



The ThunderRidge High School
Performing Arts Department Presents

The Mid-Winter Choir Concert

➤ Featuring ➤

Treble Choir



The Bro-Re-Mi's



The Sirens



Honors Choir



March 13, 2024, 7:00 PM

ThunderRidge High School Auditorium

Ryan Wolterstorff, Director TRHS

Alex Tran, Accompanist

Treble Choir

- Stars I Shall FindVictor C. Johnson
- Cantate DominoSchutz, ed. Nancy Grundahl
- Tell My Maarr. Jon Washburn
Soloists: Nina Casselman, Madison Pulciani, Ellery Wolterstorff
- Johnny Has Gone for a Soldierarr. Robert Greenlee
- Tzena, Tzena, Tzena, Tzenaarr. J. David Moore

Treble Choir and The Bro-Re-Mi's Combined

- GravitasJacob Narverud

The Bro-Re-Mi's

- There Has To Be a SongAndrea Ramsey
- Break, Break, BreakDavid Teas
- Bella Nottearr. Roger Emerson
- Soldarr. Aaron Dale

The Sirens

- Wir Eilen mit schwachen, doch emsigen SchrittenBach, ed. Arthur Talmadge
- Omnes GentesJacob Narverud
- A Circle of FriendsRuth Morris Gray
- Chili Con CarneAndres Edenroth
- You Can't Hurry Lovearr. Mac Huff

Honors Choir

- Measure Me, Sky!Jonathan Reid
- And So It Goesarr. Bob Chilcott
Soloist: Andrew Ressetar
- When Daffodils Begin to PeerMatthew Harris
Soloist: Caden Townsend
- Earth SongFrank Ticheli
- The May NightBrahms, arr. Arthur Frackenpohl
- Walkin' Down That Glory RoadMark Hayes

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

Coleman, Addison
Casselman, Nina
Charvat, McKenna
Davis, Gabrielle
Dunn, Gray
Grodzicki, Keira
Neill, Katherine
Nieto, Abigail
Pulciani, Madison
Rege, Ira

Soprano II

Bjorklund, Reese
DeStefano, Bella

Garner, Lilly
Giles, Caylee
Leboeuf, Alex
Lowe, Eva
Sanchez, Montana

Alto

Brunow, Ashlyn
Garrett, Jayden
Gunn, Brooke
Heideman, Avery
Mendoza, Annabel
Sinclair, Addison
Walker, Brynn
Wolterstorff, Ellery
Wood, Mariah

The Bro-Re-Mi's Personnel

Tenor 1

Gale, Matthew
Smith, Penn
Waddoups, Boston

Bass

Diaz, Christian
Herbert, Noah
Marley, Nathan
McKeon, Luke
Moore, Rylan
Nelson, Dallin
Papajohn, Loken
Patterson, Angelo
Van Lingen, Michael

Tenor 2

Connell, Gavin
Dunn, Bryan
Gale, Timothy
Skidmore, Cameron
Steinagel, Nathan
West, Riley

Baritone

Ahlstrom, Dayton
Edwards, Trey
Hoerler, Eric
Moats, Jordan
Oh, Jacob
Pena, Marcus
Prusse, Matthew

The Sirens Personnel

Soprano I

Coleman, Addison
Karl, Gabi
Lee, Katelyn
Neiman, Brooke
Peterson, Taytum
Stanton, Olivia
Yermakov, Polina

Soprano II

Frier, Sara
Giles, Caylee
Haugen, Lexi
Hays, Emery
Kelley, Reese

Self, Audrey
Wilson, Claire

Alto

Baker, Bee
Cordova, Isabella
Forsythe, Lucy
Hill, Emmy
Kane, Lyli
Paser Reinis, Vincent
Raevsky, Heidi
Sundberg, Hayden
Wood, Mariah

Honors Choir Personnel

Soprano I

Altonen, Ollie
Chatwin, Kate
Kreul, Ella
Rhodes, Maddie
Rosenbaum, Emily

Alto II

Baker, Bee
Karl, Gabi
Owens, Olive
Paser Reinis, Vincent
Taylor, Stella

Tenor I

Garr, Cooper
Holshouser, Dylan
Matthews, Sebastian
Server, Dallin

Tenor II

Casselmann, Owen
Ressetar, Andrew
Roper, Evan
Skidmore, Cameron

Soprano II

Bonaparte, Jada
Dunn, Elizabeth
Marley, Andelin
Myers, Kara
Reader, Grace

Alto I

Galpin, Riley
Garner, Shea
Heninger, Adaley
Jones, Sammie

Baritone

Ellis, John
Gale, Matthew
Oh, Jacob
Townsend, Caden

Bass

Brunow, Riley
Fredericks, Jake
Jones, Tristan
Pedersen, Jack

Special Thanks To...

Brandon Graese, TRHS Band/Orchestra Director
Angela Wolterstorff, my AMAZING wife

...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

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**