



The ThunderRidge High School
Performing Arts Department Presents

The May Orchestra Concert

➤ Featuring ➤

String Orchestra



Chamber Orchestra



May 8th, 2019, 7:00 PM
ThunderRidge High School Auditorium
Taylor Hutchins, Director

String Orchestra

Andante Con Moto from Symphony No. 5.....Ludwig Von Beethoven, arr. Caputo

Serenade for String Orchestra.....Norman Leyden

I. Prelude

II. Fugue

III. Nocture - Featuring Katelynn Castillo and Lauren Vogel

IV. Cakewalk

Chamber Orchestra

Serenata Notturna, K. 239.....W.A. Mozart

I. Marcia - Featuring Caden Olson, McKenna Skokos, Asha Kakuda, Ellie Southwick

Bitter Revival.....Ryan Green

Senior Selection

St. Paul's Suite.....Gustav Holst

I. Jig

III. Intermezzo

IV. Finale

String Orchestra Personnel

Violin I

Katelynn Castillo*
Amy Chen
Lexi Crandall
Gracie Madalina
Lily Toler
Lauren Vogel
Trinity Weiss
Katherine Witkind

Viola

Haylie Boyd
Kaylie Griffin
Alexia Jackson
Katherine Kloves
Garrison Nash*
Brianna Olivas
Jaden Vigil

Violin II

Kyla Busman
Allison Dobbins
Laura Greenwood
Lindsay Hoag
Amber Klein*
Vanessa Mai
Megan Mather
Nadia Ohsiek
Haylee Smith
Iris Toney
Ashley Troje

Double Bass

Garrett Norblom
Alex Rich*
Jacob Toler

Cello

Scott Brannan
Bailey Churchill Jones
Riley Coe
Catey Frier
Min-Fei Ginther
Maddie May
Ivan Nieto*
Garren Saewert

Chamber Orchestra Personnel

Violin I

Danik Chekhovich
Abby Frier
Ryan Green
Caden Olson*#
Alexis Orozco Guereca
McKenna Skokos#

Violin II

Lindsey Anhalt
Kyra Bowden
Dayna Chafe
Arielle Hurst
Sydney Kakuda
Ava Mount
Mina Palaniappan
Elissa Wardell*

Viola

Melanie Hoffman
Asha Kakuda
Max Lee
Zoe Rich
Tyler Torpy*

Cello

Lily Berkowitz*#
Veronika Bruetting
Olivia Root
Ellie Southwick

Double Bass

Brooke Hardman
Colleen Rafferty*

* Denotes Principal, +Denotes Western States HO, # Denotes Continental League, ~ Denotes All-State Orchestra

Special Thanks To...

Adam Terry, TRHS Band Director
Ryan Wolterstorff, TRHS Choir Director
Kylene Hurley, TRHS Theater Director
Felicia Elenum, RVMS Music Director

...and our incredibly supportive administration

Nikki Ballow, TRHS Principal
Casey Paul, TRHS Activities Director

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*