



Universitas Negeri Surabaya

2025

PORTOFOLIO

Early Childhood Dance Arts

Faculty of Education
State University of Surabaya



Surabaya
Jl. Lidah Wetan, Jawa Timur 60213

Early Chidhood Dance Arts

Undergraduate Program of Teacher Education
Early Childhood Education
Faculty of Education
State University of Surabaya

State University of Surabaya
2024



**Universitas Negeri Surabaya
Faculty of Education,
Bachelor's Degree Program in Early Childhood Education Teacher
Education**

Document Code

SEMESTER LEARNING PLAN

Course	CODE	Subject Group	Credit Weight			SEMESTER	Date of Compilation																																																																																				
Early Childhood Dance Arts	8620702277		T=2 P=0 ECTS=3.18			3	May 20, 2025																																																																																				
AUTHORIZATION	SP Developer	Subject Group Coordinator	Study Program Coordinator																																																																																								
	Dr. Kartika Rinakit Adhe, S.Pd., M.Pd.																																																																																								
Learning model	Project Based Learning																																																																																										
Program Learning Outcomes (PLO)	PLO Study program charged to the course																																																																																										
PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in the field of expertise and in accordance with the work competency standards in the relevant field.																																																																																										
PLO-5	Mastering pedagogical skills in early childhood learning based on national cultural values																																																																																										
PLO-9	Mastering the concept of early childhood arts according to the development needs of early childhood.																																																																																										
Program Objectives (PO)																																																																																											
PO - 1	Students are able to work together in groups, participate in developing insights into the art of dance, and are responsible for producing learning designs according to agreements.																																																																																										
PO - 2	Students are able to analyze the basic concepts of dance art, are able to appreciate and understand the potential of children in practicing art at an early age, and master the theory and practice of dance learning for early childhood, are able to choose relevant methods, models, techniques, and media or teaching aids.																																																																																										
PO - 3	Students are able to demonstrate performance in designing, managing and simulating dance learning practices for early childhood.																																																																																										
PLO-PO Matrix																																																																																											
	<table border="1"><tr><td>PO</td><td>PLO-3</td><td>PLO-5</td><td>PLO-9</td></tr><tr><td>PO-1</td><td>✓</td><td></td><td></td></tr><tr><td>PO-2</td><td></td><td>✓</td><td></td></tr><tr><td>PO-3</td><td></td><td>✓</td><td>✓</td></tr></table>					PO	PLO-3	PLO-5	PLO-9	PO-1	✓			PO-2		✓		PO-3		✓	✓																																																																						
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PO Matrix on Final Ability of each Learning Stage (Sub-PO)																																																																																											
	<table border="1"><thead><tr><th rowspan="2">PO</th><th colspan="16">Week To</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th></tr></thead><tbody><tr><td>PO-1</td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>PO-2</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></tbody></table>							PO	Week To																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1				✓	✓	✓	✓										PO-2	✓	✓	✓					✓									PO-3									✓	✓	✓	✓	✓	✓	✓	✓
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PO-3									✓	✓	✓	✓	✓	✓	✓	✓																																																																											
Brief Description of Course	The Early Childhood Dance course is designed to equip students with theoretical understanding and practical skills regarding the concepts, principles, and practices of dance that are in accordance with the characteristics and developmental stages of early childhood. Students will learn the basics of dance movement, elements of dance (space, time, energy, and accompaniment), and types of dance that can be used as learning media and stimulation of child development. The main focus of this course is how dance can be integrated creatively and educationally in learning in early childhood education institutions to develop children's motoric, social-emotional, language, and cognitive aspects. Students will also examine the function of dance as a medium of expression, communication, and character formation, by paying attention to local cultural values and social norms that are appropriate to the child's context. Through a practice- based approach, students will be trained to design, develop, and evaluate dance activities that are interesting, meaningful, and safe for early childhood. The learning process is carried out collaboratively through interactive lectures, observation of children's dance videos, dance practices, group discussions, and creative projects, in order to foster pedagogical, artistic, and innovative competencies in the development of dance in early childhood education environments.																																																																																										
Library	Main :																																																																																										

