**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**MATA KULIAH : AESTHETICS**

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2. Mata Kuliah & Kode : Aesthetics  Ko2de : SBI 216
               : Sem : V  Waktu : 100 menit

4. Rencana Pembelajaran Minggu ke: 1

**SPECIFIC TOPIC**

Syllabus and orientation

**INSTRUCTIONAL GOAL**

Students are acquainted with Aesthetics scope and course plan.

**PERFORMANCE OBJECTIVE**

Students are familiar with Aesthetics scope and course plan.

**RATIONALE**

Orientation in this course is crucial to give a start in order that the students are familiar and motivated in studying Aesthetics.

**LESSON CONTENT**

1. What is Aesthetics
2. What is its scope?
3. Why do you study Aesthetics?

**INSTRUCTIONAL PROCEDURES**

1. Inviting students to elicit their previous knowledge on art
2. Inviting students to recognize its scope
3. Asking students to think of its relevance and significance
4. Integrating their sense of Aesthetics into well established perspective
5. Giving emphasis on Aesthetics notion, scope, significance and relevance

**METHOD OF DELIVERY**

Lecture and discussion
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
MATA KULIAH : AESTHETICS

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EVALUATION PROCEDURE
Students are able to explain Aesthetics notion, scope, significance and relevance

MATERIALS AND AIDS
1. Introduction into Aesthetics
2. Definition of art
3. LCD

Mengetahui,
Ketua Prodi Bahasa dan Sastra Inggris

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Yogyakarta, ……………………
Dosen,

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MATA KULIAH: AESTHETICS

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4. Rencana Pembelajaran Minggu ke: 2

SPECIFIC TOPIC
Approaches in Aesthetics

INSTRUCTIONAL GOAL
Students are acquainted with approaches in Aesthetics.

PERFORMANCE OBJECTIVE
Students are familiar with various approaches in Aesthetics.

RATIONALE
Various approaches in Aesthetics is necessary to give the students a new view that Aesthetics is single sided but involve multi-perspectives in line with various art practices and art-world.

LESSON CONTENT
1. What is art?
2. What do you expect to get from art?
3. Why is the function of art?

INSTRUCTIONAL PROCEDURES
1. Introducing students various approaches in art
2. Inviting students to present their reading on different approaches in art
3. Occasioning students to involve in discussion session

METHOD OF DELIVERY
Presentation, discussion and lecture
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
MATA KULIAH : AESTHETICS

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EVALUATION PROCEDURE
Students are able to explain Aesthetics notion, scope, significance and relevance

MATERIALS AND AIDS
1. Philosophy of the Art (PA): Introduction, p:1-4 & Theories of Art, p:149-175
3. LCD

Mengetahui,
Ketua Prodi Bahasa dan Sastra Inggris

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4. Rencana Pembelajaran Minggu ke: 3

### SPECIFIC TOPIC
Art and Pleasure

### INSTRUCTIONAL GOAL
Students are acquainted with pleasure principle to value art.

### PERFORMANCE OBJECTIVE
Students are familiar with various pleasure values: standard of taste standard of taste (Hume), pleasure (Mill), Beauty (Kant), and Play (Gadamer).

### RATIONALE
It is crucial to recognize that pleasure principle with its various derivations is one basis to value art.

### LESSON CONTENT
1. What is the connection between art and pleasure?
2. What do the experts (Hume, Mill, Kant and Gadamer) say about pleasure principle as a basis to value art?
3. What are the weaknesses and strength of pleasure principle?

### INSTRUCTIONAL PROCEDURES
1. Introducing students various perspectives on art and pleasure
2. Inviting students to present their reading on art and pleasure
3. Occasioning students to involve in discussion session about the topic
4. Giving emphasis on art and pleasure as one paradigm of normative approach

### METHOD OF DELIVERY
Presentation, discussion and lecture
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
MATA KULIAH : AESTHETICS

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EVALUATION PROCEDURE
Students are able to explain the value of art by considering the relation between art and pleasure.

