



**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
TWO-DIMENSIONAL ELEMENTER DESIGN		6040402MKK33	Expertise Course	2	1	January 03, 2024
Authorization		Coordintaor RPS		Head of Study Programme		
		Ferawati. S.Sn., M.Sn.		Dr. 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.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.				
	P.7	Understand the concepts and principles of entrepreneurship in the field of craft.				
	KK.1	Able to design, make and develop craft products.				
	KK.3	Able to research in the field of craft both from artistic and sociocultural aspects.				
	KU.1	Able to apply logical, critical, systematic, innovative thinking in the context of developing science and technology in accordance with the field of expertise.				
	KU.2	Able to show independent, quality and measurable performance.				
	KU.3	Able to be responsible for the achievement of group work and supervise and evaluate.				

	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.
	<b>CPMK (Course Learning Outcomes)</b>	
	CPMK 1	Students understand the principles and concepts of two-dimensional elementary design and its limitations. (P.1, P.3, P.4, P.5 P.7, KK.1).
	CPMK 3	Students are able to design, compose, and color line shapes, understand about color, and compose fields using texture. (P.3, P.4, P.5, KK.1, KK.3, KU.1, KU.2, KU.3).
	<b>Sub-CPMK (Course Learning Outcomes)</b>	
	Sub-CPMK 1.1	Students are able to understand and explain the meaning of lines as well as the meaning contained in line characters and line arrangement.
	Sub-CPMK 1.2	Students are able to understand and know composition, proportion, balance, rhythm, sinter of interest in the preparation of two-dimensional elementary design.
	Sub-CPMK 2.1	Students are able to design tasks by making lines, 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 color arrangements according to the principles of coloring in two-dimensional elementary design works.
	Sub-CPMK 2.3	Students are able to create elementary design works in the form of line, color and texture works.
<b>Brief Course Description</b>	This course is a basic course that provides knowledge and skills as well as ideas and artistic sensitivity through two-dimensional concepts and elements, visual elements in two-dimensional works of various characters in two-dimensional works such as composition, point, line, plane, space, color gradation, texture, shape balance, color contrast, which are intended to design two-dimensional forms and design principles in works of art in the design of art crafts.	
<b>Study Material</b>	<ol style="list-style-type: none"> <li>1. Definition of two-dimensional elementary design science and its scope.</li> <li>2. The concept of two-dimensional elementary design science in the preparation of two-dimensional elementary design elements.</li> <li>3. Form and function of two-dimensional elementary design science.</li> <li>4. Ability and understanding and designing line tasks.</li> <li>5. Ability and understanding of the principles of color in fine arts</li> <li>6. Mastering about texture and media that can be applied.</li> </ol>	
<b>Biblioghrapy</b>	<b>Primary:</b>	

	<ol style="list-style-type: none"> <li>1. Birren, f, <i>Color Form and Space</i>, Reinhold, 1961</li> <li>2. Itten, <i>The art of Color</i>, Reinhold, 1962</li> <li>3. Maajore Elliot belvin, <i>Design trough Discovery</i>, Reinhart and Wiston, 1970</li> <li>4. Arheim, <i>Art Visual and Perseption</i>, London, Faber, 1961</li> <li>5. Fadjar Sidik dan Aming Prayitno, <i>Desain Elementer</i>, STSRI”ASRI”, Yogyakarta, 1981</li> <li>6. Sadjiman Ebdi Sanyoto, <i>Dasar-dasar Tata Rupa dan Desain</i>, Arti Bumi Intaran, Yogyakarta,2005</li> <li>7. Wucius Wong dan Adjat Sakri, <i>Beberapa Azas Merancang Dwimatra</i>, ITB Bandung, Bandung, 1968</li> </ol>	
	<b>Additional :</b>	
	<ol style="list-style-type: none"> <li>1. Dharsono Sony Kartika, 2007, <i>Estetika</i>, Rekayasa Sains, Bandung.</li> <li>2. Dharsono Sony Kartika, 2016, <i>Kreasi Artistik “Perjumpaan Tradisi Modern dalam Paragdimanya Kekaryaan Seni”</i>, Citra Sain, Surakarta.</li> <li>3. Fadjar Sidik dan Aming Prayitno, 1981, <i>Desain Elementer</i>, STSRI ”ASRI” Yogyakarta.</li> <li>4. Mike Susanto, 2002, <i>Diksi Rupa “Kumpulan istilah Seni Rupa”</i>, Kanisius, Yogyakarta.</li> <li>5. Maajore Elliot Belvin, 1970, <i>Design Trough Discovery</i>, Reinhart and Wiston.</li> </ol>	
<b>Team Teaching</b>	Ferawati. S.Sn., M.Sn. Wisnu Prastawa. S.Sn., M.Sn.	
<b>Learning Media</b>	<b>Software:</b>	<b>Hardware:</b>
	Ilearn/LMS, powerpoint	Komputer, LCD Proyektor, Whiteboard and Devices
<b>Course requirements</b>	-	
<b>Assesment (%)</b>	Practice : 50 % Mid Semester Test : 30 % Final Semester Test : 20 %	