<ol style="list-style-type: none"> Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. <i>Arts Education Policy Review</i>, 118(3), 172-182. Sutini, A. (2018). Pembelajaran Tari Bagi Anak Usia Dini. <i>Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini</i>, 3(2). Yetti, E., & Juniasih, I. (2016). Implementasi Model Pembelajaran Tari Pendidikan Untuk Meningkatkan Kecerdasan Kinetik Anak Usia Dini Melalui Metode Pembelajaran Aktif (Pengembangan Model Di Taman Kanak-kanak Labschool Jakarta Pada Kelompok B). <i>Jurnal Pendidikan Usia Dini</i>, 10(2), 385-400. Flynn, S. M., Enloe, E., Cone, T. P., & Cone, S. L. (2023). <i>Teaching children dance</i> (4th ed.). Human Kinetics. Edwards, L. C. (2024). <i>Music and movement: A way of life for the young child</i> (7th ed.). Cengage Learning. Brown, C., & Howes, D. (2023). <i>Dance and the child: Embodied education and creative movement in early childhood</i>. Routledge. 							
Supporters :							
<ol style="list-style-type: none"> Apriliya, A., & Katoningsih, S. (2020). Pengembangan Pembelajaran Seni Tari Terhadap Kemampuan Motorik Kasar Anak Usia Dini (Doctoral dissertation, Universitas Muhammadiyah Surakarta). Rahman, H. (2021). Pembelajaran Seni Tari pada Anak Usia Dini di Sanggar Saoraja Art's Kabupaten Bone. <i>EDUCHILD (Journal of Early Childhood Education)</i>, 2(2), 51-57. Octaviana, S. D., & Setyowati, S. (2013). Meningkatkan Kemampuan Kongnitif Anak Dalam Mengenal Konsep Bilangan Menggunakan Media Gelas Dan Kancing Di Kelompok B Tk Al-Amin Sidoarjo. <i>Jurnal Mahasiswa Universitas Negeri Surabaya</i>, 2(2), 1-9. 							
Supporting lecturer		Dr. Sri Setyowati, M.Pd. Afifah Rahamaningrum, M.Pd.					
Week 4-	Final ability of each learning stage (Sub-PO)	Evaluation			Learning Aids, Learning methods, Student Assignments, [Estimated Time]	Learning materials [Library]	Assessment Weight (%)
		Indicator	Criteria & Forms	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding the meaning of dance terms and dance functions	Defining the meaning of terms and analyzing the functions of dance	Criteria: Students are able to define the meaning of terms and analyze the functions of dance. Assessment Form : Practice / Performance	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Material: Definition and knowledge of dance Bibliography: Faber, R. (2017). <i>Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review</i> , 118(3), 172-182.	3%
2	Getting to know the development of children's abilities in learning to dance	Students can divide the development period with an educational dance approach and early childhood dance teaching techniques.	Criteria: Presentation 30% Argumentation 35% Relevant illustrations 35% Assessment Form : Practice / Performance	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Material: Dance learning according to AUD age Reference: Faber, R. (2017). <i>Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review</i> , 118(3), 172-182.	3%
3	Preparation for dance teaching for early childhood	Mentally ready (creative, sympathetic, flexible, improvisational, innovative, motivating, varied) and physically ready (methods, materials, media, organizing)	Criteria: Presentation 30% Argumentation 35% Relevant illustrations 35% Assessment Form : Practice / Performance	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Material: Dance learning for AUD Reference: Faber, R. (2017). <i>Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review</i> , 118(3), 172-182.	3%

4	Selecting dance materials based on goals	Sorting out material requirements for competitions, daily coaching, and for incidental performances	<p>Criteria: Presentation 30% Argumentation 35% Relevant illustrations 35%</p> <p>Assessment Form : Practice / Performance</p>	<p>Lecture, Project Based Learning, Group Discussion, Simulation 2 X 50</p>	<p>Lecture, Project Based Learning, Group Discussion, Simulation 2 X 50</p>	<p>Material: Dance learning for AUD</p> <p>Reference: Faber, R. (2017). <i>Dance and early childhood cognition: The Isadora effect</i>. <i>Arts Education Policy Review</i>, 118(3), 172-182.</p>	6%
5	Master chapters 1 to chapter 4	Able to answer, sort, differentiate, identify	<p>Criteria: Presentation 30% Argumentation 35% Relevant illustrations 35%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lecture, Project Based Learning, Group Discussion, Simulation 2 X 50</p>	<p>Lecture, Project Based Learning, Group Discussion, Simulation 2 X 50</p>	<p>Material: Dance learning for AUD</p> <p>Reference: Octaviana, SD, & Setyowati, S. (2013). <i>Improving Children's Cognitive Ability in Recognizing Number Concepts Using Glass and Button Media in Group B of Al-Amin Kindergarten, Sidoarjo</i>. <i>Student Journal of Surabaya State University</i>, 2(2), 1-9.</p>	10%
6	Dance Art Appreciation	Assessing, understanding, seeking meaning and philosophy in works of art	<p>Criteria: Presentation 30% Argumentation 35% Relevant illustrations 35%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation</p>	<p>Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation</p>	<p>Material: Dance Art Appreciation</p> <p>Library: Octaviana, SD, & Setyowati, S. (2013). <i>Improving Children's Cognitive Ability in Recognizing Number Concepts Using Glass and Button Media in Group B of Al-Amin Kindergarten, Sidoarjo</i>. <i>Student Journal of Surabaya State University</i>, 2(2), 1-9.</p>	10%

