



INSTITUT SENI INDONESIA PADANGPANJANG
FACULTY OF ART AND DESIGN
CRAFT ART STUDY PROGRAM

SEMESTER COURSE PLAN

COURSE	CODE	Academic Dicipines	CREDITS	Semester	Date of Compilation
Craft Design	6040402MKP58	Elective Course (Compulsory)	2	6	July 5 th 2023
AUTHORIZATION	The Developer of Semester Course Plan		The Head of Department		
	Yulimarni, S.Sn., M.Sn		Hendra, S.Sn., M.Sn.		
Learning Outcomes	Graduate Learning Outcomes of the Study Program				
	P.1	Mastering the knowledge of art and research methods in crafts.			
	P.2	Mastering the knowledge of art in the methods of creating craft.			
	P.3	Mastering the concepts of traditional, contemporary, and industrial craft design.			
	P.4	Mastering the principles of craft design			
	P.5	Having design thinking skills in the field of crafts			
	KK.1	Being able to design, create, and develop craft products.			
	KK.4	Being able to master technology in creating and developing craft works.			
	KU.5	Being able to develop and maintain a professional network with mentors within and outside of the institution.			
	S.5.	Valuing cultural diversity, viewpoints, religions, and beliefs, as well as the opinions or original findings of others.			
	Course Learning Outcomes				

	CPMK1	Students are able to understand the definition and scope of craft design (P.1, P.2, P.3, P.4)
	CPMK2	Students know and understand the history and development of craft design knowledge (P.1, KK.1, KK.4, KU.5)
	CPMK3	Students are able to comprehend and apply craft design knowledge in the creation and study of crafts (P.1, P.3, P.4, KK.1, KK.4, KU.5)
	CPMK4	Students are able to analyze visual art, particularly craft works, using craft design knowledge (P.1, KK.4, KU.5, S.5)
Brief Course Description	A course that provides knowledge on designing craft products, starting from the stages of idea generation, concept development, and creation, continuing with working sketches, alternative designs, and culminating in the selected design. The final stage of this course involves the implementation of the design, whether in the form of a prototype or a finished product.	
Course Content	<ol style="list-style-type: none"> 1. Definition and principles of craft design 2. Basic principles of projection drawing, perspective drawing, and the construction of elevations and sections 3. Identifying interior craft products and the supporting interior elements 4. Formulating ideas and concepts 5. Translating ideas and concepts into sketches 6. Creating room plans 7. Creating projection and two-point perspective drawings based on the selected sketches 8. Creating elevation and section drawings based on the selected sketches 9. Realizing the design into a prototype 	
References	<ol style="list-style-type: none"> 1. Agus Sachari, Paradigma Desain Indonesia, Rajawali, Jakarta 2. Coulin, Claudin, Step by Step Perspective Drawing, ISI Yogyakarta, ITB Bandung. 3. Fuller, WH., How to Draw Perspective to Scale, ISI Yogyakarta, ITB Bandung 4. Hollis, HF. Perspective Drawing, ISI Yogyakarta, ITB Bandung 5. John Heskett, Desain Industri, Rajawali, Jakarta. 6. Johannes Suparjono, Konstruksi Perspektif, Kanisius Yogyakarta. 	
Team Teaching	Hendra, S.Sn., M.Sn.	
Instructional Media	Computer/Laptop, LCD projector, White board, marker	
Prerequisite Course	None	