MATERIALS AND AIDS
1. Philosophy of the Art (PA): Art and Pleasure, p:4-21
3. LCD

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2. Mata Kuliah & Kode: Aesthetics Kode: SBI 216

4. Rencana Pembelajaran Minggu ke: 4

### SPECIFIC TOPIC
- Art and emotion

### INSTRUCTIONAL GOAL
- Students are acquainted with expressive principle to value art.

### PERFORMANCE OBJECTIVE
- Students are familiar with various expressive values: everyday expressivism (Tolstoy), expressivism (Collingwood), and expression vs expressiveness.

### RATIONALE
- It is crucial to recognize that expressive principle with its variation is one basis to value art.

### LESSON CONTENT
1. What is the connection between art and emotion?
2. What do the experts Tolstoy, Collingwood say about emotion as a basis to value art?
3. What are the weaknesses and strength of expresivism?

### INSTRUCTIONAL PROCEDURES
1. Introducing students various perspectives on art and emotion
2. Inviting students to present their reading on art and emotion
3. Occasioning students to involve in discussion session about the topic
4. Giving emphasis on art and emotion as one paradigm of normative approach

### METHOD OF DELIVERY
- Presentation, discussion and lecture
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EVALUATION PROCEDURE
Students are able to explain the value of art by considering the relation between art and emotion.

MATERIALS AND AIDS
1. Philosophy of the Art (PA): Art and Emotion, p:24-40
3. LCD

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4. Rencana Pembelajaran Minggu ke: 5

**SPECIFIC TOPIC**
Art and understanding

**INSTRUCTIONAL GOAL**
Students are acquainted with cognitive principle to value art.

**PERFORMANCE OBJECTIVE**
Students are familiar with various cognitive considerations: art and knowledge, aesthetic cognitivism, art as understanding, imagination and experience, the objects of imagination, art and the artworld, understanding as a norm, and human nature.

**RATIONALE**
It is crucial to recognize that cognitive principle with its variation is one basis to value art.

**LESSON CONTENT**
1. What is the connection between art and understanding?
2. What do the experts Tolstoy, Collingwood say about emotion as a basis to value art?
3. What are the weaknesses and strength of cognitivism?

**INSTRUCTIONAL PROCEDURES**
1. Introducing students various perspectives on art and understanding
2. Inviting students to present their reading on art and understanding
3. Occasioning students to involve in discussion session about the topic
4. Giving emphasis on art and understanding as one paradigm of normative approach

**METHOD OF DELIVERY**
Presentation, discussion and lecture
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### EVALUATION PROCEDURE

Students are able to explain the value of art by considering the relation between art and emotion.

### MATERIALS AND AIDS

3. LCD

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### SPECIFIC TOPIC
- Mid-term Test

### INSTRUCTIONAL GOAL
- Students recognize different approaches in art and normative perspective as an example.

### PERFORMANCE OBJECTIVE
- Students are able to apply the most relevant normative approach to comment on a work of art.

### RATIONALE
- It is crucial to academically present an argumentative basis to construct a simple analysis on a work of art.

### LESSON CONTENT
- A test which require student to analyze a work of art

### INSTRUCTIONAL PROCEDURES
- Giving a test to the students

### METHOD OF DELIVERY
- Written exam
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
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EVALUATION PROCEDURE
Students are able to analyze a work of art based on the most relevant perspective contextually.

MATERIALS AND AIDS
1. A work of art
2. Exam paper

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4. Rencana Pembelajaran Minggu ke: 7

SPECIFIC TOPIC
Art form 1: Music

INSTRUCTIONAL GOAL
Students recognize aesthetic value of music, as an art form.

PERFORMANCE OBJECTIVE
Students recognize artistic elements in music: pleasure, emotion, language, representation in music, musical vocabulary and musical grammar, uniqueness of music, music and beauty, music as the exploration of sound.

RATIONALE
It is essential to be able to identify aesthetic elements in music as an art form.

LESSON CONTENT
1. What are the elements of music to consider?
2. What can students identify as aesthetic features in a piece of music?

INSTRUCTIONAL PROCEDURES
1. Introducing students various aesthetic elements in music as an art form
2. Inviting students to present their reading on music and meaning.
3. Occasioning students to involve in discussion session about the topic
4. Giving emphasis artistic elements we can find in music as an art form.