7	Get to know dance composition in general	Getting to know the elements that make up dance	<p>Criteria: Presentation 30% Argumentation 35% Relevant illustrations 35%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	<p>Material: Understanding dance composition in general</p> <p>Bibliography: Yetti, E., & Juniasih, I. (2016). <i>Implementation of Educational Dance Learning Model to Improve Kinesthetic Intelligence of Early Childhood Through Active Learning Method (Model Development in Labschool Kindergarten Jakarta in Group B).</i> <i>Journal of Early Childhood Education</i>, 10(2), 385-400.</p>	10%
8	UTS	UTS	<p>Criteria: Essay writing test</p> <p>Assessment Form : Test</p>	2 X 50 Test	2 X 50 Test	<p>Material: UTS</p> <p>Library:</p>	5%
9	Creating Early Childhood Dance with simple dance compositions	Trying to compose a simple dance composition with existing materials	<p>Criteria: Fair 30% Credible 35% Logical, implementable/measurable 35%</p> <p>Assessment Form : Practice / Performance</p>	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	<p>Material: Creating Early Childhood Dance with Simple Dance Compositions</p> <p>References: Faber, R. (2017). <i>Dance and early childhood cognition: The Isadora effect.</i> <i>Arts Education Policy Review</i>, 118(3), 172-182.</p>	3%
10	Get to know makeup for early childhood dance	Identifying dance make-up characters in color and shape	<p>Criteria: Fair 30% Credible 35% Logical, implementable/measurable 35%</p> <p>Assessment Form : Practice / Performance</p>	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	<p>Material: Getting to know makeup for early childhood dance.</p> <p>Bibliography: Sutini, A. (2018). <i>Dance Learning for Early Childhood.</i> <i>Cakrawala Dini: Journal of Early Childhood Education</i>, 3(2).</p>	3%

11	Getting to know dance costumes for early childhood	Identifying the character of dance costumes from the material, color and model	<p>Criteria: Fair 30% Credible 35% Logical, implementable/measurable 35%</p> <p>Assessment Form : Practice / Performance</p>	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	<p>Material: Getting to Know Dance Costumes for Early Childhood</p> <p>Bibliography: <i>Rahman, H. (2021). Learning Dance Arts for Early Childhood at the Saoraja Art's Studio, Bone Regency. EDUCHILD (Journal of Early Childhood Education), 2(2), 51-57.</i></p>	3%
12	Getting to know the characteristics of movement and song in dance	Students can differentiate movements and songs from other types of dance performances.	<p>Criteria: Fair 30% Credible 35% Logical, implementable/measurable 35%</p> <p>Assessment Form : Practice / Performance</p>	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	<p>Material: Understanding the Characteristics of Movement and Song in Dance</p> <p>Reference: <i>Apriliya, A., & Katoningsih, S. (2020). Development of Dance Arts Learning for Gross Motor Skills of Early Childhood (Doctoral dissertation, Muhammadiyah University of Surakarta).</i></p>	6%
13	Getting to know rhythmic gymnastics in dance	Students can differentiate rhythmic gymnastics from other types of dance performances.	<p>Criteria: Fair 30% Credible 35% Logical, implementable/measurable 35%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	<p>Material: Getting to know rhythmic gymnastics in dance.</p> <p>Library: <i>Sutini, A. (2018). Dance Learning for Early Childhood. Cakrawala Dini: Journal of Early Childhood Education, 3(2).</i></p>	10%

14	Getting to know the characteristics of the Play Dance	Students can distinguish elements of play dance from other dances.	Criteria: Fair 30% Credible 35% Logical, implementable/measurable 35% Form of Assessment : Project Results Assessment / Product Assessment	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Material: Understanding the Characteristics of Play Dance Library: <i>Yetti, E., & Juniasih, I. (2016). Implementation of Educational Dance Learning Model to Improve Kinesthetic Intelligence of Early Childhood Through Active Learning Method (Model Development in Labschool Kindergarten Jakarta in Group B). Journal of Early Childhood Education, 10(2), 385-400.</i>	10%
15	Get to know the types of educational dance performances for early childhood	Students can differentiate between play dance, movement and song, and rhythmic gymnastics.	Criteria: Fair 30% Credible 35% Logical, implementable/measurable 35% Form of Assessment : Project Results Assessment / Product Assessment	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Lecture, Project Based Learning, Group Discussion, 2 X 50 Simulation	Material: Getting to know the types of educational dance presentations for early childhood Bibliography: <i>Rahman, H. (2021). Learning Dance Arts for Early Childhood at the Saoraja Art's Studio, Bone Regency. EDUCHILD (Journal of Early Childhood Education), 2(2), 51-57.</i>	10%
16	Summative Exam	Summative Exam	Criteria: Summative Exam Assessment Form : Test	Test 2 x 50	Test 2 x 50	Material: Summative Exam Literature:	5%

Recap of Evaluation Percentage: Project Based Learning

No	Evaluation	Percentage
1.	Project Result Assessment / Product Assessment	60%
2.	Practice / Performance	30%
3.	Test	10%
		100%

Notes

1. **Study Program Graduate Learning Outcomes (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 which are obtained through the learning process.
2. **The PLO assigned to a course** is a number of learning achievements of study program graduates (CPL-Study Program) which are used to form/develop a course consisting of aspects of attitude, general skills, specific skills and knowledge.
3. **Program Objectives (PO)** are the capabilities that are specifically described in the PLO that are assigned to a course, and are specific to the study material or learning material of that course.
4. **Sub-PO Course subjects (Sub-PO)** are abilities that are specifically described from PO that can be measured or observed and are the final abilities planned at each stage of learning, and are specific to the learning material of the course.
5. **Assessment indicators** for student learning process and outcomes are specific and measurable statements that identify student learning outcomes or abilities accompanied by evidence.