Meeting	Sub-CPM K	Indicator	Criteria & Form of Assessment	Learning Method (Estimated Time)	Subject matter Sub subject matter (Library)	Meeting
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	<p>Students understand the meaning of two-dimensional elementary design and know the subject matter, learning methods, references and assessments.</p> <p>Students are able to explain the elements of two-dimensional elementary design</p>	<p>a. Accuracy and mastery of the subject matter of learning methods, learning outcomes, references and assessments.</p> <p>b. Accuracy in explaining the meaning of two-dimensional elementary design, functions, and forms of two-dimensional elementary design in designing artworks.</p>	<p>- Discussion/QA</p> <p>- Check list</p> <p>- Participation</p>	<p>- Introductory lecture</p> <p>- Discussion [TM: 2x50"]</p> <p>- Self evaluation [TT: 2x60"] [BM: 2x60"]</p>	<p>RPS and lecture contract</p> <p>1. References, forms and assignments, lecture exercises, 2. Materials and tools, assessment, elementary design.</p> <p>a. Definition of two-dimensional elementary design.</p> <p>b. Principles in the preparation of two-dimensional elementary design.</p> <p>c. Methods in the preparation of two-dimensional elementary design.</p> <p>3. Independence, critical and analytical thinking and oral communication. (soft skills).</p> <p>- Value of honesty</p> <p>- Value of hard work</p> <p>- Competitive value</p>	10%

					<ul style="list-style-type: none"> <li>- courtesy/ethics</li> <li>- Self-confidence</li> <li>- Accuracy of form</li> <li>- Creativity.</li> <li>- Cleanliness</li> </ul> <p><b>[Main.....]</b> <b>[Supporters.....]</b></p>	
<b>II-IV</b>	Students understand and can explain about lines	<p>a. Ability to understand and design the accuracy of the shape of the line.</p> <p>b. Accuracy, neatness and creativity in composing and coloring lines.</p>	<ul style="list-style-type: none"> <li>• Discussion/Q</li> <li>• Participation</li> <li>• Check list</li> </ul>	<ul style="list-style-type: none"> <li>- Lecture-Assignment 1-6</li> <li>- Visual example of work</li> <li>- Practice</li> <li>- Discussion</li> <li>- [TM: 2x50"]</li> <li>- -Self evaluation</li> <li>- [TT: 2x60"]</li> <li>- [BM: 2x60"]</li> <li>- Students create and color the sketches of line composition according to the assignment.</li> </ul>	<p>3.Make an assignment about lines</p> <ul style="list-style-type: none"> <li>- Definition of line</li> <li>- Line characteristics</li> <li>- The meaning of line</li> <li>- Variable compositions of straight and curved lines</li> <li>- Composition of straight and curved lines in horizontal SEG</li> <li>- Composition of straight and curved lines in diagonal SEG</li> <li>- Composition of straight and curved lines in vertical SEG</li> <li>- Straight and curved line composition in zig zag SEG</li> </ul> <p><b>[Main.....]</b> <b>[Supporting.....]</b></p>	10%