METHOD OF DELIVERY
Presentation, discussion and lecture

EVALUATION PROCEDURE
Students are able to explain music as a work of art aesthetically.

MATERIALS AND AIDS
3. LCD

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4. Rencana Pembelajaran Minggu ke: 8

SPECIFIC TOPIC
Art form 2 / Visual Art: Painting and Film

INSTRUCTIONAL GOAL
Students recognize aesthetic value of painting and film, as art forms.

PERFORMANCE OBJECTIVE
Students recognize artistic elements painting and film: representation and artistic value, art and the visual, visual art and the non visual, film as art, montage vs long shot, talkies, auteur in film.

RATIONALE
It is essential to be able to identify aesthetic elements in visual art as an art form.

LESSON CONTENT
1. What are the elements of visual art to consider?
2. What can students identify as aesthetic features in a work of visual art?

INSTRUCTIONAL PROCEDURES
1. Introducing students various aesthetic elements in visual art
2. Inviting students to present their reading on visual art
3. Occasioning students to involve in discussion session about the topic
4. Giving emphasis artistic elements we can find painting and film as art forms

METHOD OF DELIVERY
Presentation, discussion and lecture

EVALUATION PROCEDURE
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
MATA KULIAH : AESTHETICS

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Students are able to explain aesthetic features in visual art.

MATERIALS AND AIDS
1. Philosophy of the Art (PA): From Painting to Film, p: 87-109
3. LCD

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4. Rencana Pembelajaran Minggu ke: 9  

SPECIFIC TOPIC  
Previewing and Predicting  

INSTRUCTIONAL GOAL  
Students select texts or books to read based on their content.  

PERFORMANCE OBJECTIVE  
Students recognize artistic elements of architecture: peculiarities of architecture, form and function, façade, deception and zeitgeist, functionalism and space, architectural expression, architecture and understanding.  

RATIONALE  
It is essential to be able to identify aesthetic elements in architecture as an art form.  

LESSON CONTENT  
1. What are the elements of architecture to consider?  
2. What can students identify as aesthetic features in a work of architecture?  

INSTRUCTIONAL PROCEDURES  
1. Introducing students various aesthetic elements in architecture  
2. Inviting students to present their reading on architecture  
3. Occasioning students to involve in discussion session about the topic  
4. Giving emphasis artistic elements we can find architecture as an art form  

METHOD OF DELIVERY  
Presentation, discussion and lecture  

EVALUATION PROCEDURE  
## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**MATA KULIAH:** AESTHETICS

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Students are able to explain aesthetic features architecture.

### MATERIALS AND AIDS

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4. Rencana Pembelajaran Minggu ke: 10

SPECIFIC TOPIC
Art Form 4: Literature

INSTRUCTIONAL GOAL
Students recognize aesthetic value of literature, as an art form.

PERFORMANCE OBJECTIVE
Students recognize artistic elements of literature: poetry and prose, unity of form and content, figures of speech, expressive language, poetic devices, narrative and fiction, literature and understanding

RATIONALE
It is essential to be able to identify aesthetic elements in literature as an art form.

LESSON CONTENT
1. What are the elements of literature to consider in Aesthetics?
2. What can students identify as aesthetic features in a work of literature?

INSTRUCTIONAL PROCEDURES
1. Introducing students various aesthetic elements in literature
2. Inviting students to present their reading on literature
3. Occasioning students to involve in discussion session about the topic
4. Giving emphasis artistic elements we can find literature as an art form

METHOD OF DELIVERY
Presentation, discussion and lecture
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
MATA KULIAH : AESTHETICS

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EVALUATION PROCEDURE
Students are able to explain aesthetic elements of literature.