6. **Assessment Criteria** are benchmarks used as a measure or benchmark for learning achievement in assessment based on established 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:** Lectures, Responses, Tutorials, Seminars or equivalent, Practicals, Studio Practicals, Workshop Practicals, Field Practicals, 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 that can be presented in the form of several main and sub-main topics.
11. **The assessment weight** is the percentage of the assessment of each sub-PO achievement, the amount of which is proportional to the level of difficulty of achieving the sub-PO, and the total is 100%.
12. TM=Face to Face, PT=Structured assignment, BM=Independent learning.

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Koordinator Program Studi S1
Pendidikan Luar Sekolah



Rivo Nugroho, S.Pd., M.Pd.
NIDN 0005048107

UPM Program Studi S1
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NIDN 0018038703

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ANNEX

ASSESSMENT RUBRIC

2024

Annex Portfolio Early Childhood Dance Arts

1. Final Grade Determination

No.	Assessment	Weight
1	Portfolio/Assignment	60%
2	Participation	30%
3	Exam Paper	10%
Total		100%

2. Learning Outcomes of Graduates of the Early Childhood Education Teacher Education Study Program

PLO	
PL-1	Mastering the curriculum, learning theory, learning model and early childhood assessment in the management of the implementation of early childhood education.
PL-2	Mastering developmental stages, healthy living concepts, and parenting techniques to optimize early childhood development
PL-3	Mastering the concept of early childhood art according to the needs of early childhood development.
PL-4	Developing a curriculum in PAUD units based on the nation's cultural values.
PL-5	Mastering pedagogical skills in early childhood learning
PL-6	Able to make the right decisions based on information and data analysis, and able to provide guidance in choosing various alternative solutions in the implementation of early childhood education.
PL-7	Applying logical, critical, creative, and systematic thinking in the context of the development and implementation of Science and Technology in the scientific field of early childhood education in accordance with the applicable curriculum based on scientific rules, procedures and ethics.
PL-8	Have leadership, managerial, and network development skills in the implementation of integrative holistic early childhood education.
PL-9	Responsible for work according to their expertise in an honest, independent, and resilient manner in solving problems in the field of early childhood education by upholding academic ethics.

3. Assessment Technique

Assessment	Assessment Method	Instrument	
Attitude	Observation	Rubrics for process and outcome assessment	
General Skills	Observation, Participation		
Special Skills			
Knowledge Mastery	Performance, Written Test, and Questionnaire		

4. Student Attitude Assessment Rubric

Criterion	Score 85-100 (Excellent)	Score 70-84 (Good)	Score 55-69 (Enough)	Score 0-54 (Less)
Responsibility	Always completes tasks on time and follows instructions.	Completes tasks with slight delays.	Requires reminders to complete tasks.	Fails to complete tasks.
Independence	Highly independent in learning and completing tasks without relying on others.	Occasionally independent, occasionally requires guidance.	Occasionally relies on others for assignments.	Rarely completes assignments independently.
Academic Honesty	Shows full integrity; no indication of cheating or plagiarism on assignments/exams.	Generally honest, with occasional unintentional errors.	Some signs of minor plagiarism or ethical lapses.	Engages in academic dishonesty frequently.
Ethics & Discipline	Always polite, respectful, and responsible.	Usually polite and respectful.	Sometimes disrespectful or disruptive.	Frequently disruptive or disrespectful.

5. Scoring Rubric

No.	Criteria	Excellent (85-100)	Good (70-84)	Enough (55-69)	Less (0-54)
1	Creativity	Exceptional originality; children express unique ideas and concepts through their performance.	Good creativity; children show some original ideas in their expression.	Limited creativity; relies on familiar ideas with minimal personal input.	Lacks creativity; performance is overly simplistic or repetitive.
2	Technique	Children demonstrate mastery of basic dance/art techniques, showing confidence and skill.	Good grasp of techniques; some children show skill and understanding.	Basic techniques used; children struggle with execution.	Poor technique; children show little understanding of basic skills.
3	Expression	Strong emotional expression; children effectively connect with the audience, conveying joy and enthusiasm.	Good expression; some emotional connection with the audience is evident.	Limited emotional expression; children show minimal engagement.	No emotional expression; children appear disengaged or uninterested.
4	Collaboration	Excellent teamwork; all children participate actively and support each other.	Good collaboration; most children contribute to the performance.	Some teamwork; a few children dominate while others are passive.	Poor collaboration; limited interaction and support among children.
5	Presentation	Well-organized and polished performance; children are clear and engaging, capturing the audience's attention.	Generally organized; most parts are clear and engaging for the audience.	Some organization; parts of the performance lack clarity.	Disorganized; difficult to follow, leading to confusion.

