



ThunderRidge High School and
Ranch View Middle School
Present

The Mid-Winter Choir Concert

⇒ Featuring ⇐

RVMS Choir



Concert Choir



Treble Choir



March 7, 2018, 7:00 PM
ThunderRidge High School Auditorium
Ryan Wolterstorff –Director (TRHS)
Cara Givan –Director (RVMS)
Hanna Wo, Accompanist

RVMS Choir

Laus Deo..... John Leavitt
Shining Moon arr. Audrey Snyder
Climbin' Up The Mountain arr. Patsy Ford Simms
Reuben and Rachel arr. Greg Gilpin

Concert Choir

My Favorite Things..... arr. Mac Huff
For the Beauty of the Earth arr. Philip Stopford
Royals arr. Devin Dolquist
Wee Croodin' Doo (Little Cooing Dove)..... arr. Norman Luboff
Rhythm of Life..... arr. Richard Barnes

Treble Choir

Stars I Shall Find Victor C. Johnson
Wir Eilen Mit Schwachen..... J.S. Bach
Hard Hearted Hannah..... arr. Kirby Shaw
Things That Never Die Lee Dengler

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!

Ranch View MS Choir Personnel

Aiden Allen	Abigail Dover	Jaden Mefford
Carissa Alqlaf	Arienne Dubois	Maria Meyer
Dante Archuleta	Avelyn Edwards	Samuel Olds
Paige Babbitt	Adelaide Forbush	Morgan Phillips
Jadyn Baca	Spencer Forbush	Cassidy Portillo
Adrianna Baker	Madalyne Fullford	Megan Rodda
Austin Ball	Rhett Gooden	Andrea Rodriguez
Alexis Barton	Chase Guzior	Dylan Sandusky
Kyla Bott	Austin Hirschman	Maxwell Sherman
Ella Brosseau	Christopher Hoerler	Natalie Starkey
Angelie Castro	Madison Holshouser	Abigail Stassi
Jewlyana Chavez	Isabella Huaman	Katelyn Sullivan
Garrett Clark	Ian Jones	Katherine Thomas
Jackson Crumpacker	Chloe Lau	Kathryn Thompson
Brock Cullen	Cassidy Leonard	Leandrea Velasquez
Isabella Davis	Margaret Mayr	Sophie Waldron
Ghiavanna DeWitt	Stephen McCormick	Marissa Weinfeld
Brycen Douglas	McKiah McIntosh	Zachary Worthington

Concert Choir Personnel

Soprano I

Arvizu, Eliana
Bourque, Kayla
Bull, Kendall
Gale, Rachel
Lancaster, Gabby
Mack, McKenna
McCalman, Briana
Staffieri, Abby
Sullivan, Jacquelyn

Soprano II

Danner, Gabby
McKnight, Ella
Merrill, Abbie
Statter, Samantha
Stauder, Aislyn
Tateyama, Emily
Taylor, Kamber

Alto I

Beyer, Rhyana
Davy, Rachel
Fisher, Emma
Gee, Isabel
Hartfelder, Sierra
Kinne, Jaymie
Lucker, Emily
McCraw, Malia
Moffett, Ella
Oliver, Emily
Pall, Emmy
Sprague, McKayla
VanDyke, Kayla

Treble Choir Personnel

Soprano I

Brunn, Elizabeth
Burnor Lucero, Skylar
Carpenter, Maddy
Cullwell, Nicole
England, Neriah
Hesse, Nicole
Laxamana, Nicole
Merrill, Emily
Moralez, Maci
Myer, Marissa
Ortegren, Thora
Rodda, Kaley
Secord, Kylie

Soprano II

Caven, Ellie
Chatwin, Emerson
Choi, Rachel
Davis, Cassidy
Dillender, Isabella

Douglas, Annie
Edwards, Madilynn
George, Mackenzie
Halliday, Madison
Heagle, Allison
Kennedy, Laney
Larenas, Sophia
Nguyen, Mya

Alto

Arany, Madeleine
Braun, Mackenzie
Bustos, Hannah
Garner, Brynn
Garr, Dominique
Klechka, Sophie
Monteith, Grace
Trujillo, Jaylene
Webber, Tigerlily
Welk, Abigail
Wilson, Arianna

Special Thanks To...

Adam Terry, TRHS Band Director
Taylor Hutchins, TRHS Orchestra Director
Kylene Hurley, TRHS Theater Director
Nancy Plamp, TRHS "Copy Goddess"

...and our incredibly supportive administration

Tanner Fitch, RVMS Principal
Chris Tabeling, TRHS Principal
Cristina Berrett-Braun, TRHS Assistant Principal
Nikki Ballow, TRHS Assistant Principal
Amie McCarty, Assistant Principal
Aryann Roberts, Activities Director/Administrative Dean
Sean Patterson, TRHS Athletic Director/Assistant Principal
Casey Paul, 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*