MATERIALS AND AIDS
1. Philosophy of the Art (PA): Poetry and Paraphrase, p:110-130
3. LCD

Mengetahui, Dosen,
Ketua Prodi Bahasa dan Sastra Inggris

Erna Andriyanti, S.S.,M.Hum.
NIP 19710319 199903 2 002

Yogyakarta, ……………………
Dosen,

Paulus Kurnianta
NIP197206222005011001
**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**
**MATA KULIAH : AESTHETICS**

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|                                        |            |               | Paulus Kurnianta

| 1. Fakultas / Program Studi            | Bahasa dan Seni / Bahasa dan Sastra Inggris |
| 2. Mata Kuliah & Kode                  | Aesthetics  Kode : SBI 216                   |
|                                        | Sem : V Waktu : 100 menit                    |

4. Rencana Pembelajaran Minggu ke: 11

**SPECIFIC TOPIC**
Institutional theory in art

**INSTRUCTIONAL GOAL**
Students recognize institutional theory, as another aesthetic perspective.

**PERFORMANCE OBJECTIVE**
Students are familiar with institutional theory to respond to the contemporary art practices.

**RATIONALE**
It is essential to recognize contemporary theory to discuss art status in this modern world.

**LESSON CONTENT**
1. What is art nowadays?
2. What is art status?
3. What is low art / high art?
4. Who holds the authority to declare art status?

**INSTRUCTIONAL PROCEDURES**
1. Introducing students institutional theory as another paradigm to appreciate art forms.
2. Inviting students to present their reading on art and institution
3. Occasioning students to involve in discussion session about the topic
4. Giving emphasis on institutional theory as another basis to comment on art

**METHOD OF DELIVERY**
Presentation, discussion and lecture
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
MATA KULIAH: AESTHETICS

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EVALUATION PROCEDURE
Students are able to explain institutional theory and give a simple analysis on contemporary art practice.

MATERIALS AND AIDS
1. Philosophy of the Art (PA): Theories of Art, p:149-175
2. The Routledge Companion to Aesthetics (RCA): High art versus low art, p: 409-422
3. LCD

Yogyakarta, ……………………
Dosen,

Mengetahui,
Ketua Prodi Bahasa dan Sastra Inggris

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2. Mata Kuliah & Kode: Aesthetics Kode: SBI 216

4. Rencana Pembelajaran Minggu ke: 12

SPECIFIC TOPIC
Art and society

INSTRUCTIONAL GOAL
Students recognize sociological theory, as another aesthetic perspective.

PERFORMANCE OBJECTIVE
Students are familiar with sociological theory to respond to social art practices.

RATIONALE
It is essential to recognize sociological theory to discuss art contribution to society.

LESSON CONTENT
1. What is sociology of art?
2. What is Marxism in art?
3. Whom is the art practice intended for?

INSTRUCTIONAL PROCEDURES
1. Introducing students sociological theory as another paradigm to appreciate art forms.
2. Inviting students to present their reading on Marxism and sociology of art
3. Occasioning students to involve in discussion session about the topic
4. Giving emphasis on sociological theory as another basis to comment on art

METHOD OF DELIVERY
Presentation, discussion and lecture
**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**MATA KULIAH : AESTHETICS**

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**EVALUATION PROCEDURE**
Students are able to explain institutional theory and give a simple analysis on contemporary art practice.

**MATERIALS AND AIDS**
1. Philosophy of the Art (PA): *Theories of Art*, p.149-175
2. What is Literature? (*A book – by JP Sartre - about the function of art in society*)
3. LCD

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Yogyakarta, ..................

Mengetahui,
Ketua Prodi Bahasa dan Sastra Inggris

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   : Sem : V Waktu : 100 menit

4. Rencana Pembelajaran Minggu ke: 13

#### SPECIFIC TOPIC
Structuralism in art

#### INSTRUCTIONAL GOAL
Students recognize structuralism, as another aesthetic perspective.

#### PERFORMANCE OBJECTIVE
Students are familiar with structuralism theory to respond to the contemporary art practices.

#### RATIONALE
It is essential to recognize contemporary theory to discuss art as a system of sign

#### LESSON CONTENT
1. What is structuralism?
2. Why is art considered as a system of sign?
3. What can we find in art by applying this perspective?

#### INSTRUCTIONAL PROCEDURES
1. Introducing students structuralism as another paradigm to appreciate art forms.
2. Inviting students to present their reading on structuralism
3. Occasioning students to involve in discussion session about the topic
4. Giving emphasis on structuralism as another basis to comment on art

#### METHOD OF DELIVERY
Presentation, discussion and lecture
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
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EVALUATION PROCEDURE
Students are able to explain structuralism and give a simple analysis on contemporary art practice.