V-VIII	Students can explain about hot colors, cold colors, light colors, dark colors, etc.	<ul style="list-style-type: none"> <li>a. Ability to understand and design tasks about color.</li> <li>b. Accuracy in creating tasks using color</li> <li>c. Accuracy in coloring and neatness in arranging colors</li> </ul>	<ul style="list-style-type: none"> <li>- Design sketches on color, assignment.</li> <li>- Assignment result sheet</li> <li>- Review and consultation</li> <li>-Discussion/QA</li> </ul>	<ul style="list-style-type: none"> <li>- College</li> <li>- Visual examples of works</li> <li>- Discussion</li> <li>- Assignment 7-14:</li> <li>Design geometric and non geometric shapes in color with paper size 3,3,3,5 cm.</li> <li>[TM: 2x(2 x50")]</li> <li>- Self evaluation</li> <li>[PT: 2x(2x60")]</li> <li>[BM: 2x(2x60")]</li> <li>- Students identify problems and find solutions to existing problems.</li> <li><i>Project Base Learning</i></li> </ul>	<ul style="list-style-type: none"> <li>3.Make an assignment about color</li> <li>- Definition of color</li> <li>- Color characteristics</li> <li>- Meaning of color</li> <li>- Composition of six standard colors</li> <li>- Hot color composition</li> <li>- Cold color composition</li> <li>- Hot and cold color compositions</li> <li>- Light and dark color composition</li> <li>- Dark color composition</li> <li>- Contrasting color composition</li> <li>- Composition of six standard colors on a black background.</li> </ul>	<div>5 %</div> <div>15 %</div>
9	<div>MID-SEMESTER TEST (UTS)</div> <div> 1.Theory and practice test on lines  2.Collect exam results </div>					

10-15	Students are able to arrange geometric and non-geometric shapes and given colors	a. Accuracy in the ability to understand the design of elementary two-dimensional design tasks in the form of color. b. Creativity, cleanliness, neatness in making two-dimensional elementary design tasks.	- Task design - Review and consultation of assignment design.  - Task progress sheet.  - Discussion/QA	- College - Visual examples of works - Practice - Discussion - Tasks 15-20: Create an assignment using white manila paperboard, with a paper size of 3,3,3,5 cm.	3. Understanding color characters and effects - Composition of close value colors - Composition of six color standards based on low of area - Composition of six standard trough crossing colors - Composition of six color standards tied with gold color. - Locking the six color standards with a glaze - Locking the six color standards with a veil	15 %
	Students are able to compose and color textures			- College - Visual examples of works - Practice - Discussion - Making assignment  Task 21  Make assignments with media that have rough, medium and fine textures  [TM: 2x(3x50")]	4. Understanding of texture, effects and media with texture  - Definition of texture - Types of texture - Composition of six color standards with texture  [Main.....] [Supporting.....]	15 %

Task 21  
Make assignments with media that have rough, medium and fine textures  
**[TM: 2x(3x50")]**

				-Self evaluation <b>[PT: 2x(2x60")</b> <b>[BM: 2x(2x60")</b>  Project Base Learning		
16	<b>Final Semester Evaluation (UAS)</b> 1. Submission of the whole assignment in the form of stitches that have been given an assessment. 2. Cleanliness and neatness of the coil, 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 knowledge mastery, 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 elementary dwimatra design course 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
<ul style="list-style-type: none"> <li>Assignments are clear, creative and innovative</li> <li>Assignments are very complete and clear</li> </ul>	91-100	Satisfying