6. Group Member Participation Scoring Rubric

No	Criteria	Score			
		Score 85-100 (Excellent)	Score 70-84 (Good)	Score 55-70 (Enough)	Score 0-54 (Less)
1	Dance Movement Creativity	The movements are very creative, original and in line with AUD development.	The movement is quite creative and in line with AUD developments	Movements are less varied and less appropriate for AUD	Monotonous movements and not in accordance with AUD characteristics
2	Theme & Value Integration	Highly integrated with the overall theme and values and meaningful	The integration of themes/values is quite clear.	Themes/values emerge but are less consistent	There is no integration of themes or values
3	Mastery of Basic Techniques	Basic techniques are mastered very well, consistently, and demonstrated throughout the performance.	The technique is quite good and meets the basic needs of children.	Basic techniques have not been mastered consistently	No apparent mastery of basic techniques
4	Collaboration & Teamwork	Collaboration is very effective; each member actively contributes and supports each other.	Good collaboration; most members contribute	Limited collaboration; only some are active	No collaboration ; individual dominance or passivity all

5	Clarity of Presentation Delivery	The delivery is very clear, coherent and easy to understand.	The presentation is quite clear, just a little less systematic.	Unsystematic or confusing delivery	Unable to convey ideas clearly
6	Costume/Property Visualisation & Aesthetics	Very aesthetic, interesting, and supports the meaning of the dance.	Quite aesthetic and supports the show	Less aesthetically pleasing or incongruous	Not aesthetic and not appropriate
7	Punctuality	Very punctual (duration according to provisions)	Slightly over/under time (± 30 seconds)	Too short or too long from the provisions	No show or too far past the set time



ANNEX

COURSE ACTIVITIES RECORDS

2024



Class Attendance
2023/2024 Even Period

Course : Early Childhood Dance Arts Dosen : Dr. Sri Setyowati, M.Pd.

Class : 2022C
Study Program : Undergraduate Program of Teacher Education of Early Childhood Education

No	Students Id Number	Student Name	Meeting															%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
			07 Feb 24	14 Feb 24	21 Feb 24	28 Feb 24	06 Mar 24	13 Mar 24	20 Mar 24	27 Mar 24	03 Apr 24	17 Apr 24	24 Apr 24	02 May 24	08 May 24	15 May 24	22 May 24	
1.	22010684007	ALIFIA MURFIDAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
2.	22010684008	ISABEL WISNAIN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
3.	22010684014	CAESARIA SABRINA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
4.	22010684016	AULIA MAULIDIA ARLIANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
5.	22010684024	FARADILLA MUSTAFA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
6.	22010684025	STEFANY RUTH GINA KRISANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
7.	22010684031	TESYA VERONICA RABBANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
8.	22010684032	ANNISA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
9.	22010684033	MAULIDYA RYSCHA AMELYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
10.	22010684039	ANGGI TRIWULANDHARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
11.	22010684040	ELSA FATIMATUZ ZAHRO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
12.	22010684041	ALISHA ARROCHMA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
13.	22010684049	ANASTASYA BR GINTING	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
14.	22010684050	DEA APRILIA SAPUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
15.	22010684051	FERREIRA MULYA FASHA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
16.	22010684057	LILIK SANGADAH DWI SAPUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
17.	22010684058	AGUSTIN PRAPTINING AYU	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
18.	22010684059	AYU MUSTIKA DEWI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
19.	22010684065	AINUR DIANA FIKRI ISLAMI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
20.	22010684066	SILVI IFATUR ROHMAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
21.	22010684067	NABILAH DIAHMARWA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
22.	22010684074	ISRO'ATUL KHOIRUN NISA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
23.	22010684075	FIRDA AZ ZAHRA FEBRIANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
24.	22010684076	LOUISA ELVINAROSA ERIEKA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
25.	22010684083	TRI NISA RAMADHANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
26.	22010684084	SALSABILLA APRILLITA KARTIKA LATHIIF	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
27.	22010684091	ROBI'ATUL MUDAWAMAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
28.	22010684092	ERNI ZULISANI ROSIDA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
29.	22010684093	SALSABILA NUR YAFI ABID DAY	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
30.	22010684099	ANISA FATIMATUS SALSABELA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
31.	22010684100	BIANCA MAHARANI KAFOER	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
32.	22010684101	SHOFIYYAH RAHMA SYAFITRI	A	A	A	H	H	H	H	H	H	H	H	H	H	H	H	75 %
33.	22010684104	ROHMATUL LATIFAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
34.	22010684105	VERRA VANIA ERNASARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
35.	22010684106	YAMELLIA PUTRI AINNUR	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %
36.	22010684113	RIVIERRA AMIRNA FADILA	A	A	A	H	H	H	H	H	H	H	H	H	H	H	H	75 %
37.	22010684114	LAILA FATHIATUDDINI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	93.8 %

Signature of Lecturer/Assistant



ANNEX

COURSE LOG BOOK

2024

	Universitas Negeri Surabaya Faculty of Education, Bachelor's Degree Program in Early Childhood Education Teacher Education	Document Code
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SEMESTER LEARNING PLAN