MATERIALS AND AIDS
1. Philosophy of the Art (PA): Theories of Art – Levi Strauss and Structuralism, p: 149-175
3. LCD

Mengetahui,
Ketua Prodi Bahasa dan Sastra Inggris

Yogyakarta, ……………………
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2. Mata Kuliah & Kode: Aesthetics Kode: SBI 216
   : Sem: V Waktu: 100 menit

4. Rencana Pembelajaran Minggu ke: 14

SPECIFIC TOPIC
Postmodernism in art

INSTRUCTIONAL GOAL
Students recognize postmodernism, as another aesthetic perspective.

PERFORMANCE OBJECTIVE
Students are familiar with postmodernism to respond to the contemporary art practices.

RATIONALE
It is essential to recognize contemporary theory to discuss art as a chain of sign

LESSON CONTENT
1. What is postmodernism in art?
2. Why is art considered as a chain of sign?
3. What is deconstruction?
4. What can we find in art by applying this perspective?

INSTRUCTIONAL PROCEDURES
1. Introducing students postmodernism as another paradigm to appreciate art forms.
2. Inviting students to present their reading on postmodernism
3. Occasioning students to involve in discussion session about the topic
4. Giving emphasis on postmodernism as another basis to comment on art

METHOD OF DELIVERY
Presentation, discussion and lecture
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
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EVALUATION PROCEDURE
Students are able to explain postmodernism and give a simple analysis on contemporary art practice.

MATERIALS AND AIDS
1. Philosophy of the Art (PA): *Theories of Art – Levi Strauss and Structuralism*, p:149-175
3. LCD

Mengetahui,
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   Kode: SBI 216
3. Jumlah SKS:  
   Teori: 2 SKS  
   Praktik: - SKS  
   Waktu: 100 menit

4. Rencana Pembelajaran Minggu ke: 15

SPECIFIC TOPIC
Wrap up

INSTRUCTIONAL GOAL
Students come to understand that there are various approaches and perspectives applied in the study of Aesthetics.

PERFORMANCE OBJECTIVE
Students are familiar with different and various perspectives and able to choose one of them to be applied in an analysis.

RATIONALE
It is fundamental to give a broad perspective so that they can cope with art practices ranged from the old to the contemporary ones.

LESSON CONTENT
1. What are approaches and perspectives in Aesthetics?
2. How to map various and different perspectives and approaches in a whole?

INSTRUCTIONAL PROCEDURES
1. Reminding students of perspectives and approaches discussed this whole semester
2. Asking students to form theoretical map based on perspectives and approaches learned this whole semester
3. Occasioning students to compare their theoretical map.
4. Giving emphasis on the sense of connection between perspectives and approaches

METHOD OF DELIVERY
Discussion and lecture
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**EVALUATION PROCEDURE**
Students are able to show and explain theoretical map on the study of aesthetics.

**MATERIALS AND AIDS**
1. All materials presented before
2. LCD

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Mengetahui, Ketua Prodi Bahasa dan Sastra Inggris

Erna Andriyanti, S.S.,M.Hum.
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Yogyakarta, ……………………
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   : Sem : V Waktu : 100 menit

4. Rencana Pembelajaran Minggu ke: 16

SPECIFIC TOPIC
Final paper

INSTRUCTIONAL GOAL
Students are able to analyze art form or art practice aesthetically.

PERFORMANCE OBJECTIVE
Students are able to choose one perspective argumentatively to construct an analysis of a certain work of art.

RATIONALE
The final paper of appreciation indicates a level of how they have mastered the theories of aesthetics as formulated in their theoretical framework and how they have been able to apply it their analysis argumentatively and convincingly.

LESSON CONTENT
Explanation about the final paper to write

INSTRUCTIONAL PROCEDURES
1. Explaining the final paper to write
2. Asking them to complete it in two weeks

METHOD OF DELIVERY
Final paper exam
## EVALUATION PROCEDURE
Students are able to write an analysis by employing convincing theoretical basis of Aesthetics.

## MATERIALS AND AIDS
Exam paper

---

Mengetahui,  
Ketua Prodi Bahasa dan Sastra Inggris  
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