<ul style="list-style-type: none"> <li>Analytical acumen is very good</li> <li>Cleanliness and neatness are maintained.</li> <li>Assignment sketches and designs are clear, measurable and attractive.</li> <li>Oral communication in discussion is very good</li> <li>The consultation and assistance process is complete and scheduled.</li> </ul>		
<ul style="list-style-type: none"> <li>Clear, creative and innovative assignments</li> <li>Assignments are presented quite completely and clearly</li> <li>Analytical acumen is quite good</li> <li>Task sketches and designs are clear and measurable</li> <li>Cleanliness and neatness are very good</li> <li>Oral communication in presentation is very good and</li> <li>The consultation and assistance process is sufficiently scheduled.</li> </ul>	86-90	Very Good
<ul style="list-style-type: none"> <li>Ideas are clear enough</li> <li>Data are presented clearly enough</li> <li>Analytical acumen is quite good</li> <li>Sketches and designs are clear</li> <li>Oral communication in discussion is very good and</li> <li>Neatness and cleanliness are good</li> <li>The consultation and assistance process is sufficiently scheduled.</li> </ul>	80-85	Good
<ul style="list-style-type: none"> <li>Ideas are clear enough</li> <li>Data are presented clearly enough</li> <li>Analytical acumen is quite good</li> <li>Neatness and cleanliness are sufficient</li> <li>Sketches and designs are not clear enough</li> <li>Oral communication in presentation is good and</li> <li>Consultation and assistance process is not scheduled.</li> </ul>	76-79	More than Enough
<ul style="list-style-type: none"> <li>Ide cukup jelas,</li> <li>he idea is clear enough,</li> <li>Sketches and designs are less clear</li> <li>Cleanliness and neatness are not good</li> <li>Communication is less active</li> <li>form creativity is not clear</li> <li>Sketches and designs are not clear enough</li> </ul>	65-75	Enough

<ul style="list-style-type: none"> <li>• Did not do the assignment</li> </ul>		
<ul style="list-style-type: none"> <li>• Form creativity is less clear</li> <li>• Sketches and designs are not clear enough</li> <li>• Did not do the assignment</li> </ul>	60-64	Less
<ul style="list-style-type: none"> <li>• No grades</li> <li>• Did not collect daily assignments, uts, uas.</li> </ul>	0-59	Fail

b. Visual Execution Ability		
Description/Work indicators	Number/Scores	Level/Grade
<ul style="list-style-type: none"> <li>• Has aesthetic considerations, has high creativity and is very good at</li> <li>• Able to present visual alternatives that are relevant to the design concept</li> <li>• Have excellent manual visualization skills</li> <li>• Able to present sketches and designs that are very representative of the task object</li> <li>• Able to make excellent assignments</li> </ul>	91-100	Satisfying
<ul style="list-style-type: none"> <li>• Memiliki pertimbangan estetis, selera seni yang sangat baik</li> <li>• Possesses aesthetic judgment, excellent artistic feeling</li> <li>• Able to present visual ideas relevant to the task concept</li> <li>• Have excellent manual visualization skills</li> <li>• Able to present sketches and designs that are very representative of the task object</li> <li>• Able to perform tasks and works very well</li> </ul>	86-90	Very Good
<ul style="list-style-type: none"> <li>• Has aesthetic considerations, excellent design taste</li> <li>• Able to produce designs relevant to the task concept</li> <li>• Have excellent manual visualization skills</li> <li>• Able to present sketches and designs that are quite representative of the object</li> <li>• Able to produce assignments reasonably well</li> </ul>	80-85	Good
<ul style="list-style-type: none"> <li>• Has aesthetic considerations, excellent design taste</li> <li>• Able to produce designs relevant to the task concept</li> <li>• Have good manual visualization skills</li> <li>• Able to present sketches and designs that are quite representative of the task object</li> <li>• Less able to produce interesting sketches and designs</li> </ul>	76-79	More than Enough
<ul style="list-style-type: none"> <li>• Has aesthetic considerations, good design taste</li> </ul>	65-75	Enough

<ul style="list-style-type: none"> <li>• Less able to present visual alternatives that are relevant to the task concept</li> <li>• Lacks good manual visualization skills</li> <li>• Less able to present sketches and designs that are representative of the task object</li> <li>• Lack of ability to create tasks and works well</li> <li>• Lack of attention to task cleanliness</li> </ul>		
<ul style="list-style-type: none"> <li>• Lacking aesthetic considerations, a good sense of design</li> <li>• Lack of ability to present visual alternatives that are relevant to the task concept</li> <li>• Lack of good manual visualization skills</li> <li>• Unable to present sketches and designs that are representative of the object</li> <li>• Lack of ability to create the assigned task</li> </ul>	60-64	Less
<ul style="list-style-type: none"> <li>• Not producing assignments and works</li> <li>• Did not submit the binding</li> </ul>	0-59	Fail

### Assessment Component

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