Course		CODE	Subject Group	Credit Weight	SEMESTER	Date of Compilation
Early Childhood Dance Arts		8620702277		T=2 P=0 ECTS=3.18	3	May 20, 2025
Mg To	Sub-CPMK	Indicators & Evaluation Criteria	Learning Forms & Methods	Learning Materials [Library]	Weight (%)	Offline
1	Understanding the meaning of dance terms and dance functions	Defining the meaning of terms and analyzing the functions of dance	Lecture, Project Based Learning, Group Discussion	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3), 172-182.	3%	Sri Setyowati
2	Getting to know the development of children's abilities in learning to dance	Students can divide the development period with an educational dance approach and early childhood dance teaching techniques.	Lecture, Project Based Learning, Group Discussion	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3), 172-182.	3%	Sri Setyowati
3	Preparation for dance teaching for early childhood	Mentally ready (creative, sympathetic, flexible, improvisational, innovative, motivating, varied) and physically ready (methods, materials, media, organizing)	Lecture, Project Based Learning, Group Discussion	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3), 172-182.	3%	Sri Setyowati
4	Selecting dance materials based on goals	Sorting out material requirements for competitions, daily coaching, and for incidental performances	Lecture, Project Based Learning, Group Discussion	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3), 172-182.	6%	Sri Setyowati
5	Master chapters 1 to chapter 4	Able to answer, sort, differentiate, identify	Lecture, Project Based Learning, Group Discussion	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3), 172-182.	10%	Sri Setyowati
6	Dance Art Appreciation	Assessing, understanding, seeking meaning and philosophy in works of art	Lecture, Project Based Learning, Group Discussion	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3), 172-182.	10%	Sri Setyowati
7	Get to know dance composition in general	Getting to know the elements that make up dance	Lecture, Project Based Learning, Group Discussion	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3), 172-182.	10%	Sri Setyowati
8	Mid-Semester Exam (UTS)	Ability to solve written UTS questions	Tes	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3), 172-182.	5%	Sri Setyowati
9	Creating Early Childhood Dance with simple dance compositions	Trying to compose a simple dance composition with existing materials	Lecture, Project Based Learning, Group Discussion	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3), 172-182.	3%	Sri Setyowati
10	Get to know makeup for early childhood dance	Identifying dance make-up characters in color and shape	Lecture, Project Based Learning, Group Discussion	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3), 172-182.	3%	Sri Setyowati
11	Getting to know dance costumes for early childhood	Identifying the character of dance costumes from the material, color and model	Lecture, Project Based Learning, Group Discussion	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3),	3%	Sri Setyowati

				172-182.		
12	Getting to know the characteristics of movement and song in dance	Students can differentiate movements and songs from other types of dance performances.	Lecture, Project Based Learning, Group Discussion	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3), 172-182.	6%	Sri Setyowati
13	Getting to know rhythmic gymnastics in dance	Students can differentiate rhythmic gymnastics from other types of dance performances.	Lecture, Project Based Learning, Group Discussion	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3), 172-182.	10%	Sri Setyowati
14	Getting to know the characteristics of the Play Dance	Students can distinguish elements of play dance from other dances.	Lecture, Project Based Learning, Group Discussion	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3), 172-182.	10%	Sri Setyowati
15	Get to know the types of educational dance performances for early childhood	Students can differentiate between play dance, movement and song, and rhythmic gymnastics.	Lecture, Project Based Learning, Group Discussion	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3), 172-182.	10%	Sri Setyowati
16	Final Semester Exam (UAS) – Project Result Report	Ability to compile and deliver paper reports	Test	Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118 (3), 172-182.	5%	Sri Setyowati



Score List

Period 2023/2024 Odd

Courses	: Early Childhood Dance Arts	Lecturer	: Dr. Sri Setyowati, M.Pd.
Class	: 2022 C		
Study Program	: Undergraduate Program of Teacher Education Of Early Childhood Education		

