MUS 121F: Beginning Slack Key Guitar
2 Credits CRN 6310 2
Tues & Thurs (1 – 2:15)
5/21/2018 – 6/29/2018

INSTRUCTOR: Cindy Ke
OFFICE: WCCC
OFFICE HOURS: TBD
EFFECTIVE DATE: Summer 2018

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

Basic principles of performance; relevant problems in literature. Student learns to play two slack key tunings. This course is intended for students with little or no background in this style of guitar playing. Ability to read music is not required.

Activities Required at Scheduled Times Other Than Class Times

Public performance at the end of the course: TBD

STUDENT LEARNING OUTCOMES

Upon completion of the course, the student will be able to:

- Demonstrate knowledge of the history of slack key guitar development.
- Apply knowledge of basic concepts in accurate performances.
- Use knowledge of slack key techniques and music concepts (music theory) to complete in-class recitals.
- Perform with growing confidence in class performances.


**COURSE CONTENT**

**Concepts or Topics**

- History of slack key guitar
- Parts of the slack key guitar
- Finger positioning
- Care and handling of the guitar
- Tunings, chords, vamps for:
  - Taro Patch
  - Double Slack
- Tablature system of notation
- Slack key techniques
- Slack key literature
- Beat, tempo, harmony, chord, bass, melody
- Major scale applications
- Principles of performance:
  - Accuracy, flow, timing, tonal quality, presence, and projection

**Skills or Competencies**

1. Identify and explain the significance of persons and/or events in the development of slack key guitar.
2. Identify the parts of the slack key guitar.
3. Use a standard pitch or relative method to tune the guitar.
4. Demonstrate knowledge of tunings, chords, melodies, and vamps
5. Perform chords, melodies, and vamps from tablature notation.
6. Use slack key techniques in in-class and semester recitals.
7. Use the principles of performance in in-class and semester recitals.
8. Use the components of music in both the performance and creation of music.

**COURSE TASKS**

1. Participate in in-class performances. This activity will require you to use basic concepts in music theory, observe principles of performance, use tablature notation, and/or demonstrate slack key techniques and knowledge of slack key tunings, vamps, chords, in playing exercises and/or excerpts from solos.

2. Group Performances: You will be required to perform several times throughout the course as a class and/or with a group of classmates which will be chosen by the teacher.

3. Complete in-class exams without the aid of reference materials. The exam will require you to demonstrate your understanding of the history of slack key, basic concepts in music theory, tunings (Taro Patch and Double Slack), chords, vamps, and slack key literature.

4. Reflection Papers: You will be given a total of four (4) questions to think about and reflect on. Your reflections should be one page (3 paragraphs) and give your personal thoughts on the subject for reflection. 12 font, double spaced with one (1) inch margins. Neatly written is ok. This is a personal reflection paper and you may use words such as” I believe,” “I feel” or “I thought”. Papers are due at the beginning of the next class. Please write at the top right corner using single space the following information:
   Name MUS 121F Reflection #...
5. Mid-Term Exam: This exam will be taken in class. The exam will include items of multiple-choice, true/false, matching, and short answer. This will test your knowledge of information given from the beginning of the course up to this point.

6. Final: We will have a final recital as a class. Students will perform all the songs learned throughout the course, and possibly a couple of different song choices. Students will perform as a group, however you will be graded individually on how well you perform on stage in front of a live audience.

**ASSESSMENT TASKS AND GRADING**

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance (5 pts per class)</td>
<td>150 pts</td>
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<tr>
<td>2 Quizzes (written) @ 10 pts ea</td>
<td>20 pts</td>
</tr>
<tr>
<td>6 Quizzes (performed) @ 20 pts ea</td>
<td>120 pts</td>
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<tr>
<td>4 Reflection papers @ 30 pts ea</td>
<td>120 pts</td>
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<tr>
<td>1 Film response</td>
<td>30 pts</td>
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<tr>
<td>Mid-term</td>
<td>100 pts</td>
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<tr>
<td>5 Class-group performances @ 40 pts ea</td>
<td>200 pts</td>
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<td>1 of 2 Assigned-group performances</td>
<td>50 pts</td>
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<tr>
<td>Final – Recital</td>
<td>250 pts</td>
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<td>Total for final grade</td>
<td>1,040 pts</td>
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[Solos (extra credit) @ 50 pts ea]

100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% - 60% = D; 59% - 0% = F

**LEARNING RESOURCES**

1. Recommended texts: He Mele Aloha: A Hawaiian Songbook

2. Other materials: To be provided by instructor

**Additional Information**

1. Classroom etiquette:
   a. Please refrain from using profanity, vulgar gestures, put-downs, disruptive behavior, or violence of any kind.

   b. Please refrain from working on/playing material unrelated to the course because it distracts the class from the lesson of the day.

2. Options for group/solo song choices include:
DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ʻAhuakoa 213 for more information.

Revised 1/31/17