



The ThunderRidge High School
Performing Arts Department Presents

The Mid-Winter Choir Concert

➤ Featuring ➤

RVMS Choir



The Sirens



Honors Choir



March 12, 2026, 7:00 PM
ThunderRidge High School Auditorium
Ryan Wolterstorff, Director TRHS
Sarah Roque, Director RVMS
Alex Tran, Accompanist

RVMS Treble Choir

Firefly	Andy Beck
Frozen (Choral Suite)	arr. Roger Emerson
A Day in the Life of the Sun.....	Ruth Elaine Schram
El Vito	arr. Emily Crocker

Bro-Re-Mi's

Come At Dawn (from Three Spanish Ballades).....	Eugene Butler
Fruits of the Selfless Heart.....	Elizabeth J. Atkinson
<i>soloists: Gretchen Evans, Abigail Nieto</i>	
She Weeps Over Ragoon	Eric Whitacre
<i>clarinet: Jack Todd</i>	
Music In My Mother's House.....	arr. J. David Moore
<i>sign language students from the TR ASL Honor's Club</i>	
truth	Andrea Ramsey
<i>djembe: Jackson White</i>	

Honors Choir

Music of Living	Dan Forrest
Sure on this Shining Night.....	Morten Lauridsen
Daemon Irrepiit Callidus.....	Gyorgy Orban
Signs of the Judgment	arr. Mark Butler
A Chorister's Covert Concert.....	George Mabry

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!

RVMS Year Long Choir

McKinley Alexander
Penelope Almquist
Emmalee Bernier
Thomas Bockmon
Lucy Boligitz
Avey Brimhall
Paisley Brimhall
Ashlynn Brown
Shi Canaday
Louisa Coconati
Weston Cowdrey
Reese Deasy
Devin Delmez
Sophie Edelen
Bryson Edwards

Charlie Engebretson
Riley Goad
Keegan Gonzales
Evie Gooch
McKinley Grimes
Maddie Hendreschke
Tobi Herman
Emma Ingram
Lindsay Loose
J.P. McMains
Barbara Medina Martinez
Nicole Navarro
Hailey Nierop
Daniel Peavy
Hannah Pickett

Selah Pinner
Rebecca Raevsky
Heaven Redwine
Afira Rizwan
Cayden Rodina
Apollo Saikin
Kensey Schultz
Leyna Silva
Maddie Stachnik
Zoey Teague
Anna Thompson
Makayla Vargo
Ryker Wolterstorff

The Sirens Personnel

Soprano I

Ahlstrom, Afton
Gracom, Angel
Charvat, McKenna
Morrill, Lindsey
Neill, Katherine
Nieto, Abigail
Schultz, Kaylee

Soprano II

Garner, Lilly
Giles, Caylee
Delmez, Alexandra
LeBaron, Avery
Lee, Katherine
Martins, Luisa
Pesce, Celeste
Reader, Kate
Taylor, Hazel

Alto I

Brunow, Ashlyn
Crisp, Emmalyn
Evans, Gretchen
Garrett, Jayden
Geraci, Jaiden
Leboeuf, Alex
Stumpe, Kendall
Lomicka, Emma
Muskwe, Sarudzai

Honors Choir Personnel

Soprano I

Casselman, Nina
Coleman, Addison
Galan, Grace
Neiman, Brooke
Peterson, Taytum
Pulciani, Madison
Rege, Ira

Soprano II

Frier, Sara
Hays, Emery
Lee, Katelyn
Self, Audrey
Stanton, Olivia
Wilson, Claire
Yermakov, Polina

Tenor I

Doolittle, Cooper
Hill, Luke
Pena, Marcus
Raevsky, Jason
Smith, Luke
White, Jackson

Tenor II

Connell, Gavin
Dunn, Bryan
Holshouser, Dylan
Roper, Adam
Sayers, John
West, Riley

Alto I

Bjorklund, Reese
Davis, Gabrielle
Haugen, Lexi
Kelley, Reese
Lowe, Eva
Sanchez, Montana
Seiboth, Emilia

Alto II

Cordova, Isabella
Forsythe, Lucy
Heideman, Avery
Kane, Lyli
Raevsky, Heidi
Sundberg, Hayden
Wolterstorff, Ellery

Baritone

Ahlstrom, Dayton
Dahlstrom, Ryan
Marley, Nathan
Pedersen, Jack
Steinagel, Nathan
Waddoups, Boston

Bass

Peterson, Angelo
Prusse, Matthew
Smith, Penn
Kayser Cochran, Cullen
Van Lingen, Michael
Zimmerman, Jonathan

Special Thanks To...

Brandon Graese, TRHS Band Director
Gina Pochocki, Roxborough Music Teacher
Andrea Marley, Trailblazer Music Teacher
Charlene Noga, Eldorado Music Teacher
Emily Balchuck Coyote Creek Music Teacher
Cindy Berndt, Stone Mountain Music Teacher
Genesis Green, Saddle Ranch Music Teacher

...and our incredibly supportive administration

Liz Walhof, TRHS Principal
Erin Kylo, RVMS 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
Kristen Kovack, 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**