No	NIM	Nama Mahasiswa	Angkatan	Kehadiran	Part	Tugas	UTS	UAS	NA	Huruf	Pakai
1	22010684007	ALIFIA MURFIDAH	2022	93.75%	85	84	81	82	83	A-	1
2	22010684008	ISABEL WISNAIN	2022	87.5%	85	85	85	85	85	A	1
3	22010684014	CAESARIA SABRINA	2022	93.75%	85	84	82	83	83,5	A-	1
4	22010684016	AULIA MAULIDIA ARLIANA	2022	93.75%	85	85	85	85	85	A	1
5	22010684024	FARADILLA MUSTAFA	2022	93.75%	85	84	86	87	85,5	A	1
6	22010684025	STEFANY RUTH GINA KRISANTI	2022	93.75%	85	84	83	83	83,7	A-	1
7	22010684031	TESYA VERONICA RABBANA	2022	93.75%	85	84	84	84	84,2	A-	1
8	22010684032	ANNISA	2022	81,25%	85	85	85	85	85	A	1
9	22010684033	MAULIDYA RYSCHA AMELYA	2022	93,75%	85	84	85	86	85	A	1
10	22010684039	ANGGI TRIWULANDHARI	2022	93,75%	85	84	85	86	85	A	1
11	22010684040	ELSA FATIMATUZ ZAHRO	2022	93,75%	85	85	85	85	85	A	1
12	22010684041	ALISHA ARROCHMA	2022	93,75%	85	85	85	85	85	A	1
13	22010684049	ANASTASYA BR GINTING	2022	93,75%	85	84	83	83	83,7	A-	1
14	22010684050	DEA APRILIA SAPUTRI	2022	93,75%	85	85	85	85	85	A	1
15	22010684051	FERREIRA MULYA FASHA	2022	93,75%	85	84	83	84	84	A-	1
16	22010684057	LILIK SANGADAH DWI SAPUTRI	2022	87,5%	85	84	85	86	85	A	1
17	22010684058	AGUSTIN PRAPTINING AYU	2022	87,5%	85	85	85	85	85	A	1
18	22010684059	AYU MUSTIKA DEWI	2022	93,75%	85	84	86	87	85,5	A	1
19	22010684065	AINUR DIANA FIKRI ISLAMI	2022	93,75%	85	84	86	87	85,5	A	1
20	22010684066	SILVI IFATUR ROHMAH	2022	93,75%	85	84	87	88	86	A	1
21	22010684067	NABILAH DIAHMARWA	2022	93,75%	85	84	82	82	83,2	A-	1
22	22010684074	ISRO'ATUL KHOIRUN NISA	2022	87,5%	85	84	86	87	85,5	A	1
23	22010684075	FIRDA AZ ZAHRA FEBRIANA	2022	93,75%	85	84	83	84	84	A-	1
24	22010684076	LOUISA ELVINAROSA ERIEKA PUTRI	2022	93,75%	85	84	84	84	84,2	A-	1
25	22010684083	TRI NISA RAMADHANI	2022	93,75%	85	84	81	82	83	A-	1
26	22010684084	SALSABILLA APRILLITA KARTIKA LATHIIF	2022	93,75%	85	85	85	85	85	A	1
27	22010684091	ROBI'ATUL MUDAWAMAH	2022	93,75%	85	84	85	86	85	A	1
28	22010684092	ERNI ZULISANI ROSIDA	2022	93,75%	85	85	85	85	85	A	1
29	22010684093	SALSABILA NUR YAFI ABID DAY	2022	93,75%	85	84	83	84	84	A-	1
30	22010684099	ANISA FATIMATUS SALSABELA	2022	93,75%	85	84	79	80	82	A-	1
31	22010684100	BIANCA MAHARANI KAFOER	2022	93,75%	85	84	80	80	82,2	A-	1
32	22010684101	SHOFIYYAH RAHMA SYAFITRI	2022	93,75%	85	85	85	85	85	A	1
33	22010684104	ROHMATUL LATIFAH	2022	93,75%	85	84	82	83	83,5	A-	1
34	22010684105	VERRA VANIA ERNASARI	2022	93,75%	85	84	82	83	83,5	A-	1
35	22010684106	YAMELLIA PUTRI AINNUR	2022	93,75%	85	84	83	84	84	A-	1
36	22010684113	RIVIERRA AMIRNA FADILA	2022	93,75%	85	85	85	85	85	A	1
37	22010684114	LAILA FATHIATUDDINI	2022	87,5%	85	84	84	84	84,2	A-	1



ANNEX

EXAM PAPER

2024



**MINISTRY OF EDUCATION, CULTURE RESEARCH AND
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SURABAYA STATE UNIVERSITY
FACULTY OF EDUCATION SCIENCE
TEECE DEPARTMENT**

Campus Lidah Wetan Surabaya 60213 Phone: 031-7532160 Fax. 031-7532112
Website: <http://fip.unesa.ac.id>

MIDTERM EXAM QUESTIONS 2023/2024

Course	:	Early Childhood Dance Arts
Lecturer	:	Dr. Sri Setyowati, M.Pd.
Nature	:	Close Book
Instructions	:	<ol style="list-style-type: none">1. Write down your identity completely and clearly!2. Read all questions carefully!3. Write your answers on the answer sheet provided!
Questions	:	<ol style="list-style-type: none">1. Explain in your own words about dance art for early childhood and how teachers can adjust dance movements to suit the abilities of early childhood.2. Explain strategies that teachers can do to increase children's involvement in dance learning, linking it to the selection of dance learning materials based on objectives.3. Explain using the rules of people's involvement in consuming dance art works at year-end activities.4. Explain the concept of motor development in relation to dance skills in early childhood that must be studied first by teachers.



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STUDENT WORKSHEET MIDTERM EXAM (UTS) 2022/2023		Test Score
Course	: Early Childhood Dance Arts	
Facilitates Grade	: 2022 A-C	
Day/Date	:	
Time	:	
Name/NIM	: Caesaria Sabrina- 22010684014	20
Dance art for early childhood is a form of creative expression that integrates movement, rhythm, and music to support the holistic development of young children. It helps children explore their body, emotions, and surroundings through movement, promoting motor skills, creativity, and emotional expression. How teachers can adjust movements Simplify movements use basic, repetitive actions like clapping, jumping, twirling, or tiptoeing, match developmental levels: Ensure movements match children's motor abilities based on age. For example, 3-year-olds can sway or march, while 5-year-olds may be able to coordinate group patterns, use visual cues and storytelling children understand better through stories or pretend play, Allow improvisation: Provide room for free movement so children can explore their own dance ideas and focus on fun and expression rather than perfect technique.		20
To boost children's engagement in dance learning, teachers should create meaningful, joyful, and purposeful experiences. Strategies include select themes that are familiar and exciting to children and align dance activities with learning objectives, such as improving balance, rhythm, or social cooperation.		20
Explain using the rules of people's involvement in consuming dance art works at year-end activities. In year-end school performances that include dance, public involvement should be based on respectful and inclusive practices. These activities are more than just entertainment—they are a celebration of children's creativity and learning.		15



