



The ThunderRidge High School
Performing Arts Department Presents

The Fall Choir Concert

➤ Featuring ➤

Treble Choir



The Bro-Re-Mi's



Concert Choir



The Sirens



October 9, 2024, 7:00 PM

ThunderRidge High School Auditorium

Ryan Wolterstorff, Director TRHS

Alex Tran, Accompanist

Treble Choir

My Memory.....Ruth Elaine Schram
The Swallows Arrived.....Bedrick Smetana
All Things Bright And Beautiful.....John Rutter
The Poet Sings.....Z. Randall Stroope

The Bro-Re-Mi's

Cindyarr. Earlene Rentz
Java Jive.....Ben Oakland and Milton Drake
Runaway.....arr. Alan Billingsley
Cry Me a Riverarr. Jay Althouse
 soloist: DiMaggio Garr, Luke McKeon, Eric Hoerler
Vive L'Amour.....arr. Alice Parker and Robert Shaw
 Soloists: Jonathan Zimmerman, Michael Van Lingen, Cullen Kayser Cochran

Concert Choir

The Dover Cliffs.....arr. Vicki Tucker Courtney
Hold Me, Rock MeBrian Tate
Fiddler Man.....John Rutter
A Red, Red Rose.....James Mulholland
He Never Failed Me YetRobert Ray
 Soloists: Riley Brunow, Gray Dunn

The Sirens

Things That Never DieLee Dengler
Watane (an Iroquois Soundscape song).....Mark Sirett
Dear John, Dear John (punctuated by love?).....Stephen Hopkins
Child with the Starry Crayon.....Eleanor Daley
 Solo: Emery Hays
Nothin' Gonna Stumble My Feet.....Greg Gilpin

Out of respect for the students' hard work in preparing for tonight's performance, we respectfully request your attendance for the entire concert. Thank you!

Treble Choir Personnel

Soprano I

Allen, Gwenyth
Fisher, Chloe
Meyers, Brooke
Morrill, Lindsey
Rodriguez, Valerie
Schultz, Kaylee
Stumpe, Kendall
Walker, Brynn

Soprano II

Ahlstrom, Afton
Delmez, Alexandra
Haas, Rain
Holmes, Abiyana

LeBaron, Avery
Lee, Katherine
Nickel, Victoria
Pesce, Celeste
Taylor, Hazel

Alto

Crisp, Emmalyn
Evans, Gretchen
Geraci, Jaiden
Herbert, Megan
Lomicka, Emma
Muskwe, Sarudzai
Raevsky, Heidi
Yansak, Ellen

The Bro-Re-Mi's Personnel

Tenor 1

Doolittle, Cooper
Hill, Luke
Raevsky, Jason
Sarver, Dallin
Taylor, Benjamin
West, Jackson

Bass

Diaz, Christian
Falbo, Dominic
Kayser Cochran, Cullen
Midavaine, Henrik
Nelson, Dallin
Papajohn, Loken
Pedersen, Jack
Zimmerman, Jonathan

Tenor 2

Dahlstrom, Ryan
Garr, DiMaggio
Marley, Jaxon
Roper, Adam
Roper, Evan
Smith, Luke
Wolfe, Jaxson

Baritone

Connell, Gavin
Herbert, Noah
Hoerler, Eric
Holshouser, Dylan
McKeon, Luke
Moore, Rylan
Van Lingen, Michael

Concert Choir Personnel

Soprano

Charvat, McKenna
Dunn, Gray
Garner, Lilly
Grodzicki, Keira
Neill, Katherine
Neiman, Brooke
Nieto, Abigail
Stanton, Olivia

Tenor I

Dunn, Bryan
Steinagel, Nathan
Waddoups, Boston
West, Riley

Alto

Brunow, Ashlyn
Garrett, Jayden
Gunn, Brooke
Heideman, Avery
Leboeuf, Alex
Mendoza, Annabel
Riess, Lena
Sanchez, Montana

Bass

Ahlstrom, Dayton
Brunow, Riley
Pena, Marcus
Prusse, Matthew
Smith, Penn

The Sirens Personnel

Soprano I

Casselmann, Nina
Chatwin, Kate
Coleman, Addison
Galan, Grace
Nelson, Ysabel
Pulciani, Madison
Rege, Ira
Rosenbaum, Emily
Peterson, Taytum

Soprano II

Davis, Gabrielle
Frier, Sara
Giles, Caylee
Hays, Emery
Lee, Katelyn
Self, Audrey
Wilson, Claire
Yermakov, Polina

Alto I

Bjorklund, Reese
Galpin, Riley
Garner, Shea
Haugen, Lexi
Hill, Emmy
Heninger, Adaley
Kelley, Reese
Lowe, Eva

Alto II

Taylor, Stella
Cordova, Isabella
Forsythe, Lucy
Kane, Lyli
Raevisky, Heidi
Sinclair, Addison
Sundberg, Hayden
Wolterstorff, Ellery

Special Thanks To...