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M eet ing s	EXPECTED LEARNING OUTCOMES (Sub Learning Outcomes)	COURSE CONTENT (TEACHING MATERIALS)	TEACHING METHODS/ST RATEGIES	ASSESSMENT			TIME ALLOCATIO N	REFERECES
				ASSESSMENT CRITERIA- INDICATORS	TYPES OF LEARNING EXPERIENCE	SCORING PERCENTAG E		
1	The students know about the topics covered, teaching methods, learning outcomes, references, and assessment criteria	Semester course plan and course contract a. Semester course plan b. course contract c. References d. Types of assignments e. Assessment	Lecture, discussion	The alignment of the answers with the explanation.		5%	2 x 50 minutes (1 meeting).	1,2,3,4
2	The students are able to understand the definition and principles of craft design	The definition and the principles of craft design.	Lecture, discussion,	The alignment of the answers with the explanation	Discussion	5%	2 x 50 minutes (1 meeting).	1,2,3,4
3-4	a. The students are able to define and understand the basic principles of projection, perspective, and the construction	Subject matters; Perspective, construction of openings and sections.	Lecture, discussion, Practice	The alignment of the answers with the explanation	Lecture, discussion	10%	4 x 50 minutes (1 meeting).	1,2,3,4

M eet ing s	EXPECTED LEARNING OUTCOMES (Sub Learning Outcomes)	COURSE CONTENT (TEACHING MATERIALS)	TEACHING METHODS/ST RATEGIES	ASSESSMENT			TIME ALLOCATIO N	REFERECES
				ASSESSMENT CRITERIA- INDICATORS	TYPES OF LEARNING EXPERIENCE	SCORING PERCENTAG E		
	<p>of elevations and sections</p> <p>b. The students are able to create room plans and identify interior objects</p> <p>c. The students are able to formulate ideas and concepts into sketches</p> <p>d. The students are able to create and apply selected sketches into projection and perspective drawings</p>							
5-6	The students are able to create drawings of openings according to	Design, materials, and tools.	Lecture, dicussion, Praticce	The accuracy of the image.	Independent work	10%	4 x 50 minutes (2 meetings).	1,3,4

Meetings	EXPECTED LEARNING OUTCOMES (Sub Learning Outcomes)	COURSE CONTENT (TEACHING MATERIALS)	TEACHING METHODS/STRATEGIES	ASSESSMENT			TIME ALLOCATION	REFERENCES
				ASSESSMENT CRITERIA-INDICATORS	TYPES OF LEARNING EXPERIENCE	SCORING PERCENTAGE		
	the shape of the sketches of the objects that have been made.	a. Definition of design b. Principles of design c. Drawing materials and tools			Question and Answer			
7	The students are able to create section drawings according to the shape of the sketches of the objects that have been made	Perspective drawing a. Explaining the fundamental principles of perspective b. Types of perspective	Discussion Practice	The accuracy of the image.	Discussion, Question and answer	10%	2 x 50 minutes (2 meetings).	3,4
8-9	The students are able to create section drawings in accordance with the shape of the object sketches that have been prepared.	1. Visual semiotics 2. Markers and indicators	Discussion, practice			10%	2 x 50 minutes (2 meetings).	1, 2, 3,4
10-11	The students are able to creating and applying selected sketches into	Openings and Sections a. Explanation of the principles and	Practice	The accuracy of the image.	Independent work Question and Answer	10%	2 x 50 minutes (2 meetings).	1, 2, 3

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				ASSESSMENT CRITERIA- INDICATORS	TYPES OF LEARNING EXPERIENCE	SCORING PERCENTAG E		
	projection and perspective drawings	techniques of openings b. Explanation of the principles and techniques of sections c. Exercises and assignments: drawing openings of hollow objects; providing practice with materials on openings/sections of objects d. Exercises and assignments: drawing sections using European-style projections.						
12- 13	The students are able to create drawings of openings that correspond to the shape of the object sketches that have been prepared	Exercises and assignments: drawing sections using European-style projections	Lecture, discussion Practice	The alignment of the answers with the explanation	Independent work Question and Answer	10%	4 x 50 minutes (2 meetings),	1, 2, 3, 4,5,6

