



The ThunderRidge High School  
Performing Arts Department Presents

The Fall Choir Concert

➤ Featuring ➤

Treble Choir



Men's Choir



The Sirens



Honor's Choir



October 28, 2021, 7:00 PM  
ThunderRidge High School Auditorium  
Ryan Wolterstorff, Director  
Alexander Tran, Accompanist

## Treble Choir

- Something in the Dark .....Janet Gardner  
student accompanist -Kaitlyn Heyd
- Will He Remember? .....Ron Nelson
- One Mile.....Rollo Dilworth
- Sing For Joy!.....arr. Linda Spevacek
- There Has To Be A Song.....Andrea Ramsey  
student accompanist -Kaitlyn Heyd
- Somagwaza .....arr. Kaptein and Lyon

## Men's Choir

- My Heart's in the Highlands .....Lon Berry
- Duke of Earl .....arr. Ed Lojeski  
Soloists: Matthew Gale, Owen Casselman, Cooper Garr, Seth Huntsman
- Ich Wollt', Meine Lieb' .....Felix Mendelssohn
- O, Mister Moon .....arr. Joshua Shank
- Cantar! .....Jay Althouse

## The Sirens

- A Circle of Friends .....Ruth Morris Gray
- O Pastorelle, Addio (Now is the time for parting) .....Umberto Giordano
- And Nature Smiled .....Allen Kopek  
student accompanist -Andy Nguyen
- The Three Ravens .....Stephen Chatman
- High Flight .....Karen Linford Robinson  
student accompanist -Andy Nguyen

## Honor's Choir

- The Music of Living .....Dan Forrest  
student accompanist -Derek Roper
- Homage.....Z. Randall Stroop  
student accompanist -Andy Nguyen
- Zigeunerleben (Gypsy Life) .....Robert Schumann
- With a Voice of Singing .....Kenneth Jennings
- In His Care-O .....William L. Dawson

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**

Altonen, Olivia  
Corradino, Gabriella  
Falconer, Estelle  
Fotheringham, Maggie  
Mack, Kendra  
Reader, Grace  
Rosenbaum, Emily

## **Soprano II**

Bonaparte, Jada  
Kate Chatwin  
Dunn, Elizabeth  
Garner, Shea  
Heninger, Ash  
Hill, Emmy

## **Alto I**

Cosgrove, Sarah  
Davis, Ella  
Dunn, Gray  
Gale, Cassidy  
Galpin, Riley  
Holz, Lizzy  
McMullen, Amanda  
Monahan, Mackenzie  
Soren, Stella  
Wiginton, Iyanna

# Men's Choir Personnel

## **Tenor 1**

Casselman, Owen  
Forbush, Spencer  
Huntsman, Seth  
Taylor, Rowan

## **Baritone**

Billows, Ryan  
Brunow, Riley  
Ellis, John  
Jones, Tristan  
Ressetar, Andrew

## **Tenor 2**

Codner, Don  
Garr, Cooper  
Skidmore, Cameron  
Vallin Serwinowski, Hudson

## **Bass**

Archuleta, Dante  
Cook, Andrew  
Crumpacker, Jackson  
Gale, Matthew  
Jones, Ian  
Perkins, Ayden  
Worthington, Zak

## The Sirens Personnel

### Soprano I

Forbush, Addy  
Huaman, Isabella  
Kreul, Ella  
Marley, Andelin  
Myers, Kara  
Rowe, Tessa  
Thomas, Katie

### Soprano II

Bautista, Elena  
Choi, Ashley  
Jolly, Emilia  
Jones, Sammie  
Mayr, Charlie  
Myers, Elena  
Vibber, Hailey

### Alto I

Baker, Abigail  
Castro, Angel  
Karl, Gabby  
Mackin, Alexa  
Owens, Olivia  
Paser Reinis, Vinny  
Payne, Jaden  
Marissa Weinfeld

## Honors Choir Personnel

### Soprano I

Nguyen, Sydney  
Prusse, Anna  
Rodda, Megan  
Rosenbaum, Sarah  
Wilhem Kopatich, Ella

### Soprano II

Ammarell, Taryn  
Aukamp, Lily  
Barton, Lexi  
Linhardt, Leah  
Prince, Abby

### Baritone

Adams, Gabe  
Anderson, Will  
Cullen, Brock  
Townsend, Caden

### Bass

Ball, Austin  
Crumpacker, Jackson  
Reader, Ben  
Wilcox, Ian

### Alto I

Chatwin, Raleigh  
Garner, Leah  
Heyd, Kaitlyn  
Singer, Sabrina  
Wilson, Abigail

### Alto II

Akin, Megan  
Dover, Abby  
Holshouser, Madison  
Moralez, Meah  
O'Dwyer, Maggie

### Tenor I

Brady, Sam  
Dunn, Gary  
Hoerler, Chris  
Jones, Aiden

### Tenor II

Green, Scott  
Letheby, Will  
Roper, Derek  
Thomas, Collin

## Special Thanks To...

Adam Terry, TRHS Band Director  
Taylor Hutchins, my good friend and confidant (miss you man)  
Kylene Hurley, TRHS Theater Director  
Jonathan Garcia, RVMS Choir Director

### ...and our incredibly supportive administration!

Nikki Ballow, TRHS Principal  
Marshawn Yuhas, TRHS Activities Director  
Jennifer Carroll, TRHS Assistant Principal  
Amie McCarty, Assistant Principal  
Sean Patterson, TRHS Athletic Director/Assistant Principal  
Cristina Berrett-Braun, TRHS Administrative Dean  
Chris Smith, TRHS Administrative Dean

## 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 Chapleau, 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**