Brandon Graese, TRHS Band/Orchestra Director
Dr. Alex Buehler, RVMS Band/Orchestra/Choir Director

...and our incredibly supportive administration

Sean Patterson, TRHS Principal
Marshawn Yuhas, TRHS Activities Director/Administrative Dean
Cristina Berrett-Braun, TRHS Assistant Principal
Amie McCarty, Assistant Principal
Josh Stephenson, TRHS Athletic Director/Assistant Principal
Robert Florio, TRHS Administrative Dean

AND

Angela Wolterstorff, my AMAZING wife

The Benefits of Being in Performance Arts

Benefit One: Success in Society

- The U.S. Department of Education lists the arts as subjects that college-bound middle and junior high school students should take, stating "Many colleges view participation in the arts and music as a valuable experience that broadens students' understanding and appreciation of the world around them. It is also well known and widely recognized that the arts contribute significantly to children's intellectual development." In addition, one year of Visual and Performing Arts is recommended for college-bound high school students. - ***Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years, U.S. Department of Education***
- The College Board identifies the arts as one of the six basic academic subject areas students should study in order to succeed in college. – ***Academic Preparation for College: What Students Need to Know and Be Able to Do, The College Board***
- The very best engineers and technical designers in the Silicon Valley industry are, nearly without exception, practicing musicians. - ***Grant Venerable, "The Paradox of the Silicon Savior"***

Benefit Two: Success in School

- In an analysis of U.S. Department of Education data on more than 25,000 secondary school students (NELS: National Education Longitudinal Survey), researchers found that students who report consistent high levels of involvement in instrumental music over the middle and high school years show "significantly higher levels of mathematics proficiency by grade 12." This observation holds regardless of students' socio-economic status, and differences in those who are involved with instrumental music vs. those who are not is more significant over time. - ***Catterall, James S., Richard Chappleau, and John Iwanaga. "Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts." Los Angeles, CA: The Imagination Project at UCLA Graduate School of Education and Information Studies***
- Students with coursework/experience in music performance and music appreciation scored higher on the SAT: students in music performance scored 57 points higher on the verbal and 41 points higher on the math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on the math, than did students with no arts participation. – ***College Bound Seniors National Report: Profile of SAT Program Test Takers. Princeton, NJ: The College Entrance Examination Board, 2001***
- Data from the National Education Longitudinal Study showed that music participants received more

academic honors and awards than non-music students, and that the percentage of music participants receiving As, As/Bs, and Bs was higher than the percentage of non-participants receiving those grades. - **NELS: First Follow-up, National Center for Education Statistics, Washington DC**

- Physician and biologist Lewis Thomas studied the undergraduate majors of medical school applicants. He found that 66% of music majors who applied to medical school were admitted, the highest percentage of any group. 44% of biochemistry majors were admitted. - **As reported in "The Case for Music in the Schools," Phi Delta Kappan**

Benefit Three: Success in Developing Intelligence

- "The musician is continually making decisions on tempo, tone, intonation, style, rhythm, balance, phrasing, and feeling--training the brain to become incredibly good at organizing and conducting numerous activities at once. Dedicated practice of this orchestration can have a great payoff for lifelong attentional skills, intelligence, and an ability for self-knowledge and expression." - **Ratey John J., MD. A User's Guide to the Brain. New York: Pantheon Books, 2001**
- A research team exploring the link between music and intelligence reported that music training is far superior to computer instruction in dramatically enhancing children's abstract reasoning skills, the skills necessary for learning math and science. - **Shaw, Rauscher, Levine, Wright, Dennis and Newcomb, "Music training causes long-term enhancement of preschool children's spatial-temporal reasoning," Neurological Research, Vol. 19**
- Researchers at the University of Montreal used various brain imaging techniques to investigate brain activity during musical tasks and found that sight-reading musical scores and playing music both activate regions in all four of the cortex's lobes; and that parts of the cerebellum are also activated during those tasks. - **Sergent, J., Zuck, E., Tenial, S., and MacDonall, B.**
- Researchers in Leipzig found that brain scans of musicians showed larger planum temporale (a brain region related to some reading skills) than those of non-musicians. They also found that the musicians had a thicker corpus callosum (the bundle of nerve fibers that connects the two halves of the brain) than those of non-musicians, especially for those who had begun their training before the age of seven. - **Schlaug, G., Jancke, L., Huang, Y., and Steinmetz, H. Proceedings of the 3d international conference for music perception and cognition (pp. 417-418). Liege, Belgium**

Benefit Four: Success in Life

- "The nation's top business executives agree that arts education programs can help repair weaknesses in American education and better prepare workers for the 21st century." - **"The Changing Workplace is Changing Our View of Education." Business Week**
- At perhaps no other time have music and arts education been more important. Apart from their obvious benefits, music and the other arts produce critical thinkers, people who are decision makers. In the information age, our company needs people with these critical thinking skills. - **Susan Driggers, Bell South Corporation**
- "Music education opens doors that help children pass from school into the world around them - a world of work, culture, intellectual activity, and human involvement. The future of our nation depends on providing our children with a complete education that includes music." – **Gerald Ford, former President, United States of America**
- "During the Gulf War, the few opportunities I had for relaxation I always listened to music, and it brought to me great peace of mind. I have shared my love of music with people throughout this world, while listening to the drums and special instruments of the Far East, Middle East, Africa, the Caribbean, and the Far North - and all of this started with the music appreciation course that I was taught in a third-grade elementary class in Princeton, New Jersey. What a tragedy it would be if we lived in a world where music was not taught to children." - **H. Norman Schwarzkopf, General, U.S. Army, retired**