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				ASSESSMENT CRITERIA- INDICATORS	TYPES OF LEARNING EXPERIENCE	SCORING PERCENTAG E		
14- 15	The students are able to create section drawings that correspond to the shape of the object sketches that have been prepared	<p>a. Identification of interior elements in residential buildings</p> <p>b. Drawing one of the interior elements of the living room</p> <p>c. Explanation of how to create interior elements for the living room</p> <p>d. Explanation of using scale/comparison according to the actual size and the size on paper</p> <p>e. Explanation of how to implement the drawings on the floor plan into finalized drawings, including sketches, projection drawings, perspective drawings, and construction details, etc.</p> <p>f. Representation of sketches, projection drawings, perspective drawings, and detailed</p>	Lecture, discussion practice	The accuracy of the image	Independent work Question and Answer	10%	4 x 50 (minutes 3 meetings)	1, 2, 3, 4,6

M eet ing s	EXPECTED LEARNING OUTCOMES (Sub Learning Outcomes)	COURSE CONTENT (TEACHING MATERIALS)	TEACHING METHODS/ST RATEGIES	ASSESSMENT			TIME ALLOCATIO N	REFERECES
				ASSESSMENT CRITERIA- INDICATORS	TYPES OF LEARNING EXPERIENCE	SCORING PERCENTAG E		
		drawings for the sections that need to be explained						
16	FINAL SEMESTER EXAM	FINAL SEMESTER EXAM	Face to face Check list Evaluation Discussion	Alignment with the task		20%	2 x 50 minutes (1 meeting),	
						100%		

Indicators, Criteria and Scoring Percentage

Scoring Rubric

Data Validity, Data Analysis Result, Presentation and Team Collaboration		
Description/Performance Indicators	Score	Grade
<ul style="list-style-type: none"> • Clear, creative, and innovative ideas. • Data is presented in a very complete and representative manner. • Analysis sharpness is excellent. • The level of relevance of the explanation to the topic of the problem is appropriate. • Oral communication in the presentation is very good. • Consultation and assistance processes are conducted thoroughly and according to schedule. 	91-100	Excellent
<ul style="list-style-type: none"> • Clear, creative, and innovative ideas. • Data is presented in a very complete and representative manner. • Analysis sharpness is excellent. • The relevance of the explanation is appropriate to the topic of the problem. • Oral communication in the presentation is very good. • Consultation and assistance processes are carried out on schedule. 	86-90	Very good
<ul style="list-style-type: none"> • Clear, creative, and innovative ideas. • Data is presented in a complete and representative manner. • Analysis sharpness is good. • The relevance of the explanation is aligned with the topic of the problem. • Oral communication in the presentation is very good. • Consultation and assistance processes are adequately scheduled. 	80-85	Good

Data Validity, Data Analysis Result, Presentation and Team Collaboration		
Description/Performance Indicators	Score	Grade
<ul style="list-style-type: none"> Ideas are clear, reasonably creative, and innovative. Data is presented in a sufficiently complete and representative manner. Analysis sharpness is excellent. The relevance of the explanation is appropriate to the topic of the problem. Oral communication in the presentation is very good. Consultation and assistance processes are inadequately scheduled and do not meet expectations. 	76-79	More than satisfactory
<ul style="list-style-type: none"> Ideas are fairly clear, reasonably creative, and somewhat innovative. Data is presented in a very complete and representative manner. Analysis sharpness is excellent. The relevance of the explanation is somewhat aligned with the topic of the problem. Oral communication in the presentation is adequate. Consultation and assistance processes are inadequately scheduled and do not meet expectations. 	65-75	Satisfactory
<ul style="list-style-type: none"> Ideas are clear, creative, and innovative. Data is presented incompletely. Analysis sharpness is inadequate. The relevance of the explanation does not align with the topic of the problem. Oral communication in the presentation is lacking.  Assigned tasks are not submitted 	60-64	Unsatisfactory
<ul style="list-style-type: none"> There is no data available 	0-59	Fail

Assessment Components

No	Assessment components	Percentage (%)
1	Process Assessment	20 %
	Result assessment	
2	Assignments	45 %
3	MID TEST	15 %
4	FINAL TEST	20 %
	Total	100 %