



The ThunderRidge High School
Performing Arts Department Presents

The Mid-Winter Choir Concert

Featuring

RVMS Choir



The Sirens



Honors Choir

March 9, 2022, 7:00 PM
ThunderRidge High School Auditorium
Ryan Wolterstorff, TRHS Choir Director
Jonathan Garcia, RVMS Choir Director
Alex Tran, Accompanist

RVMS Choir

Obwisana.....George L.O. Strid
My Sha-la-la-la Locker's Stuck.....arr. Steve Lawrence
Stormarr. James M. DesJardins

The Sirens

Confitemini Domino.Patti Drennan
Things That Never DieLee Dengler
How Can I Stop Singing My Song?Cynthia Gray
No Time.....arr. Susan Brumfield
solo: Hailey Vibber
Mister Sandmanarr. Ed Lojeski

Honors Choir

Exultate Justin In Domino.....ed. Mason Martens
Soldier BoyJohn Rutter
accompaniment: Kaitlyn Heyd
My God Is A Rock.....arr. Alice Parker and Robert Shaw
soloists: Ben Reader, Ian Wilcox, Scott Green
Flight Song.....Kim Andre Arnesen
accompaniment: Andy Nguyen

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 Personnel

Bailey Adams
Andrew Barton
Reese Bjorklund
Kenzie Bounthone
Gaston Cantarovici
Kiarya Clinscale
Isabella Cordova
Madison Danks
Sara Frier
Lily Garner
Jayden Garrett
Elijah Gregg
Keira Grodzicki
Annika Gustafson
Alexandra Haugen
Emery Hays
Noah Herbert
Eleanor Holcomb
Lylianah Kane
Reese Kelley
Kaydance Koeppen
Mackenzie Le

Alexandra LeBoeuf
Katelyn Lee
Maya Limoni
Abigail Lynam
Rylie Marcus
Mia McChesney
Sylvia McCrosky
Rylan Moore
Katherine Neill
Brooke Neiman
Reese Nielsen
Mia Ogle
Angelo Patterson
Jack Pedersen
Camille Perret
Taytum Peterson
Ishoba Ponnuraj
Addison Sinclair
Hayden Sundberg
Jack Todd
Ellery Wolterstorff
Polina Yermakov
Mariah Woo

The Sirens Personnel

Soprano I

Human, Isabella
Kreul, Ella
Mayr, Charlie
Thomas, Katie
Vibber, Hailey

Alto II

Baker, Abigail
Karl, Gabby
Owens, Olivia
Paser Reinis, Vinny
Payne, Jaden
Weinfeld, Mariss

Soprano II

Choi, Ashley
Marley, Andelin
Myers, Kara
Rowe, Tessa
Vetsch, Tori

Alto I

Castro, Angel
Jolly, Emilia
Jones, Sammie
Mackin, Alexa
Myers, Elena

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
Our significant others, who are amazing and supportive!

...and our incredibly supportive administration!

Nikki Ballow, TRHS Principal
Marshawn Yuhas, TRHS Activities Director/Administrative Dean
Jennifer Nichols, 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 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**