



The ThunderRidge High School
Performing Arts Department Presents

The Holiday Choir Concert

➤ Featuring ➤

RVMS Choir



Treble Choir



The Bro-Re-Mi's



The Sirens



December 10, 2024, 7:00 PM
ThunderRidge High School Auditorium
Ryan Wolterstorff, Director TRHS
Dr. Alex Buehler, Director RVMS
Alex Tran, Accompanist

RVMS Semester Choir

- Corner of the Skyarr. John Cacavas
The Sonw Carol.....arr. Audrey Snyder
A Marshmallow Worldarr. Ed Lojeski

RVMS Treble Choir

- Let It Snow! Let It Snow! Let It Snow!arr. Joyce Eilers
Candlelight Carol.....arr. Audrey Snyder
Grandma's Killer Fruitcake.....arr. Roger Emerson

Treble Choir

- What Child Is Thisarr. Ruth Elaine Schram
Rockin' Around The Christmas Tree with Jingle Bellsarr. Mark Hayes
Under Winter Moon.....Andy Beck
Cold SnapDeborah Craig-Claar and Mark Hayes

Concert Choir

- S'vivon (The Dreydl Song).....arr. Joseph Flummerfelt
soloists: Riley West, Abigail Nieto, Marcus Pena
Hot Chocolate (from The Polar Express).....Glen Ballard and Alan Silvestri
Peace, Peacearr. Free Bock
Sleigh Ridearr. Michael Edwards

The Bro-Re-Mi's

- Gesu Bambinoarr. Linda Spevacek-Avery
You're a Mean One, Mr. Grincharr. Jeff Funk
Solo: Luke McKeon
God Rest Ye Merry Gentelmen.....arr. Greg Volk
Shoulda Been A North Pole Elf.....Andy Beck
Interpretive Dancer: Cullen Kayser-Cochran

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 Choir

Semester Choir

Madison Aldrich
Lily Allison-Spletzer
Ella Anderson
Bo Bills
Levi Bockman
Selah Canaday
Louisa Coconati
Rylan Deyerling
Annie Fournier
Lilac Frazee
Noah Green
Chelsea Groh
Cole Hawker
Madison Herbert
Emma Hilton
Carson Lien
Brayden McQuillan
Hunter Merman
Kamdyn Milward
Ella Morton
Darcy Neal
Christopher Neville
Gabrielle Nocco
Alanna Paine
Joseph Patterson
Avery Petterson
Sam Pickett
Tim Stanton
Maxwell Sturlaugson
Karis Thompson
Brooklyn Tripp
Makayla Vargo
Kelley Walsh
Harlow Weber
Madelyn White

Treble Choir

Elizabeth Baker
Onyx Bearden
Avette Brimhall
Paisley Brimhall
Weston Cowley
Reese Deasy
Bryson Edwards
AubreyAnn Garad
Hannah Gregg
Evelyn Hill
Taylor Hunsaker
Emma Insam
Emily Kraehnke
Kenzie Larson
Rebecca Leach
Alyssa Mendoza
Peyton Miller
Ava Mitchell
Rebecca Parker
Eli Picchetti
Selah Pinner
Jaelyn Pittman
Kylie Rindt
Andrew Smith
Ryker Wolterstorff
Emmaline Wood

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

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

Sean Patterson, 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

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**