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Motor development refers to the progression of children's ability to control and coordinate physical movements. In the context of dance, it provides the foundation for children to move with balance, rhythm, and purpose. Teachers should understand. Balance and body coordination, which improve gradually and require age-appropriate practice.	25
Total Scores	80

80



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STUDENT WORKSHEET MIDTERM EXAM (UTS) 2022/2023		Test Score
Course	: Early Childhood Dance Arts	
Facilitates Grade	: 2022 A-C	
Day/Date	:	
Time	:	
Name/NIM	: Annisa/22010684032	
1. Dance art for early childhood is a form of creative expression that integrates movement, rhythm, and music to support the holistic development of young children. It helps children explore their body, emotions, and surroundings through movement, promoting motor skills, creativity, and emotional expression.		15
2. To make dance engaging and meaningful for children, teachers can choose relevant and familiar themes: Use stories, seasons, animals, or local culture that children know, set clear objectives: For instance, if the goal is to improve gross motor coordination, select dances that involve hopping, jumping, or balance. interactive methods: Use call-and-response songs, movement games, or musical chairs to promote active participation and use props: Scarves, ribbons, or puppets help children focus and add excitement to the movements.		20



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3. When organizing or performing dance art at year-end events, the following community involvement rules should be considered. Respect cultural values: Ensure the dance does not misrepresent or stereotype cultural elements. Choreography and costumes must be suitable for children. Parents can be invited to assist with costumes, props, or as the audience, making them feel included. Everyone, including children with disabilities, should be able to participate and enjoy the event.	25
4. Motor development refers to the progression of muscular coordination and movement skills. Understanding this helps teachers plan dance activities that are developmentally appropriate.	15
Total Score	75

A handwritten score of '75' is written in black ink on a white background. The '7' is on the left and the '5' is on the right, with a diagonal line connecting them.



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FINAL EXAM QUESTIONS 2023/2024

Course	:	Early Childhood Dance Arts
Lecturer	:	Dr. Sri Setyowati, M.Pd.
Nature	:	Project Based Learning
Instructions	:	This exam is a Project Based Learning group with the number of members in each group around 3-5 people. The project is to create a modified dance for early childhood.
Questions	:	<p>Create a team of 3-5 people. Each team is asked to design together with your group a Choreography for Early Childhood as proof of the product of the Dance Arts Learning Development project on the UAS Performance Stage. You can pay attention to the following provisions:</p> <ol style="list-style-type: none">1. Design a dance work for early childhood. Adjust the choreography so that it does not exceed the maximum duration of 5 minutes. Make sure all elements of dance are used well, namely movement (dynamic and fun), rhythm (using cheerful music), space (utilizing interesting floor patterns), and expression (showing the joy and energy typical of early childhood). Choose costumes and properties that support the visualization of the dance work, such as bright colors or attributes that are often used in the world of children.2. Demonstrate the dance work that you have designed in groups.



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STUDENT WORKSHEET FINAL EXAM (UAS) 2022/2023		Test Score
Course	: Early Childhood Dance Arts	
Facilitates Grade	: 2022 A-C	
Day/Date	:	
Time	:	
Name/NIM	: 1. Isabel Wisnain 2. Caesaria Sabrina 3. Faradilla Mustafa 4. Maulidya Ryscha	
Dance Title: "Hoppy Bunny Adventure"		55
Theme: Rabbit (Bunny)		
Target Age: 4–6 years old		
Duration: 5 minutes		
Dance Concept:		
This dance tells the joyful story of little bunnies hopping through the meadow, playing with butterflies, hiding behind flowers, and celebrating springtime. It is designed to bring out the playful, energetic, and imaginative nature of young children.		
Choreography Elements:		
1. Movement:		
The dance includes simple yet expressive movements such as:		
○ Hopping in different directions		
○ Wiggling the nose and making "bunny paws" with hands		
○ Stretching arms like waking up in the morning		
○ Pretending to dig or sniff flowers		
All movements are age-appropriate, rhythmic, and repeated for easier memorization.		
2. Rhythm:		
The music used is light and bouncy with a cheerful, such as an instrumental version of a playful children's tune.		
The rhythm matches the bunny hops and pauses for dramatic effect.		
3. Space:		
Children move in curved and circular paths to show they are exploring the meadow. They form small groups and scatter or gather in the middle of the stage.		
The use of diagonal paths and side-to-side movements keeps the performance visually engaging.		
4. Expression:		
Children are encouraged to smile, laugh, and show excitement as if they are really bunnies enjoying nature.		
Facial expressions like surprise or sleepiness are added for storytelling.		
Costumes and Properties:		

- Costume: Bunny ears headbands, white or pastel-colored tops and bottoms, cotton tails attached at the back, and comfy shoes.
- Props:
 - Small flower cutouts placed around the stage
 - Handheld butterflies on sticks
 - A “bunny burrow” for the hiding sequence

Conclusion:

“Hoppy Bunny Adventure” is designed to be a delightful and educational performance. It helps children develop motor skills, spatial awareness, and creativity while enjoying music and dance. The theme is familiar, the choreography is simple yet expressive, and all elements of dance—movement, rhythm, space, and expression—are carefully applied to ensure a meaningful early childhood dance experience.

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Total Scores	89
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89