, excellent design taste • Able to produce designs relevant to the task concept • Have good manual visualization skills • Able to present sketches and designs that are quite representative of the task object • Less able to produce interesting sketches and designs	76-79	More than Enough
• Has aesthetic considerations, good design taste • Less able to present visual alternatives that are relevant to the task concept • Lacks good manual visualization skills • Less able to present sketches and designs that are representative of the task object • Lack of ability to create tasks and works well • Lack of attention to task cleanliness	65-75	Enough
• Lacking aesthetic considerations, a good sense of design • Lack of ability to present visual alternatives that are relevant to the task concept • Lack of good manual visualization skills • Unable to present sketches and designs that are representative of the object • Lack of ability to create the assigned task	60-64	Less
• Not producing assignments and works • Did not submit the binding	0-59	Fail

AAssessment Component

No.	Assessment Component	Value (%)
1.	Process Assessment	20
Outcome Assessment		
2.	Assignment	50
3.	Mid Semester Test	15
4.	Final Semester	15
	Total	100 %